

# **CALENDAR 2009**

FACULTY OF EDUCATION  
SCIENCES  
UNDERGRADUATE PROGRAMMES  
PGCE

**Potchefstroom Campus**

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

The General Academic Rules of the University, to which all learners 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.puk.ac.za/beheer-bestuur/beleid-reels.htm>

**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 learners finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a learner, the relevant module combination is not permitted.

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## **OFFICIALS**

### **DEAN**

Prof P Engelbrecht

## **DIRECTORS**

### **School for Curriculum-based Studies**

Prof BW Richter

### **School for Education**

Prof HD Nieuwoudt

### **School for Continuing Teachers' Education**

Prof EJ Spamer

### **Research Focus Area Teaching and Learning Organisations**

Prof JLdeK Monteith

## **Faculty Board**

### **1. Directors**

- School for Curriculum – based Studies (SCS)
- School for Education (SE)
- School for Continuing Teacher's Education (SCT)
- Research Focus Area (RFA)

### **2. Faculty Representatives on Campus Senate**

### **3. Faculty Representatives**

### **4. Programme leaders**

- B. Ed.
  - Foundation phase
  - Intermediate and Senior phase
  - Senior and Further Education and Training phase
  - Senior and Further Education and Training phase (Technology)
- PGCE
- BTD
- Hons B. Ed.
- MEd & PhD
- ACE
- NPDE

### **5. Subject chair persons**

### **6. Head: Academic (SCT)**

### **7. Head: Business and Administration (SCT)**

### **8. Head: Projects and School courses (SCT)**

### **9. Student representatives**

### **10. Administrative Manager (ex-officio) (Minute keeper)**

## **1. TEACHING POLICY**

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

- Effective teaching
- Education, teaching, and training
- Medium of instruction
- Teaching based on religiously-grounded values
- Quality assurance
- Support of staff
- Modes of delivery
- Assessment
- Technology and teaching

## **2. RESEARCH POLICY**

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

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

## **3. RESEARCH FOCUS AREA**

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

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

## **4. FACULTY RULES**

### **4.1 Authority of the A-Rules**

The faculty rules that apply to the different qualifications, programmes and curriculums of the faculty and that are included in this faculty calendar are subject to the general rules of the University as determined from time to time by the University Council as recommended by the Senate and must be read with the general rules.

## **4.2 Faculty Specific Rules**

### **4.2.1 Examinations**

#### **4.2.1.1 Admission to examinations**

Admission to examinations in any module in which examinations are written is gained by obtaining a proof of participation from the school director after you has given proof that the teaching-learning instructions have been executed according to the curriculum prescriptions in the study guide.

#### **4.2.1.2 Participation marks**

- a) Participation marks for a module are compiled from tests, assignments and practical work where applicable.
- b) The relation between theory and practical work in calculating the participation marks is explained in the study guide concerned.

#### **4.2.1.3 Module marks**

Module marks for a module in which examinations are written are calculated according to the prescriptions of A.1.38 and A.8.7.4 in accordance with the relation between the participation marks and the examination marks. The relation for a specific module is indicated by the relevant module outcomes at the end of the faculty rules in this annual or yearbook.

#### **4.2.1.4 Progress and pass requirements of a curriculum**

- a) The sub-minimum for all modules in which examinations are written is 40% (A.8.7.5).
- b) The pass requirement for a module is 50% (A.8.7.1).
- c) The module marks of a student who is registered at this university for the first time and fails a first level module of the first semester may be changed to pass marks of 50% if he/she obtains examination marks of at least 50% in that module (A.8.7.3).
- d) Passing all the separate modules of which the curriculum is compiled passes a curriculum.

#### **4.2.1.5 Repetition of modules**

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

## **4.3 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](http://www.puk.ac.za/beheer-bestuur/beleid-reels/index_e.html)

## **4.4 Selection for admission to certain fields of study:**

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

#### 4.5 Schools in the Faculty

School	Subject Group
School for Curriculum-based Studies	Afrikaans Arts and Culture Economic and Management Sciences English Information Technology Life Sciences Mathematics Setswana Social Sciences Technica Technology
School for Education (SO)	Education Foundation Phase Life Orientation Movement Sciences

#### 4.6. Qualification, Programme and Curriculums

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

<b>POST GRADUATE CERTIFICATE</b>				
<b>Qualification and abbreviation</b>	<b>Qualification Programme Code</b>	<b>Curriculum Code</b>	<b>Mode of Delivery</b>	<b>NQF-Level</b>
<b>Post-Graduate Certificate in Education (PGCE)</b>	Senior and Further Education and Training Phase (Grades 7-12) 424 107	See OP1.5	Full-time SBET (Mixed Mode)	6

<b>Qualification</b>	<b>Programme and Code</b>	<b>Curriculum and Code</b>	<b>Method of Delivery</b>	<b>NQF level</b>
<b>HONOURS DEGREE</b>				
<b>Honours Baccalaureus Educationis (HonsBEd)</b>	Teaching and Learning: 464 120	General Teaching & Learning: O601P/C/N	Full-time Part-time IOL OLG ODL	7
		Life Sciences Education: O602P	Full-time Part-time	7
		Natural Sciences Education: O603P	Full-time Part-time	7
		Educational Training and Development: O604P	Full-time	7
		Mathematics Education: O607P	Full-time Part-time ODL	7



Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
		Movement Education: O611P	Full-time Part-time	7
		Computer Science Education: O612P	Full-time Part-time	7
		Geography Education: O613P	Full-time Part-time	7
		Afrikaanse Taalonderwys: O614P	Full-time Part-time	7
		English Language Teaching: O615P	Full-time Part-time	7
<b>Honours Baccalaureus Educationis (HonsBEd)</b>	Education Management, Law and Systems: 464 121	Education Management, Law and Systems: O608P/C/N	Full-time Part-time IOL OLG ODL	7
	Educational Psychology: 464 122	Educational Psychology: O609P	Full-time Part-time	7
		Learner Support: O610P/C/N	Full-time Part-time OLG IOL ODL	7

Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
<b>MASTERS DEGREE</b>				
<b>Magister Educationis (MEd)</b>	Learning and Teaching: 403 120	Learning and Teaching: O801P	Full-time Part-time	8
	Natural Sciences Education: 403 121	Natural Sciences Education: O802P	Full-time Part-time	8
	Education Management: 403 122	Education Management: O803P	Full-time Part-time	8
	Education Law: 403 123	Education Law: O804P	Full-time Part-time	8
	Educational Psychology: 403 124	Educational Psychology: O805P	Full-time Part-time	8
	Comparative Education: 403 125	Comparative Education: O806P	Full-time Part-time	8
	Mathematics Education: 403 126	Mathematics Education: O807P	Full-time Part-time	8
	Learner Support: 403 127	Learner Support: O808P	Full-time Part-time	8
	School Counselling and Guidance: 403 128	School Counselling and Guidance: O809P	Full-time Part-time	8
	Philosophy of Education: 403 129	Philosophy of Education: O810P	Full-time Part-time	8
	Movement Education: 403 130	Movement Education: O811P	Full-time Part-time	8

Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
<b>Magister Educationis (MEd)</b>	Computer Science Education: 403 131	Computer Science Education: O812P	Full-time Part-time	8
	Training and Development: 403 132	Training and Development: O813P	Full-time Part-time	8
	Educational Practice: 403 133	Learner Support & Life Orientation: O816P	Part-time	8
		Learning & Teaching: O817P	Part-time	8
		Natural Science Education: O818P	Part-time	8
		Education Management and Teaching Organisations: O819P	Part-time	8
		Education Law: O820P	Part-time	8
		Training and Development: O821P	Part-time	8
		Comparative Education: O822P	Part-time	8
		Mathematics Education: O823P	Part-time	8
		Movement Education: O824P	Part-time	8

Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
		Computer Science Education: O825P	Part-time	8
<b>DOCTOR'S DEGREE</b>				
<b>Philosophiae Doctor (PhD)</b>	Learning and Teaching: 404 110	Learning and Teaching: O901P	Full-time Part-time	9
	Natural Sciences Education: 404 111	Natural Sciences Education: O902P	Full-time Part-time	9
	Education Management: 404 112	Education Management: O903P	Full-time Part-time	9
<b>Philosophiae Doctor (PhD)</b>	Education Law: 404 113	Education Law: O904P	Full-time Part-time	9
	Educational Psychology: 404 114	Educational Psychology: O905P	Full-time Part-time	9
	Comparative Education: 404 115	Comparative Education: O906P	Full-time Part-time	9
	Mathematics Education: 404 116	Mathematics Education: O907P	Full-time Part-time	9
	Learner Support: 404 117	Learner Support: O908P	Full-time Part-time	9
	School Counselling and Guidance: 404 118	School Counselling and Guidance: O909P	Full-time Part-time	9
	Philosophy of Education: 404 119	Philosophy of Education: O910P	Full-time Part-time	9

Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
	Movement Education: 404 120	Movement Education: O911P	Full-time Part-time	9
	Computer Science Teaching: 404 121	Computer Science Teaching: O912P	Full-time Part-time	9
	Training and Development: 404 122	Training and Development: O913P	Full-time Part-time	9
IN-SERVICE & FURTHER TRAINING PROGRAMMES				
<b>Advanced Certificate in Education (ACE)</b>	English Education: 423 122	English Education: O433P	ODL (F)* Cedar IOL OLG*	6
	Geography Education: 423 123	Geography Education: O434P/V	ODL (F) IOL OLG	6
	History Education: 423 124	History Education: O435P/V	ODL (F) IOL, OLG	6
	Science Education: 423 125	Science Education (FET Band): O436P	Sediba	6
<b>Advanced Certificate in Education (ACE)</b>	Science Education: 423 125	Science Education (GET Band): O437P /V	Sediba	6
	Professional Educator Development: 423 129	Foundation Phase: O445P	ODL (F) <sup>1</sup> Upington OLG	6

Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
	Professional Educator Development: 423 129	Intermediate and Senior Phase: O446P	ODL (F) Upington OLG	6
	Professional Educator Development: 423 129	Life Orientation: O447P	ODL (B&F)* IOL OLG Cedar	6
	Professional Educator Development: 423 129	Mathematical Literacy: O444P/V/M	ODL (B&F) OLG	6
	Learner Support: 423 130	Learner Support: O430P/V/M	ODL (F) IOL OLG	6
	Setswana Education: 423 131	Setswana Education: O439P	ODL (F)*	6
	Mathematics Education: 423 134	Mathematics Education (FET Band): O442P	Sediba	6
	Mathematics Education: 423 134	Mathematics Education (GET Band): O443P/V/M	ODL (F) OLG IOL	6
	Technology Education: 423 136	Technology Education: O426P/M	ODL (F) OLG IOL	6
	Curriculum and Professional Development: 423 137	Curriculum and Professional Development: O429P/M	ODL (B1&F) IOL	6
	School Management & Leadership: 423 138	School Management & Leadership: O432P/M	ODL (B) IOL	6

Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
	Sediba 423 107  NASOP 423 108	Phase out in 2010	NASOP	6
<b>Advanced Certificate in Education (ACE)</b>	Human Movement Education: 423 121	Human Movement Education: O440P	ODL (F) OLG	6
<b>National Professional Diploma in Education (NPDE)</b>	Foundation Phase (Grades R-3): 469 100	Foundation Phase (Grades R-3): O100P/M/V	ODL (B&F) OLG Cedar Upington	5
	Intermediate & Senior Phase (Grades 4-9): 469 101	Intermediate & Senior Phase (Grades 4-9): O101P/M/V	ODL (B&F) OLG Upington	5
	Senior & Further Education and Training Phase (Grades 7-12): 469 102	Senior & Further Education and Training Phase (Grades 7-12): O102P/M/V	ODL (B&F) OLG Upington	5

\* ODL – OPEN DISTANCE LEARNING (B= BURSARY EDUCATION, B1= BURSARY PROVINCE AND F=FLEXI FOR LOGISTIC PURPOSES)

## **5. QUALIFICATIONS, DIRECTIONS AND PROGRAMMES**

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

## **6. MODULES AND CREDITS**

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

### **OP.1 RULES FOR THE POST-GRADUATE CERTIFICATE IN EDUCATION (PGCE)**

This qualification can be taken full-time and through School Based Educator Training\*.  
(Mixed Mode)

\*2009: No students will be admitted to the SBET – PGCE programme in 2009.

#### **OP.1.1 NATURE AND AIMS OF THE CERTIFICATE**

1. The PGCE serves as a professional 'capping' qualification for candidates who have completed an appropriate 360 or 480 CREDITS Bachelor's degree.
2. The PGCE provides students with a classroom focus that will enable them to fulfil all the contextual roles and competencies of an effective educator.

#### **OP.1.2 PROGRAMME OUTCOMES**

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

#### **OP.1.3 DURATION OF STUDIES**

The minimum duration of the studies is one (1) year of the period necessary to acquire the required number of CREDITS and the maximum duration is two (2) years.

#### **OP.1.4 ADMISSION REQUIREMENTS**

- OP.1.4.1 A first university degree with 2 school subjects or a recognised qualification that amounts to 360 CREDITS at NQF level 6 and includes at least 2 recognised learning areas and or school subjects as listed in OP. 1.5.



OP.1.4.2 Students must also be able to take two (2) methodologies in order to obtain the qualification. The curriculum of the degree may be structured in one of the following ways:

- a) Recognised school subject/learning area at level 3 + recognised school subject/learning area at level 1;
- b) Recognised school subject/learning area at level 2 + recognised school subject/learning area at level 2;
- c) Recognised school subject/learning area at level 2 + recognised school subject/learning area at level 1 + recognised school subject / learning area at level 1; In the case of a language, it is recommended that the candidate has at least completed level 2.
- d) In the case of academic subjects already passed for a prior qualification students must take the subject in which he/she obtained the highest qualification.

OP.1.4.3 A student who included only Botany and Zoology (one at least as main subject) and no other school subject in his undergraduate course will receive full recognition for his/her degree and the PGCE with Methodologies of Biology and Subject Didactics of the Learning Area Physical Sciences. The students must register for LIFD511 and LAND521.

OP.1.4.4 A student who included only Physics and Chemistry (one at least as main subject) and no other school subject in his/her undergraduate course will receive full recognition for his degree and the PGCE with Methodologies of Physics and Chemistry and Methodologies of the Learning Area Physical Sciences.

OP.1.4.5 Students who have as yet not completed their first degree may be admitted by way of exception. They have to make a special application to the Director for this admission.

## **OP.1.5 LIST OF MODULES**

*Remark:*

1. The PM 40 % indicates participation marks of 40 % during the semester.
2. Students in possession of B.Mus and BA Music and Society take LAAD511 and LAAD521 and ADSD521. These students receive exemption for Music subject methodology (MSVD511) on the grounds of modules already passed in B.Mus and BA Music and Society

MODULE CODE	MODULE NAME	PREREQUISITES	CR
ACCD511	Accounting Methodology		12
ADSD521	Additional subject methodology: Creativity for Educators		12
AFRD511	Afrikaansmetodiek		12
AFRD521	Afrikaansmetodiek		12
ARTD511	Art Methodology		12
BSTD511	Business Studies Methodology		12
CATD511	Computer Application Technology Methodology		12
COMF511	Computers in Education		8
ECOD511	Economics Methodology		12
EDCC511	Education Theory		8
EDCC512	Assessment		8
EDCC513	Professional Studies		8
EDCC521	Educational Psychology		12
EDCC522	Education Law, Systems and Administration		12
EDCC523	Professional Studies		8
ENGD511	English Methodology		12
ENGD521	English Methodology		12
GEOD511	Geography Methodology		12
HISD511	History Methodology		12
INTD511	Information Technology Methodology		12
LAAD511	Learning Area Arts and Culture Methodology		12
LAAD521	Learning Area Arts and Culture Methodology		12
LABD521	Learning Area Economic and Management Sciences Methodology		12
LAND521	Learning Area Natural Sciences Methodology		12
LASD521	Learning Area Social Sciences Methodology		12
LIFD511	Life Sciences Methodology	Students who only have Physiology, Botany or Zoology as a major subject are provisionally admitted to the PGCE until they can provide proof that the basic knowledge with regard to botany, physiology, ecology and zoology has been acquired	12
LIFF521	Life Skills		12
LLOD511	Learning Area Life Orientation Methodology		12

<b>MODULE CODE</b>	<b>MODULE NAME</b>	<b>PREREQUISITES</b>	<b>CR</b>
LLOD521	Learning Area Life Orientation Methodology		12
MATD511	Mathematics Methodology		12
MATD521	Mathematics Methodology		12
MOVD511	Movement Sciences Methodology		12
MSVD511	Music Methodology		12
PHSD511	Physical Sciences Methodology		12
RSVD511	Religion Studies Methodology		12
RSVD521	Religion Studies Methodology		12
SEMD511	Setswana Methodology (Mother Tongue)		12
SEMD521	Setswana Methodology (Mother Tongue)		12
SEND511	Setswana Methodology (Non Mother Tongue)		12
SEND521	Setswana Methodology (Non Mother Tongue)		12
TECD521	Technology Methodology		12
TGNO511	Technology		8
TGNO521	Technology		8
TRVD511	Tourism Methodology		12
VWVD511	Consumer Sciences Methodology		12
*ZOND511	Zulu Methodology		12
*ZOND521	Zulu Methodology		12

\* WILL NOT BE PRESENTED IN 2009

## OP.1.6 PROGRAMME OF STUDY: PGCE SENIOR AND FURTHER EDUCATION AND TRAINING PHASE 424 107

(Method of presentation: Full-time, School Based Educator Training (SBET))

With this certificate

an educator can teach from Grade 7 to Grade 12.

### OP.1.6.1 List of Modules

Consult OP.1.5.

### OP.1.6.2 Structure of Curriculum

A student compiles his/her curriculum from the compulsory modules (see OP.1.5) and a selection of two methodologies from the list of methodologies.

### OP.1.6.3 CURRICULUM O160P

FIRST SEMESTER	
MODULE CODE	CREDITS
<b>Fundamental modules</b>	
COMF511	8
TGNO511	8
<b>Core modules</b>	
EDCC511	8
EDCC512	8
EDCC513	8
<b>TWO of the following methodologies</b>	
ACCD511	12
AFRD511	12
ARTD511	12
BSTD511	12
CATD511	12
ECOD511	12
ENGD511	12
GEOD511	12
HISD511	12
LAAD511	12
LIFD511	12
LLOD511	12
MATD511	12
MOVD511	12
PHSD511	12
RSVD511	12
SEMD511	12

SECOND SEMESTER	
MODULE CODE	CREDITS
<b>Fundamental modules</b>	
LIFF521	12
TGNO521	8
<b>Core modules</b>	
EDCC521	12
EDCC522	12
EDCC523	8
<b>Choose two of the following</b>	
AFTB521	2
ENTB521	
TWTB521	
SSTB521	
ZOTB521	
<b>Continuation of the selected methodologies</b>	
LABD521 or ADSD521	12
AFRD511	12
LAAD521	12
LABD521 or ADSD521	12
TECD521	12
LABD521 or ADSD521	12
ENGD521	12
LASD521	12
LASD521 or ADSD521	12
LAAD521	12
LAND521	12
LLOD521	12
MATD521	12
LLOD521 or ADSD521	12
LAND521 or ADSD521	12
RSVD521	12
SEMD521	12

FIRST SEMESTER	
MODULE CODE	CREDITS
SEND511	12
TRVD511	12
VWVD511	12
ZOND511	12
<b>Total 1e semester</b>	<b>64</b>

SECOND SEMESTER	
MODULE CODE	CREDITS
SEND521	12
LABD521 or ADSD521	12
TECD521	12
ZOND521	12
<b>Total 2e semester</b>	<b>78</b>
<b>Total for the curriculum</b>	<b>142</b>

**CURRICULUM 0998P: Any 2 other modules listed in OP.1.5**

### **OP.1.7 EXAMINATIONS (ASSESSMENT)**

#### **OP.1.7.1 Admission to examinations**

- Admission to examinations in any module in which examinations are written is gained by obtaining a proof of participation from the School Director after the requirements of the curriculum and/or module concerned have been complied with.
- Participation marks for a module are compiled from tests, assignments and practical work where applicable.
- The relation between theory and practical work in calculating the participation marks is explained in the study guide concerned.

#### **OP.1.7.2 Module marks**

Module marks for a module in which examinations are written are calculated according to the prescriptions of A.1.38 and A.8.7.4 in accordance with the relation between the participation marks and the examination marks. The relation for a specific module is indicated by the relevant module outcomes at the end of the faculty rules in this calendar (or annual) (see OP.2).

#### **OP.1.7.3 Progress and pass requirements of a curriculum**

- The sub-minimum for all modules in which examinations are written is 40% (A.8.7.5).
- The pass requirement for a module in which examinations are written is 50% (A.8.7.1).
- A curriculum is passed by separately passing each of the modules from which the curriculum is compiled.
- Formative evaluation will take place in the form of compulsory class tests, assignments, microteaching, projects and semester examinations.
- By means of continuous evaluation learners may complete learning units if the specific outcomes formulated are attained.
- Formative and summative evaluation directed at attaining the outcomes in OP.2 are integrated into the curriculum and take place especially during practical and microteaching.
- In this curriculum the following evaluation methods will be used:
  - Criteria tests (to test the mastering of knowledge);
  - Projects (to evaluate problem solving skills);
  - Self-assessment;
  - Designing learning curriculums (to test or evaluate the acquisition of knowledge and insight into subject content, as well as the skills to design learning curriculums);
  - Writing research reports to evaluate research skills;
  - Micro- and practical education (to gain a holistic view of learners' knowledge, insight and skills as prospective educators).

## **OP.1.8 OTHER RULES**

### **OP.1.8.1 Directed observation**

- a) Before starting the course a student must attend an approved school for preparatory practical teaching for at least two weeks.
- b) If there are valid reasons for a student not fulfilling this requirement, it may be undertaken earlier/later with the written consent of the Director.
- c) SBET students do their directed observation at the school where they to their training.

### **OP.1.8.2 Practical Teaching**

#### **OP.1.8.2.1 Full-time Students**

- a) All campus students must participate in the Practical Teaching programme. All students must complete a total of 12 weeks (including directed observation).
- b) Practical teaching involves additional costs that must be borne by the student. These costs are not included in the tuition fees.

#### **OP1.8.2.2 SBET Students**

- a) SBET students are exempted from the practical teaching period because they are in the employ of the school for the duration of their studies and are under the supervision of an experienced mentor who regularly provides feedback to the Practical Teaching Office. Lectures visit SBET students during the on campus practical teaching period.
- b) Students are obliged to attend at least two contact sessions on campus. The additional cost must be borne by the student as they are not included in the tuition fees.

### **OP.1.8.3 Obtaining language endorsements**

All learners must obtain two (2) language endorsements. Learners (non-mother tongue speakers) receive an a, e or t automatically due to the fact that they passed matric and completed a first degree. Non-mother tongue speakers wishing to qualify for an A, E or T must report for a language competency test. Mother tongue speakers must also present themselves for an automatic A, E or T. Learners who have attained at least 24 CREDITS in the mother / first language receive an A, E, T etc.

## OP.2 MODULE-OUTCOMES

Module Code: ACCD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Accounting Methodology After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• have a well-rounded and systematic knowledge base regarding lesson planning, learner programme development, teaching aids and teaching management of the methodologies of Accounting;</li> <li>• have an informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting;</li> <li>• be able to gather, organise, make a critical analysis and interpret information, to communicate information coherently and reliably, both individually or as part of a group;</li> <li>• be able to select information and develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP).</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: ADSD521	Semester 2	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Additional Subject Methodology: Creativity for Educators After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge of creative teaching;</li> <li>• demonstrate an instructive and analytical comprehension of principles and theories relating to creative teachers, learners and the classroom, of critical analysis, synthesis and the evaluation of quantitative and qualitative information in this regard;</li> <li>• professionally present academic information effectively, using relevant IT skills;</li> <li>• communicate coherently and reliably in individual or group situations; and</li> <li>• use the knowledge and skills acquired in this module to teach any subject creatively, effectively and according to ethically based standards and values within the Outcomes-based Education framework.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			

Modulekode: AFRD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Titel:</b> Afrikaansmetodiek Na voltooiing van die module moet die student in staat wees om:</p> <ul style="list-style-type: none"> <li>• leermateriaal en geïntegreerde leerderaktiwiteite te kan saamstel om huistaal- en addisionele taal leerders te begelei in die bereiking van gestelde leeruitkomst;</li> <li>• om gepaste assesseringsvorme, deur middel waarvan leerders in graad 7-12 se voldoening aan bepaalde assesseringstandaarde gemeet kan word, te kan implementeer;</li> <li>• verworwe kennis oor die interpretasie en implementering van die NKV te kan gebruik om geïntegreerde lesse saam te stel;</li> <li>• om die voorskrifte van relevante departementele dokumente in breë trekke in ag te neem by die uitvoering van portefeulje-opdragte oor verskillende fasette van die onderrig van Afrikaans.</li> </ul> <p><b>Metode van Aflewering:</b> Kontak, Voltyds, SBO <b>Assesseringsmetodes:</b> Deurlopende assessering 50%, 1x3 uur geskrewe eksamen 50%</p>			

Modulekode: AFRD521	Semester 2	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Afrikaansmetodiek</p> <p>Na voltooiing van die module moet die student in staat wees om:</p> <ul style="list-style-type: none"> <li>• met insig en in fynere besonderhede uitvoering te gee aan die voorskrifte van relevante departementele dokumente wanneer geïntegreerde lesse vir leerders in die Senior Fase saamgestel word én wanneer verslag gedoen word van leerdervordering;</li> <li>• 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;</li> <li>• verskillende handboeke en ander soorte leer materiaal te kan beoordeel ten opsigte van die geskiktheid daarvan vir bepaalde leerdergroepe en bepaalde onderrigsituasies</li> </ul> <p><b>Metode van Aflewering:</b> Kontak, Voltyds, SBO</p> <p><b>Assesseringsmetodes:</b> Deurlopende assessering 50%, 1x3 uur geskrewe eksamen 50%</p>			

Module Code: ARTD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Art Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• prove that he/she has reached a broad and significant knowledge of and insight into art-theoretical aspects and subject during the completion of his/her degree;</li> <li>• apply this knowledge and insight to all areas of art history and theory, in a teaching and learning environment in a critical, sensible and integrated way, in both the Senior Phase/FET and the learning area Arts and Culture.</li> <li>• critically evaluate and analyse different models of art education, and apply these models in a competent and independent way in order to contribute to the comprehension and enjoyment of the subject (Micro lessons, class presentations and practical teaching);</li> <li>• prove that he/she has reached an advanced level of technical and practical skills and knowledge, and that he/she can apply this knowledge to the advantage of the practical assignments and products of learners, and also prove that he/she can plan and manage such tasks within a realistic time span, using available space and materials within the context of a teaching/learning situation in the Senior Phase;</li> <li>• show an ability to apply the specific didactical details of Art (Senior Phase) in a lesson, and to prove an ability to plan and use integrated and relevant components of Art in the FET/Senior Phase and to use it within the context of the NCS (Class presentations, assignments, exams, micro-lessons and practical teaching).</li> <li>• evaluate art works, theories and models of art analysis, according to a sound value system, taking into account the sensitivity of certain components of art, cultural differences and actualities; proving a capacity and competency to choose subject content and lessons based on ethical and responsible behaviour, in Senior Phase/FET as well as learning area Arts and Culture.</li> <li>• prove that he/she has a well-established outlook on life and on the world that will be reflected in their ability to apply an inclusive and integrated method of art teaching within a culturally and linguistically diverse education system (micro-lessons, practical teaching, class presentations, exams, research and assignments).</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			



Module Code: BSTD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Business Studies Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge base of the National Curriculum Statement applicable to Business Studies in the FET phase, teacher portfolios, learning programmes and assessment;</li> <li>• 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;</li> <li>• 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;</li> <li>• 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</li> <li>• effectively communicate Business Studies didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: CATD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Computer Application Technology Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate comprehensive and systematic knowledge of appropriate policy documents of Computer Application Technology in the FET phase;</li> <li>• demonstrate profound practical skills in the planning, presentation and assessment of both theoretical and practical CAT lessons;</li> <li>• demonstrate the ability to facilitate teaching and learning OBE Computer Application Technology in the FET phase; and</li> <li>• demonstrate and evaluate the ethical use of different learning material for CAT.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: COMF511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Computer in Education</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge of e-Education and the Policy on e-Education;</li> <li>• demonstrate knowledge and practical skills of ICT integration in schools;</li> <li>• demonstrate profound problem-solving abilities to plan computer-integrated lessons; and</li> <li>• demonstrate and evaluate ethical and moral aspects regarding the use of computers in education.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			

Module Code: ECOD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Economics Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• illustrate and apply comprehensive and systematic knowledge of the National Curriculum Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of the principles and theories with regard to classroom management, creative teaching and active learning in the Economics classroom in the context of postgraduate education;</li> <li>• execute critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to classroom administration, classroom organisation and record-keeping;</li> <li>• effectively present academically professional information with regard to assessment of Economics teaching, as well as plan and prepare Economics lessons using his/her IT-skills and communicate coherently and CREDITSably as an individual or as part of a group; and</li> <li>• 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.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: EDCC511	Semester 1	8 CREDITS	NQF-Level: 6
<p><b>Title:</b> Education Theory</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• develop a broad understanding of the range of education theories, ideas and concepts that mark the current social science and educational landscape;</li> <li>• develop a basic level of competence to apply the major education theories, ideas and concepts within their future educational practices as professional educators working in various contexts (schools, clinics, colleges, universities, parastatals, NGOs, developmental organisations and government);</li> <li>• develop an ability to apply theoretical understanding to the conduct of basic research in education and to extend their theoretical insights based on the results of empirical inquiry.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			

Module Code: EDCC512	Semester 1	8 CREDITS	NQF-Level: 6
<p><b>Title:</b> Assessment</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of outcomes-based assessment theoretical underpinning;</li> <li>• demonstrate understanding and application of integrated assessment;</li> <li>• demonstrate understanding of inclusively mainstream curriculum and the ordinary classroom environment;</li> <li>• demonstrate an ability to plan for teaching, learning and assessment within an OBE approach;</li> <li>• demonstrate the ability to conduct outcomes-based assessment;</li> <li>• demonstrate an understanding and application of recording, recordkeeping and reporting within an OBE approach.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, Portfolio assessment 50%</p>			

Module Code: EDCC513	Semester 1	8 CREDITS	NQF-Level: 6
<p><b>Title:</b> Professional Studies</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge regarding the theoretical underpinnings and principles of an outcomes-based curriculum;</li> <li>• identify and explain the components of an outcomes-based curriculum cycle;</li> <li>• interpret the outcomes-based National Curriculum Statement and other related policies;</li> <li>• design a learning programme, work schedule and lesson plan using OBE principles;</li> <li>• demonstrate fundamental knowledge and skills in the selection, planning and implementation of direct and indirect teaching strategies and related instructional skills and teaching methods;</li> <li>• develop his/her own strategic teaching-learning approach;</li> <li>• develop and manage professional portfolios;</li> <li>• apply appropriate knowledge, skills and attitudes in teaching practice.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			

Module Code: EDCC521	Semester 2	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Educational Psychology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge of the theoretical underpinnings of educational and community psychology as well as the ecosystemic perspective;</li> <li>• act as an agent of change by integrating the theoretical underpinnings of educational and community psychology as well as the ecosystemic perspective in their education practice;</li> <li>• demonstrate well-rounded (fundamental and in-depth) knowledge of health promotion in diverse educational settings;</li> <li>• demonstrate fundamental knowledge of Inclusive Education and integrate this knowledge to create environments that value all learners;</li> <li>• understand the learner as a developing person from the ecosystemic perspective;</li> <li>• critically reflect on interpersonal dynamics in educational settings</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: EDCC522	Semester 2	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Education Law, Systems and Administration</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• contribute to quality education in a diverse community;</li> <li>• have a deep knowledge and understanding of the nature and aims of the South African education system;</li> <li>• function within this education system to the advantage of the South African community and to contribute to the solution of challenges;</li> <li>• have the ability to integrate education management theory and practice to develop professional classroom management skills in a diverse and changing national and international context;</li> <li>• demonstrate knowledge and understanding of education law principles, and the ability to interpret and apply legislation and policy correctly in order to become responsible, independent and a contributing member of the professional education community;</li> <li>• have the ability to assess external influences on the education system and the classroom in order to develop critical, creative and reflective problem-solving skills within an educational and societal context by assessing external influences on the education system and the classroom.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: EDCC523	Semester 2	8 CREDITS	NQF-Level: 6
<p><b>Title:</b> Professional Studies</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• apply theoretical knowledge, practical skills and the required attitudes in teaching practice;</li> <li>• demonstrate knowledge of and insight into ethical aspects of the teaching profession and the SACE Code of Conduct;</li> <li>• demonstrate knowledge and understanding of the complexity of classroom discipline; and</li> <li>• identify, make, integrate and evaluate media in the teaching-learning situation.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 30%, * Practical Teaching 40 % Theoretical examination 30 %</p> <p>* It is a prerequisite that a student must meet with all the requirements to pass teaching practice</p>			

Module Code: ENGD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> English Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• apply OBE principles (outcome of the generic module EDCC512) in the different phases at school level for teaching English and to interpret learning outcomes for the outcomes of each phase; demonstrate systematic and comprehensive skills in the planning and execution of English lessons, integration with other learning areas and interpretation of the NCS;</li> <li>• demonstrate sophisticated competence as educator and in the selection of appropriate learning material and teaching strategies for all phases;</li> <li>• demonstrate refined and cultivated values regarding the English language teaching profession, and showing responsibility towards learners and the community.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: ENGD521	Semester 2	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> English Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate comprehensive knowledge of principles regarding the planning of lessons for teaching of English First Additional Language for Senior and FET Phases;</li> <li>• demonstrate systematic and comprehensive skills in the planning and execution of English lessons and learning programmes; integration of other subjects; interpretation of the NCS with regard to the learning outcomes and assessment standards set per grade in the Senior and FET Phases;</li> <li>• demonstrate sophisticated competence as educator and in the selection of appropriate learning material and teaching strategies for Senior and FET Phases;</li> <li>• demonstrate refined and cultivated values regarding the English language teaching profession and show responsibility towards learners and the community.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p>			

**Assessment Mode:**

Continuous assessment 50%,  
1x3 hour written examination 50%

Module Code: GEOD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Geography Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• have thorough and systematic knowledge to apply integrated, specific skills to design and effectively implement Geography learning experiences;</li> <li>• integrate theory and practical components with regard to curriculum development and act as a curriculum planner;</li> <li>• distinguish between the different teaching and learning approaches, styles, strategies, methods and techniques and to evaluate which of these are specifically the most effective learning content in Geography, and subsequently implementing these in a creative, logical and systematic manner;</li> <li>• demonstrate a thorough and systematic knowledge in applying integrated critical skills to ensure that correct summative and formative continuous assessment methods, techniques, testing and examining of Geography knowledge are correctly implemented;</li> <li>• analyse and implement the effective management and organisation of a Geography classroom, as well as the management and evaluation of the Geography department and personnel.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: HISD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> History Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate an extended and systematic knowledge of the methodology of History in context of the National Curriculum Statement;</li> <li>• demonstrate extended skills in the analysis and synthesis of sources, the planning, design and implementation of various assessment strategies, the design of tests, examination papers and memoranda, as well as year planning (learning programmes and working schedules);</li> <li>• demonstrate competence in analysing and synthesising sources and the ability to plan practically, to design and implement various assessment strategies, to set tests, examination papers and memoranda as well as to conduct year planning (learner programmes and working schedules); and</li> <li>• demonstrate values of an ethically professional nature with regard to the interpretation of historical facts, which should always be true and contextual, in accordance with the Manifesto on Values, Education and Democracy.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: INTD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Information Technology Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate comprehensive knowledge of departmental policy documents on Information Technology in the FET phase, learning programmes and work schedules in applicable learning contexts, a variety of assessment techniques, methods and instruments applicable to Information Technology, as well as learning material for Information Technology and the organisation and administration of a computer centre;</li> <li>• demonstrate profound skills in analysing, interpreting and applying departmental policy documents to Information Technology in the FET phase, the planning, presentation and evaluation of both theoretical and practical lessons and the planning, implementation and evaluation of the principles of assessment in IT;</li> <li>• demonstrate the ability to implement and apply learning contexts and learning programmes to enhance effective learning in Information Technology and to develop applicable learning activities to measure learners' attainment of specific assessment standards; and</li> <li>• demonstrate the ability to evaluate and debate the profile of the ideal Information Technology facilitator.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: LAAD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Learning Area Arts and Culture Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge base of teaching African Arts, didactic principles such as planning lessons, work schedules and a learning programme in the learning area Arts and Culture, teaching methods in the arts and assessment in the arts should be able to debate and motivate his/her preferences;</li> <li>• independently evaluate the value of play in the learning area Arts and Culture and apply dance, drama, music and visual arts games in the learning area Arts and Culture;</li> <li>• 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;</li> <li>• evaluate all opinions from one's own well-established worldview 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</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: LAAD521	Semester 2	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Learning Area Arts and Culture Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge base and a coherent and critical understanding of integrated arts education, multicultural arts education and inclusive arts education;</li> <li>• critically analyse, synthesize and independently evaluate different models for integrating the Arts in the learning area Arts and Culture in the Senior Phase;</li> <li>• 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;</li> <li>• evaluate all opinions from one's own well-established worldview 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.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: LABD521	Semester 2	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Learning Area Economic and Management Sciences Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate in-depth knowledge and understanding of the National Curriculum Statement applicable to the learning area Economic and Management Science in the Senior Phase with regards to key terms, rules, concepts, principles and theories in this regard;</li> <li>• identify themes, plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules;</li> <li>• use known and abstract information by using graphs and theory driven arguments, and 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 EMS;</li> <li>• effectively communicate EMS didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods;</li> <li>• to plan, prepare and present a lesson according to the learning outcomes and assessment standards included in the National Curriculum statement for the senior phase.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			



Module Code: LAND521	Semester 2	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Learning Area Natural Sciences Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge of the learning area Natural Science in the context of OBE concerning the following: facilitation in the Intermediate Phase, didactic principles of Natural Science education and the learning area Natural Sciences laboratory;</li> <li>• 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;</li> <li>• act in a problem-solving manner, in the planning and presentation of lessons and practical sessions within the context of the above-mentioned theoretical themes by using applicable technological resources; and</li> <li>• demonstrate an appreciation of the contribution made by indigenous knowledge systems to educational issues concerning the above-mentioned content as well as demonstrate an ethical professional attitude and behaviour towards the content of Natural Science.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			

Module Code: LASD521	Semester 2	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Learning Area Social Sciences Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• understand the place of Social Sciences within OBE, and explain the place of History and Geography respectively within the Social Sciences;</li> <li>• creatively apply a source-based approach in the learning area of Social Sciences;</li> <li>• demonstrate knowledge and skills to implement a learning experience in Geography and History as sub-disciplines of Social Sciences and prove that they are skilled to use different teaching techniques, including information and communications technology in Social Sciences;</li> <li>• demonstrate general teaching approaches in learning experiences of Social Sciences;</li> <li>• explain the role of environmental value education in the school curriculum and indicate how this can contribute towards the moral development of individual learners and the community as well as the implementation of this in learning experiences of Social Sciences;</li> <li>• creatively design suitable learning experiences, work sheets, assessment rubrics, tests/exams and memoranda regarding synoptic weather maps, topographic maps and aerial maps according to OBE and geographical didactical principles, as well as efficiently integrating other learning areas GEOD 511 en HISD 511.</li> <li>• have the necessary knowledge and skills to construct and use graphs and diagrams in Social Sciences and integrate these in suitable themes in Social Sciences.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			

Module Code: LIFD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Life Sciences Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>design a learning programme (subject framework, work schedule and lesson plans) and assessment instruments, apply laboratory techniques in Life Sciences and apply Environmental Education in Life Sciences;</li> <li>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;</li> <li>use problem-solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by, amongst others, the use of suitable technological aids;</li> <li>display an appreciation for the contribution that indigenous knowledge systems play in pharmacology, bio-ethical issues in the above content and the ethical accountability towards the content of the Living Sciences.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: LIFF521	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Life Skills</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate fundamental knowledge of issues relating to diversity, HIV/Aids, values and environmental education;</li> <li>demonstrate an understanding of appropriate skills, attitudes and values to contribute and maintain a healthy environment;</li> <li>integrate HIV/Aids, diversity, values and environmental education in the classroom.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			

Module Code: LODD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Learning Area Life Orientation Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>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 Senior and FET phase.</li> <li>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 and FET phase.</li> <li>demonstrate the ability to attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the Senior and FET Phase, using appropriate technological skills and giving evidence of theoretical underpinning;</li> <li>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 Life Orientation in the Senior and FET phase.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p>			

**Assessment Mode:**

Continuous assessment 50%,  
1x3 hour written examination 50%

Module Code: LODD521	Semester 2	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Learning Area Life Orientation Methodology After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• apply the outcomes for social development and citizenship in such a way that it will encourage learner-centred and activity-based learning activities and to identify the critical as well as the specific outcomes for the grades you are being trained for and motivate the rationale for them;</li> <li>• motivate self-knowledge and career knowledge as the two major components of career planning, indicate the process of obtaining information on job opportunities and evaluate these aspects in learners by means of questionnaires and self-help instruments;</li> <li>• apply and practise health promotion and personal well-being so as to promote learner-centred and associated activity in the classroom situation;</li> <li>• evaluate inclusive teaching on the basis of personality traits and personal development aspects;</li> <li>• apply and practise physical development and physical education so as to encourage learner-centred and associated activities in the classroom situation.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: MATD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Mathematics Methodology After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate comprehensive knowledge, insight and skills regarding <ul style="list-style-type: none"> <li>○ the learning and teaching of mathematics world-wide,</li> <li>○ assessment of and for the learning of mathematics,</li> <li>○ the effective use of technology in the teaching and learning of school mathematics,</li> <li>○ the value of mathematics in real life.</li> </ul> </li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 60%, 1x3 hour written examination 40%</p>			

Module Code: MATD521	Semester 2	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Mathematics Methodology After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• apply conceptual and pedagogical knowledge, insight and skills regarding <ul style="list-style-type: none"> <li>▪ the content and structure of the Mathematics Curriculum applicable to the Senior Phase and FET band;</li> <li>▪ the implementation of Mathematical Literacy as a compulsory subject in the FET band;</li> <li>▪ the effective teaching of mathematics in multilingual classrooms;</li> <li>▪ the value of mathematics in real life.</li> </ul> </li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 60%, 1x3 hour written examination 40%</p>			

Module Code: MOVD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Movement Education Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>o 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;</li> <li>o 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;</li> <li>o 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;</li> <li>o act ethically, responsibly and be 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.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: MSVD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Music Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge base of the didactic principles concerning the facilitation of the following learning outcomes in Music (Gr 10-12): music performance (individually and in ensembles); improvisation, arrangement and composition; music literacies and critical reflection on African and global musical processes, practices and products;</li> <li>• independently evaluate and create different lesson plans, work schedules, learning programmes and evaluate and apply assessment practices in Music in the Further Education and Training Phase;</li> <li>• 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 Music in the Further Education and Training Phase;</li> <li>• evaluate all opinions from your own well-established worldview while teaching Music (Gr 10-12) during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: PHSD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Physical Sciences Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate the knowledge and skills they have acquired with regard to <ul style="list-style-type: none"> <li>▪ the integration of pedagogical content knowledge and physical sciences content knowledge,</li> <li>▪ progression of content knowledge and process skills of Physical Science from grade 7 to 12,</li> <li>▪ Nature of Science and its relationships to technology, society and the environment,</li> <li>▪ learning theories and teaching strategies as implemented in Physical Sciences,</li> <li>▪ assessment models in Physical sciences, and laboratory management.</li> </ul> </li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: RSVD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Religion Studies Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• critically analyse, synthesise and evaluate the National Curriculum Statements for Religion Studies;</li> <li>• compile and develop a teacher and learner portfolio;</li> <li>• assess the learner's portfolio in support of professional development for the student and learners studying Religion Studies;</li> <li>• apply various research methods and techniques to do research on religion as social phenomenon; and</li> <li>• present findings in written and verbal format with the effective use of technology.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			

Module Code: RSVD521	Semester 2	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Religion Studies Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• identify relevant theories for the comparison and comprehension of various religions;</li> <li>• reflect upon essential questions critically and constructively for the diverse religious community within South Africa and the practical implementation thereof in the classroom.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			

Module Code: SEMD511	Semesetara 1	8 CREDITS	Tekanyo Ya NQF: 5b
<p><b>Title:</b> Setswana Methodology (Mother Tongue) Kwa bkohutlong jwa mojulu o, tshwanets go:</p> <ul style="list-style-type: none"> <li>go supetsa mekgwa ya go ruta le go ithuta puo ya Seaforika jaaka leleme la ntlha mo phaposiboruetlong;</li> <li>go supetsa kitso e e lotaganeng e e rulaganeng ya diteori tsa go ruta thutapuo le thutadithwangwa ka tiriso ya mekgwa ya OBE le PKB mo mephatong ya 4-6; 7-9; kgotsa 10-12;</li> <li>go supetsa bokgoni jwa go ruta thutapuo ka tiriso ya thutadithwangwa tsa Setswana;</li> <li>go supetsa kitso e e lotaganeng ya ditokomane tsa Lefapha la Thuto bogolosegolo tse di maleba le dithuto tsa Puo;</li> <li>go supetsa go thaloganya tiro le tiriso ya maemo a tekanyetso mo phaposiborutelong ya Dipuo;</li> <li>go puo, jwa go akanya le go neela mabaka;</li> <li>go rulaganya maitemogelo a thuto le go a diragatsa;</li> </ul> <p><b>Mokgwa Wa Go Ruta:</b> Ka Kopano mo khampaseng, Full-time, SBET  <b>Mekgwa Ya Go Tlhatlhoba:</b> Tlhatlhobo e e tswelelang 50%  Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50%</p>			

Module Code: SEMD521	Semesetara 2	8 CREDITS	Tekanyo Ya NQF: 5b
<p><b>Title:</b> Setswana Methodology (Mother Tongue) Kwa bkohutlong jwa mojulu o, tshwanets go:</p> <ul style="list-style-type: none"> <li>go tlhama ditiragatso tsa go ithuta go nonofisa bokgoni jwa puo mo dikgatong tse di farologaneng;</li> <li>go supetsa kitso e e lotaganeng e e rulaganeng le go bopa lenaanethuto le sejulu ya tiro ya thuto ya Setswana ya mephato e e farologaneng;</li> <li>go supetsa le go tlhalosa mekgwa e e farologaneng e e maleba ya tekanyetso ya thuto ya Puo;</li> <li>go tlhama le go tshola direkoto tsa tekanyetso;</li> <li>go go sekaseka le go anaanela ditokomane tsa Lefapha la thuto tse di maleba le thuto ya Dipuo;</li> <li>go supetsa go thaloganya dikarolo tse supa tsa morutabana, bogolosegolo yo o rutang Dipuo</li> </ul> <p><b>Mokgwa Wa Go Ruta:</b> Ka Kopano mo khampaseng, Full-time, SBET  <b>Mekgwa Ya Go Tlhatlhoba:</b> Tlhatlhobo e e tswelelang 50%  Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50%</p>			

Module Code: SEND511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Setswana Methodology (Non-Mother Tongue)</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• indicate knowledge of the learning area languages and also be aware of the aims and the content thereof;</li> <li>• know the approaches in teaching African Languages and have knowledge of the correct approach to be followed in teaching Setswana and provide proof of the subject knowledge of Setswana as elective module;</li> <li>• have knowledge in different methods in foreign language acquisition and know the different factors that influence them;</li> <li>• be acquainted with policy documents and manuals of the Department of Education and know how to use them;</li> <li>• acquire the ability to become a responsible teacher who has the ability to do thorough lesson planning and is able to present lessons accordingly;</li> <li>• have introductory knowledge in the planning of learning programmes, work schedules and complete lesson plans and assessment of Setswana as 2nd Additional Language and have proven subject knowledge of Setswana.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			

Module Code: SEND521	Semester 2	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Setswana Methodology (Non-Mother Tongue)</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• have knowledge in the teaching methods of reading, listening, writing and speaking in the OBE Setswana Classroom;</li> <li>• teach language, reading and literature and be able to set tests, examinations and compile memoranda ;</li> <li>• show competence in preparing language and literature lessons and to present them in such a way that oral and reading skills also receive attention;</li> <li>• implement objective, trustworthy assessment of language, reading, oral and literature and also know how to remedy where needed;</li> <li>• show knowledge in administering a Setswana classroom and have knowledge of all the ways of recording that have to be done to compile learner profiles and assessment reports and know how to apply differentiation and integration;</li> <li>• know the requirements for teaching aids, language games and the possibilities of CAL, and</li> <li>• acquire information needed for planning educational excursions.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			

Module Code: TECD521	Semester 2	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Learning Area Technology Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of the NCS document with regard to the learning area Technology; apply interpretation and designing skills in the development and planning of learning programmes, work schedules and lesson planning;</li> <li>• show a comprehensive understanding of different teaching-learning and assessment strategies that are appropriate for the learning area Technology;</li> <li>• demonstrate an understanding of the nature of organising and managing a practical technology class room and workshop, including safety aspects relevant to practical technology tasks;</li> <li>• apply relevant knowledge and skills in the practical teaching of the learning area Technology.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: TGN0511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Technology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate problem-solving skills, critical and creative thinking during the application of the design process to technological problems and needs in real life;</li> <li>• demonstrate a fundamental understanding of, and the ability to apply appropriate technological knowledge, skills and values;</li> <li>• demonstrate a critical understanding and appreciation of the interrelationship of technology, society, economy and the environment ;</li> <li>• demonstrate the application of the attained knowledge and skills and fulfill the role of technology learning mediator.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			

Module Code: TGN0521	Semester 2	8 CREDITS	NQF-Level: 6
<p><b>Title:</b> Technology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge of the learning area Technology in the South African School system;</li> <li>• demonstrate a comprehensive knowledge of all the three outcomes and assessment standards in the Senior Phase, including structures, systems and control and processing;</li> <li>• demonstrate the principles of outcomes-based assessment in the learning area Technology for the Senior Phase;</li> <li>• apply the problem-solving and creative approach to the learning area Technology and the unique methodology thereof in the Senior Phase.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			



Module Code: TRVD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Tourism Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of OBE principles; the content of the NCS Tourism; the interpretation of learning outcomes and assessment standards of Tourism in the FET phase;</li> <li>• demonstrate skills in the planning of lessons as part of the learning programme of Tourism, in developing learning and assessment activities; integration with other learning areas; interpretation of the NCS;</li> <li>• demonstrate competence in the selection of appropriate learning material and teaching strategies for the FET phase; in designing assessment activities in line with the assessment standards;</li> <li>• demonstrate ethical values and norms regarding the community, and demonstrate responsibility towards the environment and respect for cultural diversity.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: VWVD511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Consumer Sciences Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of the NCS document with regard to Consumer Studies and Hospitality Studies;</li> <li>• apply interpretation and designing skills in the development and planning of learning programmes, work schedules and lesson planning;</li> <li>• show a comprehensive understanding of different teaching-learning and assessment strategies that are appropriate for consumer studies and hospitality studies;</li> <li>• demonstrate an understanding of the nature of organising and managing a practical class-room including safety aspects relevant to practical tasks;</li> <li>• apply relevant knowledge and skills in the practical teaching of Consumer Studies and Hospitality Studies.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x3 hour written examination 50%</p>			

Module Code: ZOND511	Semester 1	12 CREDITS	NQF-Level: 6
<p><b>Title:</b> Zulu Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• know the theory and practice of foreign language acquisition;</li> <li>• use the OBE Policy Document effectively for the LLC learning area;</li> <li>• know and understand OBE terminology;</li> <li>• know the various language assessment methods;</li> <li>• know all the OBE requirements for the LLC learning area;</li> <li>• master language skills and present and structure the learning experience;</li> <li>• organise and manage the isiZulu classroom;</li> <li>• know the different teaching media and teaching aids, and</li> <li>• know the theory of the production and usage of each.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			

<b>Module Code:</b> <b>ZOND521</b>	<b>Semester 2</b>	<b>12 CREDITS</b>	<b>NQF-Level: 6</b>
<p><b>Title:</b> Zulu Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• apply and demonstrate knowledge and skills with regard to the theoretical work undertaken in ZOND511;</li> <li>• apply the OBE requirements to integrated teaching of Intermediate and Senior Phases;</li> <li>• collect, analyse and organise the necessary information for relevant use in the isiZulu classroom;</li> <li>• use different teaching media and teaching aids, and</li> <li>• know how to produce each of them.</li> </ul> <p><b>Mode of Delivery:</b> Contact, Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50%, 1x2 hour written examination 50%</p>			