CALENDAR 2014

SCHOOL OF EDUCATIONAL SCIENCES UNDERGRADUATE PROGRAMMES

Vaal Triangle Campus

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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.

Please note: Although the information in this Calendar has been compiled with the utmost care and accuracy, the Senate and the Council 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 a student's planned selection, this combination of modules is not permitted.

WARNING AGAINST PLAGIARISM: Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see: <u>http://www.nwu.ac.za</u>

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OFFICE BEARERS

FACULTY OF HUMANITIES

Executive Dean: Prof AMC Theron

SCHOOL OF EDUCATIONAL SCIENCES

Director: Prof JE Fourie

Programme Manager:

BEd 1st to ^{4th} **year** Dr M Nel

BEd 1st to 4th year Foundation Phase Dr R Booysen

National Professional Diploma in Education Mrs M Moller

Honours BEd

Mrs M Moller

Advanced Certificate in Education

Prof JE Fourie

Postgraduate Certificate in Education

Dr M M Kloppers

FACULTY BOARD

Theron AMC (Chairperson)

Botha E

Coetzee van Rooy AS

Fourie JE

Kruger J-L

Möller PL

Rabali TC

Rothmann S

Selepe TJ

Smith A

Stander MW

Strydom E

Tempelhoff JWN

Van Rooy AJ

Van Zyl L

Vermeulen CW

SRC Academic

V.1 INTRODUCTORY FACULTY RULES

V.1.1 AUTHORITY OF THE A-RULES

The faculty rules contained in this faculty calendar with respect to the various curricula offered by this faculty, are subject to the General Academic Rules of the University, as periodically determined by the Council of the University on recommendation of the Senate, and should therefore be read in conjunction with these General Academic Rules.

The General Academic Rules appear on the home page of the University at http://www.nwu.ac.za

V.1.2 EVALUATION OF ACADEMIC LITERACY LEVELS

- a) All undergraduate students who register at the University for the first time, must report, at a time and place determined by the University, for compulsory proficiency tests in academic literacy in order to evaluate their ability to function in an academic environment. The purpose of the test is to identify students who, due to insufficient academic skills, run the risk of not completing their study programme successfully within the allowed period.
- b) The test is conducted in the presentation language of the programme that the student has registered for [Afrikaans or English], and with the exception of students who are indicated as marginal cases by the test, each student will receive only one opportunity to write the test. Students considered marginal cases, will receive a second opportunity to write the test.
- All B Ed students must register for the module AGLA 111 [Afrikaans] or AGLE111 [English]. These modules will not be considered for credit purposes of curricula, but the credits awarded in these modules will count as additional credits.
- d) For admission to the exam in AGLA111 / AGLE111, a participation mark of 35% is required. Students who do not receive admission to the exam in AGLA111 / AGLE111, or who fail the exam, and who also fail two or more other modules, will have to have the continuation of their studies in the next semester re-evaluated by the Selection Committee. Lastly, AGLA111 / AGLE111 must be passed by the end of the second historic year of study in order to prevent the termination of studies.
- e) For admission to the module AGLA121 / AGLE121, which is compulsory for all students registering at the University for the first time, a student who first has to complete AGLA111 / AGLE111, must receive a mark of at least 40% in AGLA111 / AGLE111. The modules AGLA121 / AGLE121 carry a weight of 12 credits that form part of the curriculum that the student has registered for.
- f) Students who have failed the module AGLA111 / AGLE111, but who have been admitted to AGLA121 / AGLE 121 and have passed this exam, may have their results for AGLA111 / AGLE111 condoned into a passing grade by the relevant school director.

- g) Students who have already successfully completed a module or modules (course[s]) similar to AGLA111, 121 / AGLE111, 121, at another institution and can provide proof of this, can apply, in writing, to receive recognition for this from the **Director** of the School for Languages.
- h) A subminimum applies to each of the three sections of AGLA/AGLE121. Students must pass all three sections to complete the module successfully.

V.1.3 WARNING AGAINST PLAGIARISM

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see: <u>http://www.nwu.ac.za</u>

V.1.4 CAPACITY STIPULATION

Please take cognisance 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.

V.1.4.1 General Admission Requirements

APS-score (Academic Performance Scale) as prerequisite for admission

(First years in posession of a National Senior Certificate issued by Umalusi as of 2009)

Performance level	Results %	Grading
NWU purposes	90-100%	8
Outstanding	80-89%	7
Meritorios	70-79%	6
Substantial	60-69%	5
Adequate	50-59%	4
Moderate	40-49%	3
Elementary	30-39%	2
Not achieved	0-29%	1

Selection Model: Determining the APS-score

a) The results achieved in 6 subjects are used to determine the APS-score. (Four dedicated subjects and two recognised subjects.) Life Orientation (LO) is not applicable. The language of learning (home language or first additional language subject) must have an achievement rating of at least 50 – 59% (level 4).

b) A candidate who did not comply to the minimum university admission requirements, but obtained a rating score of 18, may be admitted to the BEd bridging programme that offers degree crediting bearing modules after the candidate has demonstrated, in a selection process approved by the Senate and Matriculation Board, that he/she is suitable for admission to the University

Information is subject to change. Contact the admission department for the latest information and details.

V.1.4.1.1 M-score as prerequisite for admission

(Applicants in possession of a Senior Certificate issued before 2009)

Taking due cognisance of the General Rules and faculty rules as contained in the relevant calendars, and with specific reference to General Rule A.5, which determines that school-leaving certificates must be endorsed to state that the minimum statutory requirements for admission to B-degree studies at a university in the RSA have been complied with – i.e. **full matriculation exemption/conditional exemption**. The University reserves the right to apply the following selection model, on the basis of which consideration will be given to candidates' applications.

Subject symbol	Higher Grade	Standard Grade
A	6	5
В	5	4
С	4	3
D	3	2
E	2	1
F	1	0

Selection Model: Determining the M-score

A maximum of four subjects are used to determine the M-score. (The language of learning minimum HG E x2 + 3 best subjects.

NB The score of the language of learning (English or Afrikaans) will carry double weight, e.g. for the BEd degree a B-symbol in English on the Higher Grade will count 10 instead of 5.

V.1.5 FACULTY-SPECIFIC RULES

V.1.5.1 Admission to the examination

- Admission to the examination in any module takes place by obtaining a proof of participation (general rule A.5.4.3).
- b) A proof of participation that grants admission to the examination will only be issued after a student has, met the satisfaction of the school director in consultation with the subject group chairperson, complied with the requirements of the specific proof of participation as set out in the **study guide** of the relevant module.
- c) Modules for which a participation mark has been built up; a participation mark of 40% for allmodules apply for admission to the examination in the relevant module.

V.1.5.2 Pass requirements of a module and a curriculum

- a) The provisions of general rule A.5.4.4 apply.
- b) The sub minimum for all modules in which examinations are written is 40%. There is also modules from other faculties such as the School of Basic Sciences where the JURI-modules has a sub minimum of 45%.
- c) The pass requirement of a module in which examinations are taken, is a module mark of 50%.
- d) The adjustment of a module mark of a first semester module in which the student has taken an examination but has not passed takes place in terms of general rules A.5.4.4 (b).
- Passing all the modules of which the programme is compiled individually passes the programme.
- f) General rules A.5.4.5 stipulate the requirements for a module/ curriculum/qualification to be passed with distinction.
- g) Students in the FET Technology programme that needed to take WISS 112 and WISS 122 as additional subjects are required to pass both these modules at the end of their first year to be able to continue with the FET Technology curriculum. If the student was not successful in passing these modules they will be allowed to continue with another Senior/FET curriculum (see requirements as stipulated in O.V.1.2.2.)

V.1.5.3 Progress in a curriculum based on assumed learning

- a) A module of any subject can only be taken if the student has already complied with prescribed assumed learning as stipulated in general rule A.5.3.3.
- b) General rule A.5.3.5 stipulates the number of credits for which the student may register in a subsequent semester without permission of the Dean.

V.1.5.4 Termination of studies

The studies of a student may be terminated (general rule A.5.7).

- a) When the student exceeds the maximum duration of study;
- b) When a student did not pass at least half of the credits for two consecutive years as prescribed for the two years.

V.1.5.5 Modules to complete a degree

If a student needs at the most five modules to complete his/her degree, these modules can be completed through UNISA under the following conditions

- The degree should be completed within five years. If it takes longer, application for lengthening of study must be done in writing:
- At least half of the core modules must be completed at the NWU.
- The student must be registered at both institutions, the NWU and UNISA.

V.1.6 SCHOOLS IN THE FACULTY OF HUMANITIES

The faculty of Humanities consists of four schools which some comprise a number of subject groups. At the head of each school is a director. The schools are mainly responsible for the teaching of undergraduate and postgraduate curricula. The respective schools and subject groups are as follows:

School Subject group	
	Advanced Certificate in Education (ACE)
School of Educational Sciences	National Professional Diploma in Education (NPDE) No intake from 2010
	Bachelor of Education
School of Basic Sciences	Cf Calendar School of Humanities
School of Behavioural Sciences	Cf Calendar School of Humanities
School of Languages	Cf Calendar School of Humanities

V.1.7 QUALIFICATIONS, PROGRAMMES AND CURRICULA IN THE SCHOOL OF EDUCATIONAL SCIENCES

CERTIFICATE					
Qualification	Programme	Programme and	Method of	HEQ	
		Curriculum code	delivery	F	
				level	
	Geography Education	423 123: 0434V	Part-time	5 (6)	
	History Education	423 124: O435V	Part-time	5 (6)	
	Teaching of Physical Science	423 125: O437V	Part-time	5 (6)	
Advanced Certificate	Professional Educator	423 129: 0447V	Part-time	5 (6)	
in Education	Development: Life Orientation				
(ACE)	Professional Educator	423 129: O444V	Part-time	5 (6)	
(/ (02)	Development: Mathematical				
	Literacy				
	Programme: Mathematics	423 134: O443V	Part-time	5 (6)	
	Teaching				
Not presented from	Programme: Student Support	423 130: O430V	Part-time	5 (6)	
2012					
	DIPLOMA				
National Professional	Foundation Phase	469 100: O100V	Part-time	5	
Diploma in Education	Intermediate and Senior Phase	469 101: O101V	Part-time	5	
(NPDE)		409 101. 01010	Fart-time	5	
	FIRST BACHELOR DEG	REES			
	Foundation Phase	422 100: 0171V	Full-time	6 (7)	
		(Students			
		registered in 2011			
		for first year)			
	Foundation Phase	422 100:0300V	Full-time	6 (7)	
		(First year			
Bachelor of Education		students register			
(BEd)		in 2012)			
, <i>i</i>	Intermediate and Senior Phase	422 101: 0172V	Full-time	6 (7)	
		to 0179V			
	Senior and Further Education and	422 102: 0180V	Full-time	6 (7)	
	Training Phase	to 0198V		- ()	
	Senior and Further Education and	422 112: 0199V	Full-time	6 (7)	
	Training Phase (Technology)	to O201V			
L	3				

OV.1 RULES FOR THE DEGREE BACHELOR OF EDUCATION

This qualification can be obtained in one of the programmes and curriculums found in V.1.7 described in detail below. It can be taken full-time only. During their studies students may change curriculums or bring about changes in the curriculum for which they have enrolled only with the permission of the school director concerned.

OV.1.1 DURATION (MINIMUM AND MAXIMUM DURATION)

The minimum duration of the studies for this degree is four years and the maximum time for completing a degree is six years.

OV.1.2 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

OV.1.2.1 General admission requirements

The BEd degree requires a minimum APS-score of 23 or a M-score of 13 and the Language of Tuition (LoT) must be on level 4.

OV.1.2.1.1 M-score as prerequisite for admission

(Applicants in posession of a **Senior Certificate** issued before 2009) To be admitted to the BEd degree in the School of Educational Sciences you are required to have passed grade 12 (NQF level 4) with matriculation exemption (endorsement) and conform to a M-score of 13.

OV.1.2.2 Specific admission requirements

A student wishing to follow:

- Mathematics for Education, is required to have passed Mathematics with at least 60%, in the matriculation examination.
- Mathematical Literacy, is required to have passed Mathematics with at least 45%, or Mathematical Literacy with 70% in the matriculation examination.
- Learning Area Mathematics, is required to have passed Mathematics with at least 45% in the matriculation examination or Mathematical Literacy in the matriculation examination with at least 60%
- The FET technology programme is required to have passed Mathematics in the Matriculation examiniation with at least 50%. However, these admission requirements are under the discretion of the senate.
- English and/or Afrikaans, is required to have passed the language subject on Home Language level with at least 50% or in First Additional Language level with at least 60%, in the matriculation examination.
- Physical Sciences (NS) or Life Sciences (Biol), is required to have passed that subject with at least 50% in the matriculation examination.
- Accounting, is required to have passed Accounting with at least 50% in the matriculation examination..

OV.1.2.3 Required credits for promotion to final year of study

Students will not be promoted to the final year of study if any credits required for the first three levels are outstanding.

OV.1.3 LIST OF MODULES

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
ACCD321	Accounting Methodology: FET Phase	8	
ACCD411	Accounting Methodology: FET Phase	16	
ACCE111	Accounting for Education	16	
ACCE121	Accounting for Education	16	
ACCE211	Accounting for Education	16	
ACCE221	Accounting for Education	16	
ACCE311	Accounting for Education	16	
ACCE321	Accounting for Education	16	
ADSD211	Additional Subject Methodology	8	
ADSD421	Additional Subject Methodology	16	
AFRD212	Afrikaansmetodiek: Snr Phase	8	
AFRD322	Afrikaansmetodiek: Int Phase	8	
AFRD416	Afrikaansmetodiek: Int Phase	16	
AFRD417	Afrikaansmetodiek: Snr Phase / FET	16	
AFRD426	Afrikaansmetodiek: Int Phase	16	
AFRD427	Afrikaansmetodiek: Snr Phase / FET	16	
AFRE111	Onderwysafrikaans	16	
AFRE121	Onderwysafrikaans	16	
AFRE211	Onderwysafrikaans	16	
AFRE221	Onderwysafrikaans	16	
AFRE311	Onderwysafrikaans	16	
AFRE321	Onderwysafrikaans	16	
AFTB421	Afrikaans language proficiency	1	
AGLA111	Inleiding tot Akademiese Geletterdheid	12	
AGLA121	Akademiese Geletterdheid	12	
AGLE111	Introduction to Academic Literacy	12	
AGLE121	Academic Literacy	12	
ARTD321	Art Methodology: FET Phase	8	
ARTD411	Art Methodology: FET Phase	16	
ARTE111	Education art	16	
ARTE121	Education art	16	
ARTE211	Education art	16	
ARTE221	Education art	16	
ARTE311	Education art	16	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
ARTE321	Education art	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	8	CATE111, CATE121
CATD411	Computer Applications Technology Methodology: FET Phase	16	CATE211, CATE221
CATE111	Computer Applications Technology for Education	16	
CATE121	Computer Applications Technology for Education	16	
CATE211	Computer Applications Technology for Education	16	CATE121 (40%)
CATE221	Computer Applications Technology for Education	16	
CATE311	Computer Applications Technology for Education	16	
CATE321	Computer Applications Technology for Education	16	
CMPF111	Computer Literacy	8	
CTED211	Civil Technology methodology	8	
CTED321	Civil Technology methodology	8	
CTED421	Civil Technology methodology	8	
CTEE211	Civil Technology for education	16	
CTEE221	Civil Technology for education	16	CTEE211 (40%)
CTEE311	Civil Technology for education	16	CTEE221 (40%)
CTEE321	Civil Technology for education	16	CTEE311 (40%)
CTEE411	Civil Technology for education	16	CTEE321 (40%)
CTEE421	Civil Technology for education	16	CTEE411 (40%)
ECOD321	Economics Methodology: FET Phase	8	
ECOD411	Economics Methodology: FET Phase	16	
ECOE111	Educational Economics	16	
ECOE121	Educational Economics	16	
ECOE211	Educational Economics	16	
ECOE221	Educational Economics	16	
ECOE311	Educational Economics	16	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
ECOE321	Educational Economics	16	
EDCC112	Professional Studies	8	
EDCC113	Basic Introduction to Education	8	
EDCC123	Curriculum Development	8	
EDCC124	Work integrated learning	1	
EDCC212	Professional Studies	8	
EDCC213	Educational Psychology	8	
EDCC222	Educational Psychology	8	
EDCC223	Work integrated learning	1	
EDCC312	Professional Studies	8	
EDCC313	Inclusive Education	8	
EDCC321	Education Management	8	
EDCC322	Work integrated learning	1	
EDCC411	Education Law	8	
EDCC412	Professional Studies	8	
EDCC421	Educational Systems	8	
EDCC422	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 (Engineering)	8	
EGDE112	Engineering Graphics and Design (Vehicle)	8	
EGDE121	Engineering Graphics and Design (Electrical)	8	
EGDE122	Engineering Graphics and Design (Civil)	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	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
ENGD416	English Methodology: Int and Senior Phase	16	
ENGD417	English Methodology: Snr and FET Phase	16	
ENGD426	English Methodology: Int and Snr Phase	16	
ENGD427	English Methodology: Snr and FET Phase	16	
ENGE111	English for Education	16	
ENGE122	English for Education	16	
ENGE212	English for Education	16	
ENGE221	English for Education	16	
ENGE311	English for Education	16	
ENGE321	English for Education	16	
ENGF121	English Medium of Instruction	8	
ENGF211	English Medium of Instruction	8	
ENTB421	English Language Proficiency	1	
ETED211	Electronically technology methodology	8	
ETED321	Electronically technology methodology	8	
ETED421	Electronically technology methodology	8	
ETEE212	Electronically technology for Education	16	
ETEE221	Electronically technology for Education	16	
ETEE311	Electronically technology for Education	16	
ETEE321	Electronically technology for Education	16	
ETEE411	Electronically technology for Education	16	
ETEE422	Electronically technology for Education	16	
GEOD321	Geography Methodology: FET Phase	8	
GEOD411	Geography 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	8	
HISD411	History Methodology: FET	16	
HISE111	History for Education	16	
HISE121	History for Education	16	
HISE211	History for Education	16	
HISE221	History for Education	16	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
HISE311	History for Education	16	
HISE321	History for Education	16	
INTD321	Information Technology Methodology: FET Phase	8	
INTD411	Information Technology Methodology: FET Phase	16	
INTE111	Information Technology for Education	16	
INTE121	Information Technology for Education	16	
INTE211	Information Technology for Education	16	
INTE221	Information Technology for Education	16	
INTE311	Information Technology for Eduction	16	
INTE321	Information Technology for Education	16	
ITEE211	Engineering technology for education	8	
ITEE221	Engineering technology for education	8	ITEE221
ITEE311	Engineering technology for education	8	ITEE221
ITEE322	Engineering technology for education	8	ITEE311 (40%)
ITEE412	Engineering technology for education	8	ITEE322 (40%)
ITEE422	Engineering technology for education	8	ITEE412 (40%)
LAAC121	Introduction to 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 Management Science Methodology: Snr Phase	8	
LABD321	Learning Area Economic Management Science Methodology: Int Phase	8	
LABD411	Learning Area Economic Management Science Methodology: Int Phase	16	
LABD421	Learning Area Economic Management Science Methodology: Snr Phase	16	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
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	
LESE111	Learner Support (Additional subject)	16	
LESE121	Learner Support (Additional subject)	16	
LESE211	Learner Support (Additional subject)	16	
LESE221	Learner Support (Additional subject)	16	
LESE311	Learner Support (Additional subject)	16	
LESE321	Learner Support (Additional subject)	16	
LEWV112	Life Skills	8	
LEWV211	Life Skills	8	
LIFD321	Life Sciences Methodology: FET Phase	8	
LIFD411	Life Sciences Methodology: FET Phase	16	
LIFE111	Life Sciences for Education	16	
LIFE121	Life Sciences for Education	16	
LIFE211	Life Sciences for Education	16	
LIFE221	Life Sciences for Education	16	
LIFE311	Life Sciences for Education	16	
LIFE321	Life Sciences for Education	16	
LIFF121	Life Skills Fundamental	8	
LITA122	Literacy: 1 st Additional Language – Afrikaans	8	
LITA123	Literacy: 1 st Additional Language – English	8	
LITA222	Literacy: 1 st Additional Language - Afrikaans	8	
LITA223	Literacy: 1 st Additional Language – English	8	
LITA312	Literacy: 1 st Additional Language – Afrikaans	8	
LITA313	Literacy: 1 st Additional Language – English	8	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
LITG311	Literacy: Visual Arts	8	
LITG322	Literacy: Academic Afrikaans Home Language	16	
LITG323	Literacy: Academic English Home Language	16	
LITG413	Academic EnglishFoundation Phase	16	
LITH112	Literacy Home Language Afrikaans	8	
LITH113	Literacy Home Language English	8	
LITH222	Literacy Home Language Afrikaans	8	
LITH223	Literacy: Home Language English	8	
LITH312	Literacy: Home Language Afrikaans	8	
LITH313	Literacy: Home Language English	8	
LITH422	Literacy: Home Language Afrikaans	8	
LITH423	Literacy: Home Language English	8	
LLOD211	Learning Area Life Orientation Methodology: GET Phase	8	
LLOD321	Learning Area Life Orientation Methodology: GET Phase	8	
LLOD411	Learning Area Life Orientation Methodology: GET Phase	16	
LLOD421	Learning Area Life Orientation Methodology	16	
LORD321	Life Orientation Methodology: FET Phase	8	
LORD411	Life Orientation Methodology: FET Phase	16	
LORE111	Life Orientation for Education	16	
LORE121	Life Orientation for Education	16	
LORE211	Life Orientation for Education	16	
LORE221	Life Orientation for Education	16	
LORE311	Life Orientation for Education	16	
LORE321	Life Orientation for Education	16	
LSFP112	Learner Support Foundation Phase	8	
LSFP122	Learner Support Foundation Phase	8	
LSFP211	Learner Support Foundation Phase	8	
LSFP212	Learner Support Foundation Phase	8	
LSFP221	Learner Support Foundation Phase	8	
LSFP222	Learner Support Foundation Phase	16	
LSFP311	Learner Support Foundation Phase	16	
LSFP312	Learner Support Foundation Phase	8	
LSFP321	Learner Support Foundation Phase	12	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
LSKA311	Life Skills Art	8	
LSKE321	Life Skills Environmental Studies	8	
LSKH221	Life Skills Health Education	8	
LSKM121	Life Skills Music	8	
LSKM211	Life Skills Music	8	
LSKN211	Life Skills Nutrition	8	
LSKP311	Life Skills Physical Education	8	
LSKR111	Life Skills Culture and Religion	8	
MALA211	Learning Area Mathematics	16	
MALA221	Learning Area Mathematics	16	
MALA311	Learning Area Mathematics	16	
MALA321	Learning Area Mathematics	16	
MATD211	Mathematics Methodology: Snr Phase	8	
MATD312	Mathe matics Methodology: Intermediate Phase	8	
MATD321	Mathematics Methodology: FET	8	
MATD411	Mathematics Methodology: FET Phase	16	
MATD413	Mathematics Methodology: Intermediate Phase	16	
MATD421	Mathematics Methodology: Snr Phase	16	
MATE111	Mathematics for Education: Functions	16	
MATE121	Mathematics for Education: Elementary Statistics	16	
MATE211	Mathematics for Education: Spherical and Euclidean Geometry	16	
MATE221	Mathematics for Education: Introductory Algebra	16	
MATE311	Mathematics for Education: Calculus	16	MATE111, 221
MATE321	Mathematics for Education: Linear Algebra	16	MATE221
MATF221	Mathematics in Practice: Numbers, calculations and data handling	8	
MATF311	Mathematics in Practice: Geometry in action	8	
MATL112	Mathematical Literacy : Numbers in context	16	
MATL121	Mathematical Literacy : Exploring geometry	16	
MATL212	Mathematical Literacy : Exploring numbers and relationships	16	
MATL221	Mathematical Literacy : Statistics in context	16	
MATL311	Mathematical Literacy : Functions in context	16	
MATL321	Mathematical Literacy : Geometry in context	16	
MFPF111	Mathematics for the Foundation Phase	8	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
MFPF121	Mathematics for the Foundation Phase	8	
MFPD 211	Mathematics for the Foundation Phase Methodology	8	
MFPD221	Mathematics for the Foundation Phase Methodology	8	
MFPF311	Mathematics for the Foundation Phase	8	
MFPF321	Mathematics for the Foundation Phase	16	
MFPD411	Mathematics for the Foundation Phase Methodology	8	
MFPD421	Mathematics for the Foundation Phase Methodology	12	
MBLO421	Managing Barriers to Learning	8	
MTED211	Mechanical Technology Methodology	8	
MTED311	Mechanical Technology Methodology	8	
MTED422	Mechanical Technology Methodology	8	
NFPD311	Numeracy Methodology	8	
NFPD421	Numeracy Methodology	16	
PACO411	Introduction to Visual Arts and Culture	8	
PHSD321	Physical Sciences Methodology: FET Phase	8	LAND211, PHSE111, 121
PHSD411	Physical Sciences Methodology: FET Phase	16	PHSE321
PHSE111	Physical Sciences for Education	16	
PHSE121	Physical Sciences for Education	16	
PHSE211	Physical Sciences for Education	16	PHSE121
PHSE221	Physical Sciences for Education	16	PHSE111
PHSE311	Physical Sciences for Education	16	PHSE111
PHSE321	Physical Sciences for Education	16	PHSE111
PPSE211	Pre-Primary School Education: Literacy	8	
PPSE221	Pre-Primary School Education: Mathematics and Science	8	
PPSE411	Pre-Primary School Education: Grade R	8	
PPSE 422	Pre-Primary School Education: Organisation and Administration	8	
RESF411	Research In Education	8	
RESF421	Research Project	8	
RSTO421	Religious studies	8	
SESE121	Introduction to Learning Area Economic Sciences	8	
SLOE111	Intro to Learning Area Life Orientation	8	
SNSE111	Introduction to Learning Area Natural Sciences	8	
SOCF 121	Sesotho communication for mother tongue speakers	8	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
SOCF 122	Sesotho communication for second language speakers	8	
SOTB421	Sesotho Language Proficiency	1	
SPSO411	Sport Studies	8	
SSSE111	Introduction to Learning Area Social Sciences	8	
STEE121	Introduction to Learning Area Technology	8	
TECD211	Learning Area Technology Methodology	8	
TECD321	Learning Area Technology Methodology	8	TECD211
TECD411	Learning Area Technology Methodology	16	TECD321
TECD421	Learning Area Technology Methodology	16	TECD411
TECE211	Learning Area Technology: For Educators	16	
TECE221	Learning Area Technology: Communication and Structures	16	
TECE311	Learning Area Technology: Processing	16	
TECE321	Learning Area Technology: Systems and Control	16	
TEWE111	Welding technology	8	
TTED111	Technical technology methodology	8	
TFPF321	Technology Literacy for Foundation Phase	8	
VTEE212	Vehicle Technology for education	8	
VTEE222	Vehicle Technology for education	8	
VTEE312	Vehicle Technology for education	8	
VTEE322	Vehicle Technology for education	8	
VTEE412	Vehicle Technology for education	8	
VTEE422	Vehicle Technology for education	8	
WSKT121	Technical Mathematics	8	
WSKT212	Technical Mathematics	8	WSKT121 (40%)
WSKT222	Technical Mathematics	8	WSKT212 (40%)
WVOS221	Understanding the World	12	
WVOS 311	Introduction to Philosophy of Science	12	

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

OV.1.4 CURRICULUM OUTCOMES

OV.1.4.1 General exit level outcomes

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

- a) Demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and to enhance the management of teaching, learning and assessment in their classrooms.
- b) Demonstrate competence in their area of specialization with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs.
- c) Demonstrate competence in their area of specialization 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.
- d) 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.

OV.1.4.2 Articulation possibilities and exit level marks

The BEd grants admission to Hons BEd 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.

V.1.5 PROGRAMME: BED FOUNDATION PHASE 422 100: (full-time)

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

OV.1.5.1 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.

OV.1.5.2 Presentation of the curriculums

Curriculums following below will only be presented in a specific year if a minimum of ten students register for the specific curriculum.

OV.1.5.3 Curriculum structure

The curriculums are structured from the modules in OV.1.5.4. These modules are spread over four years.

OV.1.5.4 CURRICULUM O300V: FOUNDATION PHASE

YEAR LEVE	L1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4	
FIRST SEMES	STER	FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTE	R
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) mo	dules	Fundamental (Comp modules	ulsory)	Fundamental (Comp modules	ulsory)	Fundamental (Compulsory) modules	
CMPF111	8	ENGF 211	8	WVOS 311	12	RESF411	8
						SPSO411 OR	
						PACO411	8
Core (Compulsory modules	()	Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) modules	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8					EDCC412	8
LSFP112	8	LSFP212	8	LSFP312	8		
Elective modules	•	Continuation of elective		Continuation of elective		Continuation of elective	
(Compulsory)		modules (Compulsory)		modules (Compulsory)		modules (Compulsory)	
LITH112(A) OR LITH113(E)	16	LSKM211	8	LSKP311	8	MFPD411	8
MFPF111	8	MFPD211	8	LSKA311	8	PPSE411	8
		PPSE211	8	LITH 312(A) OR LITH313 (E)	8	LITG413(E)	16
				LITA312(A) OR LITA313 (E)	8		
		LITG211		LSKN312	8		
				MFPF311	8		
Total 1 st semester	56	Total 1 st semester	64	Total 1 st semester	68	Total 1 st semester	64

(First years register in 2012) FIRST SEMESTER

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM 0300V: FOUNDATION PHASE (CONTINUED)

(First years register in 2012)

SECOND SEMESTER

YEAR LEVE	L1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4	
SECOND SEMI	ESTER	SECOND SEMES	TER	SECOND SEMESTER		SECOND SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) mo	dules	Fundamental (Comp modules	ulsory)	Fundamental (Comp modules	ulsory)	Fundamental (Compulsory) modules	
LIFF121	8	WVOS221	12			RESF421	8
ENGF121	8					RSTO421	8
AGLA121 OR AGLE121	12						
SOCF121 OR SOCF122	8					Choose Two: AFTB421 ENTB421 SOTB421	2
Core (Compulsory modules	()	Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) modules	
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
EDCC123	8			EDCC321	8	EDCC421	8
LSFP122	8	LSFP222	16	LSFP321	12		
Continuation of e modules (Compul		Continuation of elective modules (Compulsory)		Continuation of elective modules (Compulsory)		Continuation of elective modules (Compulsory)	
LSKM121	8	LSKH221	8	LSKE321	12	LITH422(A) OR LITH423(E)	8
LITA122(A) OR LITA123(E)	8	LITH222 (A) OR LITH223 (E)	8	LITG322(A) OR LITG323(E)	16	MFPD421	12
MFPF121	8	LITA222 (A) OR LITA223(E)	8	MFPF321	16	PPSE422	12
		PPSE221	8				
		MFPD221	8				
Total 2 nd semester	77	Total 2 nd semester	69	Total 2 nd semester	65	Total 2 nd semester	64
Total level 1	133	Total level 2	125	Total level 3	141	Total level 4	123
	1	1		1	ΤΟΤΑ	FOR THE CURRICULUM	522

*The balance of the Credits is included in EDCC112, EDCC212, EDCC312, EDCC412

OV.1.5.5

(Registered in 2011 for first year)

YEAR LEVE	11	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4	
FIRST SEMES	TER	FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental		Fundamental (Comp	ulsory)	Fundamental (Comp	ulsory)	Fundamental	
(Compulsory) mo	dules	modules		modules		(Compulsory) modules	
CMPP111	8	ENG 211	8	WVOS 311	12	RESF411	8
						SPSO411 OR	
		\				PACO411	8
Core (Compulsory	r)	Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory)	
modules						modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
LSFP111	8	LSFP211	8	LSFP312	8		
Elective modules	\setminus	Continuation of elective modules (Compulsory)		Continuation of elective modules (Compulsory)		Continuation of elective modules (Compulsory)	
	\backslash		\backslash	LSKP311	8	PPSE411	8
LSKR111	8	LSKM211	8	LSKA311	8	LITG413(E)	16
LITH112(A) OR	6	NFPD211	8	LITH312(A) OR	8	NFPF411	8
LITH113(E)				LITH313(E)			
NFPF111	8	PPSE211	8	LITA312(A) OR	8		
				LITA313(E)			
	•	LITG211	8	LSKN312	8		
				NFPD311	8		
Total 1 st semester	56	Total 1 st semester	64	Total 1 st semester	84	Total 1 st semester	64

FIRST SEMESTER

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM 0171V: FOUNDATION PHASE (CONTINUED)

(Registered in 2011 for first year)

SECOND SEMESTER

YEAR LEVE	L1 \	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4	
SECOND SEM	ESTER	SECOND SEMES	TER	SECOND SEMES	TER	SECOND SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) mo	dules	Fundamental (Comp modules	ulsory)	Fundamental (Comp modules	ndamental (Compulsory) Fundamental (Com odules modules		ory)
LIFI121	8	WV05221	12			RESF421	8
SOCF121 OR SOCF122	8					RSTO421	8
ENGF121	8						
AGLA 121 OR AGLE 121	12						
Core (Compulsory modules	()	Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) modules	
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
LSFP121	8	LSFP221	8				
Continuation of e modules	lective	Continuation of elec modules	Continuation of elective modules		Continuation of elective Continuation of elective modules		•
LSKM121	8	LSKH221	8	LSKE321	12	LITH422(A) OR LITH423(E)	8
LITA122(A) OR LITA123(E)	8	LITH222(A) OR LITH223(E)	8	LITG322(A) OR LITG323(E)	16	PPSE422	8
NFPD121	8	LITA222(A) OR LITA223(E)	8	NFPF321	16	NFPD421	16
		PPSE221	18				
		NFPF221	8			<u>Choose Two</u> : AFTB421 ENTB421 SOTB421	2
Total 2 nd semester	77	Total 2 nd semester	69	Total 2 nd semester	49	Total 2 nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
					TOTAL	FOR THE CURRICULUM	522

*The balance of the Credits is included in EDCC112, EDCC212, EDCC312, EDCC412

OV.1.6 PROGRAMME: BED INTERMEDIATE AND SENIOR PHASE 422 101: (Full-time)

This qualification is directed at the education of educators teaching from Grade 4 up to and including Grade 9.

OV.1.6.1 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.

OV.1.6.2 Presentation of the curriculums

Curriculums following below will only be presented in a specific year if a minimum of ten students register for the specific curriculum.

OV.1.6.3 Curriculum structure

The curriculums are structured from the modules in OV.1.6.4 to OV.1.6.10. These modules are **spread over four years.**

OV.1.6.4 CURRICULUM O172V: LEARNING AREA NATURAL SCIENCES FIRST SEMESTER

YEAR LE	VEL 1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4	
FIRST SEN	IESTER	FIRST SEMEST	FIRST SEMESTER		FIRST SEMESTER		R
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (C modules	Compulsory)	Fundamental (Compu modules	ulsory)	Fundamental (Compu modules	ulsory)	Fundamental (Compulsory) modules	
CMPF111	8	LANE211	16	MATF311	8	RESF411	8
SLOE111	8	LAND211	8	LANE311	16	LAND411	16
SSSE111	8	ENGF 211	8	WVOS311	12	SPSO411 OR PACO411	8
Core (Compuls modules	ory)	Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
One of the follo electives	owing	Continuation of elective and methodology		Continuation of elective		Elective Methodology	
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD416	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	LASD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	TECD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD413	16
LESE111	16	LESE211	16	LESE311	16		
Total 1 st semester	56	Total 1 st semester	72	Total 1 st semester	68	Total 1 st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

CURRICULUM 0172V: LEARNING AREA NATURAL SCIENCES (CONTINUED) SECOND SEMESTER

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	4	
SECOND SEME	STER	SECOND SEMES	STER	SECOND SEMES	STER	SECOND SEMES	STER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (Comp modules	ulsory)	Fundamental (Compu modules	ulsory)	Fundamental (Compu modules	ulsory)	Fundamental (Comput modules	sory)	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8	
AGLA 121 OR	12	LANE221	16	LANE321	16	MBLO421	8	
AGLE 121				LAND321	8			
SOCF121 OR SOCF122	8	WVOS221	12			LAND421	16	
ENGF121	8					Choose Two:		
STEE121	8					AFTB421	2	
SESE121	8					ENTB421		
	L					SOTB421		
Core (Compulsory) I	Vodules	Core (Compulsory) N	Adules	Core (Compulsory) N	lodules	Core (Compulsory) Modules		
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8	
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1	
Continuation of elec modules	tive	Continuation of elect modules	tive	Continuation of elec modules and metho		Elective methodology	ogy	
AFRE121	16	AFRE221	16	AFRE321	16	AFRD426	16	
				AFRD322	8			
CATE121	16	CATE221	16	CATE321	16	TECD421	16	
				TECD321	8			
ENGE122	16	ENGE221	16	ENGE321	16	ENGD426	16	
				ENGD322	8			
GEOE121	16	GEOE221	16	GEOE311	16	LASD421	16	
				LASD321	8			
HISE121	16	HISE221	16	HISE321	16	LASD421	16	
				LASD321	8			
INTE121	16	INTE221	16	INTE321	16	TECD421	16	
				TECD321	8			
MATE121	16	MATE221	16	MATE321	16	MATD421	16	
				**MATD312	8			
LESE121	16	LESE221	16	LESE321	16			
Total 2 nd semester	77	Total 2 nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59	
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123	

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

**Although this module code is a first semester code it is presented in the second semester

OV.1.6.5

CURRICULUM 0173V: LEARNING AREA TECHNOLOGY

FIRST SEMESTER

YEAR LEVE	.1	YEAR LEVE	. 2	YEAR LEVE	L 3	YEAR LEVEL	4
FIRST SEMES	TER	FIRST SEMES	TER	FIRST SEMES	TER	FIRST SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compu modules	ilsory)	Fundamental (Compu modules	ilsory)	Fundamental (Compu modules	ulsory)	Fundamental (Compulso modules	ory)
CMPF111	8	TECE211	16	MATF311	8	RESF411	8
SNSE111	8	TECD211	8	TECE311	16	SPSO411 OR PACO411	8
SSSE111	8	ENGF211	8	WVOS311	12	TECD411	16
Core (Compulsory) N	Nodules	Core (Compulsory) N	Aodules	Core (Compulsory) N	Aodules	Core (Compulsory) Modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
One of the following	electives	Continuation of elec	tive	Continuation of elec	tive	Elective Methodology	
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD416	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	LASD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LAND411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LLOD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD413	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

CURRICULUM 0173V: LEARNING AREA TECHNOLOGY (CONTINUED) SECOND SEMESTER

YEAR LEVE	L1	YEAR LEVEL	2	YEAR LEVEL	.3	YEAR LEVEL 4	
SECOND SEM	ESTER	SECOND SEMES	STER	SECOND SEME	STER	SECOND SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	C
Fundamental (Co modules	mpulsory)	Fundamental (Compu modules	ilsory)	Fundamental (Compu modules	lsory)	Fundamental (Compulso modules	ry)
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA 121 OR AGLE121	12	WVOS221	12	TECE321 TECD321	16 8	MBLO421	8
SOCF121 OR SOCF122	8	TECE221	16			TECD421	16
SESE121	8					Choose Two:	
LAAC121	8					AFTB421	2
ENGF121	8					ENTB421	
						SOTB421	
Core (Compulsor Modules	y)	Core (Compulsory) N	Aodules	Core (Compulsory) Modules		Core (Compulsory) Modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation		Continuation of		Continuation of		Elective	
of Elective		Elective		Elective and Methodology		Methodology	
AFRE121	16	AFRE221	16	AFRD321 AFRD322	16 8	AFRD426	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD426	16
LIFE121	16	LIFE221	16	LIFE321 LAND321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321	16	LLOD421	16
				LLOD321	8	-	
GEOE121	16	GEOE221	16	GEOE321	16	LASD421	16
				LASD321	8		
HISE121	16	HISE221	16	HISE321	16	LASD421	16
				LASD321	8		
PHSE121	16	PHSE221	16	PHSE321	16	LAND421	16
				LAND321	8		
MATE121	16	MATE221	16	MATE321	16	MATD421	16
				**MATD312	8		
LESE121	16	LESE221	16	LESE321	16		
Total 2 nd	77	Total 2 nd semester	61	Total 2 nd	65	Total 2 nd	59
semester				semester		semester	
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123

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

**Although this module code is a first semester code it is presented in the second semester

OV.1.6.6 CURRICULUM O174V: LEARNING AREA LANGUAGES FIRST SEMESTER

YEAR LEVEL	.1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	4
FIRST SEMES	TER	FIRST SEMESTER		FIRST SEMEST	TER	FIRST SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Comp modules	ulsory)	Fundamental (Compu modules			Fundamental (Compulsory) modules	1	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
SLOE111	8	AFRE111	16	AFRE211 OR	16	SPSO411 OR	8
SSSE111	8	AFRD212 OR	8	ENGE212		PACO411	
		ENGE111					
		ENGD212					
				WVOS311	12	AFRD416 OR ENGD416	16
Core (Compulsory)	modulos	Core (Compulsory) n	a dulas	Core (Compulsory) r	n o dulo o	Core (Compulsory)	
core (compulsory) i	modules	Core (Compulsory) h	loquies	Core (Compulsory) r	noquies	modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
One of the following	g	Continuation of elec	tive and	Continuation of elec	tive	Elective Methodology	
electives		methodology					
AFRE111 (not for	16	AFRE211	16	AFRE311	16	AFRD416	16
Learning Area		AFRD212	8				
Afrikaans)							
ENGE111 (not for	16	ENGE212	16	ENGE311	16	ENGD416	16
Learning Area English)		ENGD212	8				
BSTE111	16	BSTE211	16	BSTE311	16	LABD411	16
5512111	10	LABD211	8	5512511	10	0.00111	10
CATE111	16	CATE211	16	CATE311	16	TECD411	16
		TECD211	8	-			
HISE111	16	HISE211	16	HISE311	16	LASD411	16
		LASD211	8				
INTE111	16	INTE211	16	INTE311	16	TECD411	16
		TECD211	8				
LIFE111	16	LIFE211	16	LIFE311	16	LAND411	16
		LAND211	8				
LORE111	16	LORE211	16	LORE311	16	LLOD411	16
		LLOD211	8				
MATE111	16	MATE211	16	MATE311	16	MATD413	16
		MATD211	8				
PHSE111	16	PHSE211	16	PHSE311	16	LAND411	16
		LAND211	8				
LESE111	16	LESE211	16	LESE311	16		
Total 1 st	56	Total 1 st semester	72	Total 1 st semester	68	Total 1 st	64
semester						semester	

CURRICULUM O174V: LEARNING AREA LANGUAGES (CONTINUED) SECOND SEMESTER

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4	
SECOND SEMES	TER	SECOND SEMES	STER	SECOND SEMES	STER	SECOND SEMES	FER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compu modules	llsory)	Fundamental (Compu modules	ulsory)	Fundamental (Compu modules	ulsory)	Fundamental (Compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE	12	AFRE121 or		AFRE221	16	MBLO421	8
121		ENGE122	16	AFRD322 OR	8		
				ENGE221	16		
				ENGD322	8		
SOCF121 OR		WVOS221	12			AFRD426 OR	16
SOCF122	8					ENGD426	
ENGF121	8					Choose Two:	
LAAC121	8					AFTB421 ENTB421	
SESE121	8					SOTB421	2
Core (Compulsory) N	lodules	Core (Compulsory) N	/lodules	Core (Compulsory) N	/lodules	Core (Compulsory) Mod	ules
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elect	tive	Continuation of elec	tive	Continuation of elec	tive	Elective methodology	
modules		modules		modules and metho	dology		
AFRE121 (not for	16	AFRE221	16	AFRE321	16	AFRD426	16
Learning Area							
Afrikaans)	46	5105224		5105004		51100 405	
ENGE122 (not for Learning Area	16	ENGE221	16	ENGE321	16	ENGD426	16
English)							
BSTE121	16	BSTE221	16	BSTE321	16	LABD421	16
				LABD321	8		
CATE121	16	CATE221	16	CATE321	16	TECD421	16
				TECD321	8		
HISE121	16	HISE221	16	HISE321	16	LASD421	16
				LASD321	8		
INTE121	16	INTE221	16	INTE321	16	TECD421	16
				TECD321	8		
LIFE121	16	LIFE221	16	LIFE321	16	LAND421	16
				LAND321	8		
LORE121	16	LORE221	16	LORE321	16	LLOD421	16
				LLOD321	8		
MATE121	16	MATE221	16	MATE321	16	MATD421	16
				**MATD312	8		
PHSE121	16	PHSE221	16	PHSE321	16	LAND421	16
				LAND321	8		
LESE121	16	LESE221	16	LESE321	16		
Total 2 nd semester	77	Total 2 nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
		1	1	1		1	

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

**Although this module code is a first semester code it is presented in the second semester

OV.1.6.7CURRICULUM O175V: LEARNING AREA SOCIAL SCIENCES

FIRST SEMESTER

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	1
FIRST SEMEST	TER	FIRST SEMEST	ER	FIRST SEMEST	TER	FIRST SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Comp modules	ulsory)	Fundamental (Compu modules	ilsory)	Fundamental (Compul modules	sory)	Fundamental (Compu modules	lsory)
CMPF111	8	GEOE111	16	MATF311	8	RESF411	8
SLOE111	8	LASD211	8	GEOE211	16	LASD411	16
SNSE111	8	ENGF211	8	WVOS311	12	SPSO411 OR PACO411	8
Core (Compulsory) r	nodules	Core (Compulsory) n	nodules	Core (Compulsory) m	odules	Core (Compulsory) m	odules
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
One of the following electives	5	Continuation of elect methodology	tive and	Continuation of electi	ive	Elective Methodolog	y
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	LABD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	LABD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	LABD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD416	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	TECD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LAND411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LLOD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD413	16
PHSE 111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

CURRICULUM 0175V: LEARNING AREA SOCIAL SCIENCES (CONTINUED) SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2	2	YEAR LEVEL 3	3	YEAR LEVEL 4	
SECOND SEMEST	ER	SECOND SEMES	TER	SECOND SEMES	TER	SECOND SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsor modules	Y)	Fundamental (Compu modules	lsory)	Fundamental (Compu modules	lsory)	Fundamental (Compu modules	llsory)
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	HISE121	16	HISE221	16	LASD421	16
				LASD321	8		
SOCF121 OR SOCF122	8	WVOS221	12			MBLO421	8
ENGF121	8					Choose Two:	
LAAC121	8					AFTB421	2
SESE121	8					ENTB421	
						SOTB421	
Core (Compulsory) Mod	ules	Core (Compulsory) M	odules	Core (Compulsory) M	lodules	Core (Compulsory)	
						Modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elective	module	Continuation of elect	ive	Continuation of elect	ive	Elective methodolog	у
		module		module and methodo	ology		
ACCE121	16	ACCE221	16	ACCE321	16	LABD421	16
				LABD321	8		
AFRE121	16	AFRE221	16	AFRE321	16	AFRD426	16
				AFRD322	8		
BSTE121	16	BSTE221	16	BSTE321	16	LABD421	16
				LABD321	8		
CATE121	16	CATE221	16	CATE321	16	TECD421	16
				TECD321	8		
ECOE121	16	ECOE221	16	ECOE321	16	LABD421	16
				LABD321	8		
ENGE122	16	ENGE221	16	ENGE321	16	ENGD426	16
				ENGD322	8		
INTE121	16	INTE221	16	INTE321	16	TECD421	16
				TECD321	8		
LIFE121	16	LIFE221	16	LIFE321	16	LAND421	16
				LAND321	8		
LORE121	16	LORE221	16	LORE321	16	LLOD421	16
				LLOD321	8		
MATE121	16	MATE221	16	MATE321	16	MATD421	16
				**MATD312	8		
PHSE121	16	PHSE221	16	PHSE321	16	LAND421	16
				LAND321	8		
LESE121	16	LESE221	16	LESE321	16		
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
						OR THE CURRICULUM	123

*The balance of the Credits is included in EDCC112, EDCC212, EDCC312, EDCC412

**Although this module code is a first semester code it is presented in the second semester

OV.1.6.8

LEWV211

CRRICULUM 0177V: LEARNING AREA LIFE ORIENTATION

FIRST SEMESTER

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	. 4
FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMES	TER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compu modules	ilsory)	Fundamental (Compu modules	ulsory)	Fundamental (Compu modules	ulsory)	Fundamental (Compu modules	lsory)
CMPF111	8	LORE111	16	MATF311	8	RESF411	8
SSSE111	8	LLOD211	8	LORE211	16	LLOD411	16
SNSE111	8	ENGF211	8	WVOS311	12	SPSO411 OR	8
						PACO411	
Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) m	odules
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Continuation of elec	tive	Continuation of elec	tive	Continuation of elec	tive	Elective methodolog	y
module		module and method	ology	module	1		
ACCE111	16	ACCE211	16	ACCE311	16	LABD411	16
		LABD211	8				
AFRE111	16	AFRE211	16	AFRE311	16	AFRD416	16
		AFRD212	8				
BSTE111	16	BSTE211	16	BSTE311	16	LABD411	16
		LABD211	8				
CATE111	16	CATE211	16	CATE311	16	TECD411	16
		TECD211	8				
ECOE111	16	ECOE211	16	ECOE311	16	LABD411	16
		LABD211	8				
ENGE111	16	ENGE212	16	ENGE311	16	ENGD416	16
050544	15	ENGD212	8	0505044			45
GEOE111	16	GEOE211	16 8	GEOE311	16	LASD411	16
1005444	16	LASD211	-	1005244	46	1400411	10
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211	° 16	INTE311	16	TECD411	16
INTELLI	10	TECD211	8	INTESTI	10	1600411	10
LIFE111	16	LIFE211	16	LIFE311	16	LAND411	16
	10	LAND211	8	LII LOII	10	LAND411	10
MATE111	16	MATE211	16	MATE311	16	MATD413	16
	10	MATD211 MATD211	8		10		10
PHSE111	16	PHSE211	16	PHSE311	16	LAND411	16
		LAND211	8				10
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64
i e lai 200 semester		i i i i i i i i i i i i i i i i i i i		i star zot semester		i star 15t semester	•.

CURRICULUM 0177V: LEARNING AREA LIFE ORIENTATION (CONTINUED) SECOND SEMESTER

				SEIVIESTER			
YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTE	R	SECOND SEMESTER		SECOND SEMEST	ER	SECOND SEMESTER	1
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulso modules	ory)	Fundamental (Compuls modules	ory)	Fundamental (Compuls modules	sory)	Fundamental (Compulsory modules)
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	LORE121	16	LORE221	16	MBLO421	8
SOCF121 OR SOCF122	8	WVOS221	12	LLOD321	8	LLOD421	16
ENGF121	8					Choose Two:	
LAAC121	8					AFTB421 FNTB421	2
STEE121	8					SOTB421	
Core (Compulsory) mod	dules	Core (Compulsory) mo	dules	Core (Compulsory) mo	odules	Core (Compulsory) modul	es
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elective	e	Continuation of electiv	/e	Continuation of election	ve	Elective methodology	1
module		module		module and methodo	logy		
ACCE121	16	ACCE221	16	ACCE321 LABD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321	16	AFRD426	16
				AFRD322	8		
BSTE121	16	BSTE221	16	BSTE321	16	LABD421	16
				LABD321	8		
CATE121	16	CATE221	16	CATE321	16	TECD421	16
				TECD321	8		
ECOE121	16	ECOE221	16	ECOE321	16	LABD421	16
				LABD321	8		
ENGE122	16	ENGE221	16	ENGE321	16	ENGD426	16
				ENGD322	8		
GEOE121	16	GEOE221	16	GEOE321	16	LASD421	16
				LASD321	8		
HISE121	16	HISE221	16	HISE321	16	LASD421	16
		11/75004	45	LASD321	8	7500.494	
INTE121	16	INTE221	16	INTE321 TECD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321		LAND421	16
LIFE121	16	LIFEZZI	10	LIFE321 LAND321	16 8	LAND421	10
MATE121	16	MATE221	16	MATE321	16	MATD421	16
MATE121	10	MOTEST	10	**MATD312	8	MAI 0421	10
PHSE121	16	PHSE221	16	PHSE321	16	LAND421	16
				LAND321	8		
	16	LESE221	16	LESE321	16		-
LESE121			1	1	1	1	1
LESE121 Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59

*The balance of the Credits is included in EDCC112, EDCC212, EDCC312, EDCC412 **Although this module code is a first semester code it is presented in the second semester

OV.1.6.9 CURRICULUM O178V: LEARNING AREA ARTS AND CULTURE

FIRST SEMESTER

YEAR LEVE	L1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	4
FIRST SEMES	TER	FIRST SEMESTER		FIRST SEMEST	ER	FIRST SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Comp modules	oulsory)	Fundamental (Compu modules	ulsory)	Fundamental (Compo modules	ulsory)	Fundamental (Compul modules	sory)
CMPF111	8	LAAE111	16	MATF311	8	RESF411	8
SLOE111	8	LAAD211	8	LAAE211	16	LAAD411	16
SSSE111	8	ENGF211	8	WVOS311	12	SPSO411or PACO411	8
Core (Compulsory)	modules	Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
One of the followin electives	g	Continuation of elect module and method		Continuation of elec module	tive	Elective methodology	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	LABD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	LABD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD416	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	LASD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	LASD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	TECD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LAND411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LLOD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411	16
Total 1 st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

CURRICULUM O178V: LEARNING AREA ARTS AND CULTURE (CONTINUED) SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL	. 2	YEAR LEVE	L 3	YEAR LEVEL 4		
SECOND SEMES	TER	SECOND SEME	STER	SECOND SEMESTER		SECOND SEMESTER		
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (Compu modules	ilsory)	Fundamental (Comp modules	oulsory)	Fundamental (Com modules	pulsory)	Fundamental (Compulsory) modules		
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8	
AGLA121 OR	12	LAAE121	16	LAAE221	16	LAAD421	16	
AGLE121				LAAD321	8			
SOCF121 OR SOCF122	8	WVOS221	12			MBLO421	8	
ENGF121	8					Choose Two:		
STEE121	8					AFTB421	2	
SESE121	8					ENTB421		
						SOTB421		
Core (Compulsory) n	nodules	Core (Compulsory)	modules	Core (Compulsory)	modules	Core (Compulsory) modules		
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8	
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1	
Continuation of elect module	tive	Continuation of ele- module	ctive	Continuation of ele module and metho		Elective methodology		
ACCE121	16	ACCE221	16	ACCE321	16	LABD421	16	
				LABD321	8			
AFRE121	16	AFRE221	16	AFRE321	16	AFRD426	16	
				AFRD322	8			
BSTE121	16	BSTE221	16	BSTE321	16	LABD421	16	
				LABD321	8			
CATE121	16	CATE221	16	CATE321	16	TECD421	16	
				TECD321	8			
ENGE122	16	ENGE221	16	ENGE321	16	ENGD426	16	
				ENGD322	8			
GEOE121	16	GEOE221	16	GEOE321	16	LASD421	16	
				LASD321	8			
HISE121	16	HISE221	16	HISE321	16	LASD421	16	
				LASD321	8			
INTE121	16	INTE221	16	INTE321	16	TECD421	16	
				TECD321	8			
LIFE121	16	LIFE221	16	LIFE321	16	LAND421	16	
				LAND321	8			
LORE121	16	LORE221	16	LORE321	16	LLOD421	16	
				LLOD321	8			
PHSE121	16	PHSE221	16	PHSE321	16	LAND421	16	
				LAND321	8			
LESE121	16	LESE221	16	LESE321	16			
Total 2nd	77	Total 2 nd	61	Total 2 nd	65	Total 2 nd	59	
Semester		semester		semester		Semester		
		Total level 2	133	Total level 3	133	Total level 4	123	

OV.1.6.10 CURRICULUM O179V: LEARNING AREA MATHEMATICS FIRST SEMESTER

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	4
FIRST SEMEST	FER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMES	FER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compo modules	ulsory)	Fundamental (Compu modules	llsory)	Fundamental (Compo modules	ulsory)	Fundamental (Compulsory) modules	;
CMPF111	8	MALA211	16	MATF 311	8	RESF411	8
SLOE111	8	MATD211	8	MALA311	16	MATD413	16
SSSE111	8	ENGF211	8	WVOS311	12	SPSO411 OR PACO411	8
Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
One of the following electives	5	Continuation of elect module and method		Continuation of elec module	tive	Elective methodology	,
ACCE111	16	ACCE211	16	ACCE311	16	LABD411	16
		LABD211	8				
AFRE111	16	AFRE211	16	AFRE311	16	AFRD416	16
		AFRD212	8				
BSTE111	16	BSTE211	16	BSTE311	16	LABD411	16
		LABD211	8				
CATE111	16	CATE211	16	CATE311	16	TECD411	16
		TECD211	8				
ENGE111	16	ENGE212	16	ENGE311	16	ENGD416	16
		ENGD212	8				
GEOE111	16	GEOE211	16	GEOE311	16	LASD411	16
		LASD211	8				
HISE111	16	HISE211	16	HISE311	16	LASD411	16
		LASD211	8				
INTE111	16	INTE211	16	INTE311	16	TECD411	16
		TECD211	8				
LIFE111	16	LIFE211	16	LIFE311	16	LAND411	16
		LAND211	8				
LORE111	16	LORE211	16	LORE311	16	LLOD411	16
		LLOD211	8				
PHSE111	16	PHSE211	16	PHSE311	16	LAND411	16
		LAND211	8				
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1 st	64
						semester	

CURRICULUM 0179V: LEARNING AREA MATHEMATICS (CONTINUED) SECOND SEMESTER

YEAR LEVE	L 1	YEAR LEVE	. 2	YEAR LEVE	EL 3	YEAR LEVEL 4	ER Cr 8 16 8 2	
SECONDSEM	ESTER	SECOND SEME	STER	SECOND SEM	IESTER	SECOND SEMEST	ER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (Com modules	pulsory)	Fundamental (Comp modules	ulsory)	Fundamental (Com modules	pulsory)	Fundamental (Compulsory) modules		
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8	
AGLA121 OR	12	MALA221	16	MALA321	16	MATD421	16	
AGLE121				**MATD312	8			
SOCF121 OR	8	WVOS221	12			MBLO421	8	
SOCF122								
ENGF121	8					Choose Two:		
STEE121	8					AFTB421	2	
SESE121	8					ENTB421		
						SOTB421		
Core (Compulsory)	modules	Core (Compulsory)	modules	Core (Compulsory)) modules	Core (Compulsory) mod	ules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8	
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1	
Continuation of ele	ective	Continuation of ele	ctive	Continuation of ele	ective	Elective methodology		
module		module		module and metho	odology			
ACCE121	16	ACCE221	16	ACCE321	16	LABD421	16	
				LABD321	8			
AFRE121	16	AFRE221	16	AFRE321	16	AFRD426	16	
				AFRD322	8			
BSTE121	16	BSTE221	16	BSTE321	16	LABD421	16	
				LABD321	8			
CATE121	16	CATE221	16	CATE321	16	TECD421	16	
				TECD321	8			
ENGE122	16	ENGE221	16	ENGE321	16	ENGD426	16	
				ENGD322	8			
GEOE121	16	GEOE221	16	GEOE321	16	LASD421	16	
				LASD321	8			
HISE121	16	HISE221	16	HISE321	16	LASD421	16	
				LASD321	8			
INTE121	16	INTE221	16	INTE321	16	TECD421	16	
				TECD321	8			
LIFE121	16	LIFE221	16	LIFE321	16	LAND421	16	
				LAND321	8			
LORE121	16	LORE221	16	LORE321	16	LLOD421	16	
				LLOD321	8			
PHSE121	16	PHSE221	16	PHSE321	16	LAND421	16	
				LAND321	8			
LESE121	16	LESE221	16	LESE321	16			
Total 2nd	77	Total 2 nd	61	Total 2 nd	65	Total 2 nd	59	
Semester		Semester		Semester		Semester		
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123	

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

**Although this module code is a first semester code it is presented in the second semester

OV.1.7 PROGRAMME: BED SENIOR AND FURTHER EDUCATION AND TRAINING PHASE 422 102

(Method of presentation: Full-time)

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

OV.1.7.1 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.

OV.1.7.2 Presentation of curriculums

Curriculums listed below will only be presented in a specific year if a minimum of ten students register for the specific curriculum.

OV.1.7.3 Structure of curriculums

Curriculums are structured from the modules in OV.1.7.4 to OV.1.7.21. These modules are spread over four years.

OV.1.7.4 CURRICULUM O180V: ONDERWYSAFRIKAANS

FIRST SEMESTER

YEAR LEV	EL 1	YEAR LEVEL	2	YEAR LEVEL	. 3	YEAR LEVEL	. 4
FIRST SEME	ESTER	FIRST SEMEST	ER	FIRST SEMES	TER	FIRST SEMES	TER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (con modules	npulsory)	Fundamental (comp modules	ulsory)	Fundamental (com modules	oulsory)	Fundamental (compu modules	ilsory)
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR	8
						PACO411	
Core (compulsory) modules	Core (compulsory) n	nodules	Core (compulsory)	modules	Core (compulsory) m	nodules
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective 1		Continuation of		Continuation of		Methodology of	
		elective 1		elective 1		elective 1	
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
		AFRD212	8				
Elective 2 : One of the		Continuation of elec	tive 2	Continuation of ele	ctive 2	Methodology of elec	tive 2
following		and methodology					
BSTE111	16	BSTE211	16	BSTE311	16	BSTD411	16
		LABD211	8				
CATE111	16	CATE211	16	CATE311	16	CATD411	16
		TECD211	8				
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16
		LABD211	8				
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16
		ENGD212	8				
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16
		LASD211	8				
INTE111	16	INTE211	16	INTE311	16	INTD411	16
		TECD211	8				
MATE111	16	MATE211	16	MATE311	16	MATD411	16
		MATD211	8				
MATL112	16	MATL212	16	MATL311	16	MATD411	16
		MATD211	8				
PHSE111	16	PHSE211	16	PHSE311	16	PHSD411	16
		LAND211	8				
LESE111	16	LESE211	16	LESE311	16		
Total 1 st	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64
semester							

CURRICULUM O180V: ONDERWYSAFRIKAANS (CONTINUED)

SECOND SEMESTER

YEAR LEVE	L 1	YEAR LEVEL	2	YEAR LEVE	L 3	YEAR LEVEL 4		
SECOND SEM	ESTER	SECOND SEMES	TER	SECOND SEM	ESTER	SECOND SEMES	TER Cr Isory) 8 8 2 codules 8 1 16	
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (compulsory) modules		Fundamental (compute modules	sory)	Fundamental (con modules	npulsory)	Fundamental (compo modules	ulsory)	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8	
AGLA121 OR AGLE121	12	WVOS221	12			MBLO421	8	
ENGF121	8					Choose Two:		
SOCF121 OR SOCF122	8					AFTB421 ENTB421	2	
						SOTB421		
Core (compulsory)	modules	Core (compulsory) mo	dules	Core (compulsory) modules	Core (compulsory) m	odules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8	
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1	
Elective 1		Continuation of ele	ective 1	Continuation of and method		Methodology of el	ective 1	
AFRE121	16	AFRE221	16	AFRE321	16	AFRD427	16	
				AFRD322	8			
Continuation of	elective 2	Continuation of ele	ective 2	Continuation of and method		Methodology of electiv		
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16	
CATE121	16	CATE221	16	CATE321	16	TECD421	16	
				CATD321	8			
ECOE121	16	ECOE 221	16	ECOE321 ECOD321	16 8	LABD421	16	
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16	
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16	
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16	
MATE121	16	MATE221	16	MATE321 MATD321	16	MATD421	16	
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16	
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16	
LESE121	16	LESE221	16	LESE321	16			
Total 2 nd semester	77	Total 2nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59	
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123	
	1	1	1	1		OR THE CURRICULUM	522	

OV.1.7.5 CURRICULUM O181V: EDUCATIONAL LIFE SCIENCES

FIRST	SEMESTER
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YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	4
FIRST SEMEST	TER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMES	TER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (comp modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (compulsory) module	25
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
Core (compulsory)	nodules	Core (compulsory) r	nodules	Core (compulsory) r	nodules	Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective 1		Continuation of elective 1		Continuation of elective 1		Methodology of elective 1	
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
Elective 2 : One of th following	ne	Continuation of elec and methodology	tive 2	Continuation of elec	tive 2	PAC0411 Core (compulsory) modules EDCC411 8 EDCC412 8 Methodology of elective 1 1 LIFD411 16 Methodology of elective 2 1 BSTD411 16 CATD411 16 ECOD411 16 ENGD417 16 GEOD411 16 INTD411 16	
BSTE111	16	BSTE211	16	BSTE311	16	BSTD411	16
		LABD211	8				
CATE111	16	CATE211	16	CATE311	16	CATD411	16
		TECD211	8				
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16
		LABD211	8				
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16
		ENGD212	8				
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16
		LASD211	8				
INTE111	16	INTE211	16	INTE311	16	INTD411	16
		TECD211	8				
LORE111	16	LORE211	16	LORE311	16	LORD411	16
		LLOD211	8				
MATE111	16	MATE211	16	MATE311	16	MATD411	16
		MATD211	8				
MATL112	16	MATL212	16	MATL311	16	MATD411	16
		MATD211	8				
PHSE111	16	PHSE211	16	PHSE311	16	PHSD411	16
		ADSD211	8				
LESE111	16	LESE211	16	LESE311	16		
Total 1 st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

CURRICULUM O181V: EDUCATIONAL LIFE SCIENCES (CONTINUED) SECOND SEMESTER

YEAR LEVEL		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4		
SECOND SEMES	TER	SECOND SEMES	TER	SECOND SEMESTER		SECOND SEMESTER		
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (compulsory) modules		Fundamental (compu modules	ilsory)	Fundamental (compulsory) modules		Fundamental (compo modules	ulsory)	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8	
AGLA121 OR AGLE121	12	WVOS221	12			MBLO421	8	
ENGF121	8					Choose Two:		
SOCF121 OR SOCF122	8					AFTB421 ENTB421 SOTB421	2	
Core (compulsory) m	odules	Core (compulsory) m	odules	Core (compulsory) modules	1	Core (compulsory) m	odules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8	
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1	
Elective 1		Continuation of ele	ctive 1	Continuation of electiv methodology	e 1 and	Methodology of ele	ctive 1	
LIFE121	16	LIFE221	16	LIFE321	16	LAND421	16	
				LIFD321	8			
Continuation of ele	ective 2	Continuation of ele	ctive 2	Continuation of electiv methodology	e 2 and	Methodology of elective 2		
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16	
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16	
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16	
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16	
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16	
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16	
LORE121	16	LORE221	16	LORE321 LORD321	16 8	LLOD421	16	
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16	
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16	
PHSE121	16	PHSE221	16	PHSE321	16	ADSD421	16	
				PHSD321	8			
LESE121	16	LESE221	16	LESE321	16			
Total 2 nd semester	77	Total 2 nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59	
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123	
					TOTAL FO	OR THE CURRICULUM	522	

OV.1.7.6

CURRICULUM O182V: EDUCATIONAL INFORMATION TECHNOLOGY

FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	. 4
FIRST SEMES	TER	FIRST SEMEST	TER	FIRST SEMESTER		FIRST SEMES	TER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (comp modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (compulsory) module	25
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
Core (compulsory)	modules	Core (compulsory) r	nodules	Core (compulsory) r	nodules	Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
						EDCC412	8
EDCC113	8	EDCC212	8	EDCC313	8		
Elective 1		Continuation of elec	tive 1	Continuation of elec	tive 1	Methodology of elec	tive 1
INTE111	16	INTE211	16	INTE311	16	INTD411	16
		TECD211	8				
Elective 2 : One of the		Continuation of elec	tive 2	Continuation of elec	tive 2	Methodology of elec	tive 2
following		and methodology					
ACCE111	16	ACCE211	16	ACCE311	16	ACCD411	16
		LABD211	8				
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
		AFRD212	8				
BSTE111	16	BSTE211	16	BSTE311	16	BSTD411	16
		LABD211	8				
CATE111	16	CATE211	16	CATE311	16	CATD411	16
		ADSD211	8				
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16
		LABD211	8				
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
HISE111	16	HISE211	16	HISE311	16	HISD411	16
		LASD211	8				
MATE111	16	MATE211	16	MATE311	16	MATD411	16
		MATD211	8				
MATL112	16	MATL212	16	MATL311	16	MATD411	16
		MATD211	8				
PHSE111	16	PHSE211	16	PHSE311	16	PHSD411	16
		LAND211	8				
LESE111	16	LESE211	16	LESE311	16		
Total 1 st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211

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CURRICULUM 0182V: EDUCATIONAL INFORMATION TECHNOLOGY (CONTINUED)

YEAR LEVEL	.1	YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	L I
SECOND SEME	STER	SECOND SEMEST	ER	SECOND SEMEST	ER	SECOND SEMES	TER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (comp modules	oulsory)	Fundamental (compulsory) modules		Fundamental (comput modules	sory)	Fundamental (compo modules	ulsory)
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12			MBLO421	8
ENGF121	8					Choose Two:	
SOCF121 OR SOCF122	8					AFTB421 ENTB421 SOTB421	2
Core (compulsory) r	nodules	Core (compulsory) modules		Core (compulsory) mc	dules	Fundamental (compulsory) modules state RESF421 8 MBL0421 8 Choose Two: 2 AFTB421 2 ENTB421 2 SOTB421 0 Core (compulsory) woule 0 EDCC421 8 *EDCC422 1 Methodology electiv 16 AFRD427 16 ABD421 16 ABD421 16 ABD421 16 Choble 21 16 ABD421 16 Choble 21 16	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1		1
Elective 1 Continuation of elective 1		1	Continuation of electi and methodology	ve 1	Methodology electiv	e	
INTE121	16	INTE221	16	INTE321	16	TECD421	16
				INTD321	8		
Continuation of elec	ctive 2	Continuation of elective		Continuation of election	ve	Methodology electiv	e
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	ADSD421	16
ECOE121	16	ECOE221	16	ECOE321	16	LABD421	16
EGDE121	8	EGDE221	16	ECOD321 EGDE321	8 16	5000424	10
EGDE121 EGDE122	8	EGDEZZI	10	EGDD321	8	EGDD421	10
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
Total 2 nd semester	77	Total 2 nd semester	61	Total 2md semester	65	Total 2 nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
	155				TOTAL FO		

OV.1.7.7 CURRICULUM O183V ENGLISH FOR EDUCATION

FIRST SEMESTER

YEAR LEVE	L 1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVE	L 4
FIRST SEME	STER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEME	STER
Code	Cr	Code	Cr	Code	Cr	Code Cr	
Fundamental (com modules	pulsory)	Fundamental (comp modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (compulsory) modules	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR	8
						PACO411	
Core (compulsory)	modules	Core (compulsory) r	nodules	Core (compulsory) r	nodules	Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
						EDCC412	8
EDCC113	8	EDCC212	8	EDCC313	8		
Elective 1		Continuation of elec	tive 1	Continuation of elec	tive 1	Methodology of ele	ctive 1
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16
		ENGD212	8				
Elective 2 : One of	the	Continuation of elec	tive 2	Continuation of elec	tive 2	ENGD417 16 Methodology of elective Z ACCD411 16 AFRD417 16	
following		and methodology	1		T		
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
BSTE111	16	BSTE211	8 16	BSTE311	16	BSTD411	16
5312111	10	LABD211	8	B311311	10	6310411	10
CATE111	16	CATE211	16	CATE311	16	CATD411	16
CATCIN	10	TECD211	8	CATESII	10	CAID411	10
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16
2002111	10	LABD211	8	2002011	10	2000 111	10
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8		-		_
HISE111	16	HISE211	16	HISE311	16	HISD411	16
		LASD211	8				
LIFE111	16	LIFE211	16	LIFE311	16	LIFD411	16
		LAND211	8				
MATE111	16	MATE211	16	MATE311	16	MATD411	16
		MATD211	8				
MATL112	16	MATL212	16	MATL311	16	MATD411	16
		MATD211	8				
PHSE111	16	PHSE211	16	PHSE311	16	PHSD411	16
		LAND211	8				
LESE111	16	LESE211	16	LESE311	16		
Total 1 st	56	Total 1st semester	72	Total 1st semester	68	Total 1st	64
semester						semester	

CURRICULUM O183V: ENGLISH FOR EDUCATION (CONTINUED)

SECOND SEMESTER

YEAR LEVEL	1	YEAR LEVEL		YEAR LEVEL	2	YEAR LEVEL	4
SECOND SEMES		SECOND SEMES		SECOND SEMES		SECOND SEME	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (comp modules	_	Fundamental (comp modules	_		Fundamental (compulsory) modules		s
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12			MBLO421	8
ENGF121	8					Choose Two:	
SOCF121 OR SOCF122	8					AFTB421 ENTB421 SOTB421	2
Core (compulsory) m	nodules	Core (compulsory) m	nodules	Core (compulsory) m	nodules	Core (compulsory) m	odules
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1	I	Continuation of elec	tive 1			Methodology elective	2
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
Continuation of elec	tive 2	Continuation of elec	tive	Continuation of elec	tive	Methodology elective	•
ACCE121	16	ACCE221	16	ACCE321	16	LABD421	16
				ACCD321	8		
AFRE121	16	AFRE221	16	AFRE321	16	AFRD427	16
				AFRD322	8		
BSTE121	16	BSTE221	16	BSTE321	16	LABD421	16
CATE434	10	CATE224	10	BSTD321	8	7500 434	10
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
ECOE121	16	ECOE221	16	ECOE321	16	LABD421	16
	10	1001221	10	ECOD321	8	LADDALI	10
EGDE121	8	EGDE221	16	EGDE321	16	EGDD421	16
EGDE122	8			EGDD321	8		
HISE121	16	HISE221	16	HISE321	16	LASD421	16
				HISD321	8		
LIFE121	16	LIFE221	16	LIFE321	16	LAND421	16
				LIFD321	8		
MATE121	16	MATE221	16	MATE321	16	MATD421	16
				MATD321	8		
MATL121	16	MATL221	16	MATL321	16 8	MATD421	16
PHSE121	16	PHSE221	16	MATD321 PHSE321	8 16	LAND421	16
FIJEIZI	10	rnjezzi	10	PHSD321 PHSD321	8	LAND421	10
LESE121	16	LESE221	16	LESE321	16		
Total 2 nd semester	77	Total 2 nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
						I Utal level 4	

OV.1.7.8 CURRICULUM O184V: ECONOMICS FOR EDUCATION

FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL	2	YEAR LEVEL	.3	YEAR LEVI	EL 4
FIRST SEMES	TER	FIRST SEMEST	FER	FIRST SEMES	TER	FIRST SEME	STER
Code	Cr	Code	Cr	Code Cr		Code	Cr
Fundamental (compulsory) modules		Fundamental (comp modules	ulsory)	Fundamental (comp modules	oulsory)	Fundamental (comp modules	oulsory)
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 or	8
						PACO411	
Core (compulsory)	modules	Core (compulsory) n	nodules	Core (compulsory)	nodules	Core (compulsory) r	nodules
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective 1	_	Continuation of electronic and methodology	tive 1	Continuation of elec	ctive 1	Methodology of ele	ctive 1
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
Elective 2 One of the following		Continuation of elec and methodology		Continuation of elec	ctive 2	Methodology of ele	ctive 2
ACCE111	16	ACCE211 ADSD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
		AFRD212	8				
BSTE111	16	BSTE211 ADSD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211	16	CATE311	16	CATD411	16
		TECD211	8				
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16
		ENGD212	8				
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16
		LASD211	8				
HISE111	16	HISE211	16	HISE311	16	HISD411	16
		LASD211	8				
INTE111	16	INTE211	16	INTE311	16	INTD411	16
		TECD211	8				
LIFE111	16	LIFE211	16	LIFE311	16	LIFD411	16
		LAND211	8				
LORE111	16	LORE211	16 8	LORE311	16	LORD411	16
PHSE111	16	LLOD211	8	PHSE311	16	PHSD411	16
FROCITI	10	PHSE211 LAND211	8	FUSESTT	10	PHSD411	10
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st	64
. Stur 13t Semester	50	Total 15t Semester	12	Total 13t Semester	00	semester	04

CURRICULUM O184V: ECONOMICS FOR EDUCATION (CONTINUED) SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL		YEAR LEVEL	3	YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMES		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory modules		Fundamental (comp modules		Fundamental (comp modules		Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12			MBLO421	8
ENGF121 SOCF121 OR SOCF122	8 8					Choose Two: AFTB421 ENTB421 SOTB421	2
Core (compulsory) module	es	Core (compulsory) m	odules	Core (compulsory) m	odules	Core (compulsory) mod	ules
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1	1	Continuation of elec	tive 1	Continuation of elect and methodology	tive 1	Methodology elective 1	
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
Continuation of elective 2		Continuation of elec	tive 2	Continuation of elect and methodology	tive 2	Metholodology elective	2
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	ADSD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	ADSD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
ENGE122	16	ENGE221	16	ENGE 321 ENGD322	16 8	ENGD427	16
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LORD321	16 8	LLOD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
Total 2 nd Semester	77	Total 2 nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
					TOTAL	FOR THE CURRICULUM	522

OV.1.7.9 CURRICULUM O185V: HISTORY FOR EDUCATION

FIRST SEMESTER

YEAR LEVEL	1	YEAR LEVEL 2		YEAR LEVEL	3	YEAR LEVEL 4		
FIRST SEMES	TER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMESTE	R	
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8	
				WVOS311	12	SPSO411 OR PACO411	8	
Core (compulsory)	modules	Core (compulsory) r	nodules	Core (compulsory) r	nodules	Core (compulsory) modules		
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8	
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8	
Elective 1		Continuation of elective 1		Continuation of elective 1		Methodology of elective 1		
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16	
Elective 2 : One of the Continuation of elective		-	Continuation of elective 2		Methodology of elective 2			
following		and methodology				6,		
BSTE111	16	BSTE211	16	BSTE311	16	BSTD411	16	
	-	LABD211	8					
CATE111	16	CATE211	16	CATE311	16	CATD411	16	
	-	TECD211	8					
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16	
		LABD211	8					
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16	
		ENGD212	8					
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16	
		LASD211	8					
INTE111	16	INTE211	16	INTE311	16	INTD411	16	
		TECD211	8					
LORE111	16	LORE211	16	LORE311	16	LORD411	16	
		LLOD211	8					
MATE111	16	MATE211	16	MATE311	16	MATD411	16	
		MATD211	8					
MATL112	16	MATL212	16	MATL311	16	MATD411	16	
		MATD211	8					
PHSE111	16	PHSE211	16	PHSE311	16	PHSD411	16	
		LAND211	8					
LESE111	16	LESE211	16	LESE311	16			
Total 1 st semester	56	Total 1 st semester	72	Total 1 st semester	68	Total 1 st semester	64	

CURRICULUM O185V: HISTORY FOR EDUCATION (CONTINUED)

SECOND SEMESTER

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEME	STER	SECOND SEMES	STER	SECOND SEME	SECOND SEMESTER		STER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (comp modules	ulsory)	Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
ENGF121	8	WVOS221	12			MBLO421	8
AGLA121 OR	12					Choose Two:	
AGLE121						AFTB421	2
SOCF121 OR	8					ENTB421	
SOCF122						SOTB421	
Core (compulsory) n	nodules	Core (compulsory) n	nodules	Core (compulsory) n	nodules	Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of el	ective 1	Continuation of el	ective 1	Methodology of e	elective 1
				and methodol			
HISE121	16	HISE221	16	HISE321	16	LASD421	16
				HISD321	8		
Continuation of el	ective 2	Continuation of el	ective 2	Continuation of el	ective 2	Methodology of e	elective 2
				and methodol	ogy		
BSTE121	16	BSTE221	16	BSTE321	16	LABD421	16
				BSTD321	8		
CATE121	16	CATE221	16	CATE321	16	TECD421	16
				CATD321	8		
ECOE121	16	ECOE221	16	ECOE321	16	LABD421	16
				ECOD321	8		
ENGE122	16	ENGE221	16	ENGE321	16	ENGD427	16
				ENGD322	8		
GEOE121	16	GEOE221	16	GEOE321	16	LASD421	16
				GEOD321	8		
INTE121	16	INTE221	16	INTE321	16	TECD421	16
				INTD321	8		
LORE121	16	LORE221	16	LORE321	16	LLOD421	16
				LORD321	8		
MATE121	16	MATE221	16	MATE321	16	MATD421	16
				MATD321	8		
MATL121	16	MATL221	16	MATL321	16	MATD421	16
				MATD321	8		
PHSE121	16	PHSE221	16	PHSE321	16	LAND421	16
				PHSD321	8		
LESE121	16	LESE221	16	LESE321	16		
Total 2 nd semester	77	Total 2 nd semester	61	Total 2 nd	65	Total 2 nd semester	59
				semester			
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
		1		1	TOTAL F	OR THE CURRICULUM	522

OV.1.7.10 CURRICULUM O186V: GEOGRAPHY FOR EDUCATION

YEAR LEVEL 1 YEAR LEVEL 2 YEAR LEVEL 3 YEAR LEVEL 4 FIRST SEMESTER FIRST SEMESTER FIRST SEMESTER FIRST SEMESTER Code Code Code Code Cr Cr Cr Cr Fundamental (compulsory) Fundamental (compulsory) Fundamental (compulsory) Fundamental modules modules modules (compulsory) modules CMPF111 ENGF211 MATF311 RESF411 Q Q 8 Q WVOS311 12 SPSO411 OR 8 PACO411 Core (compulsory) modules Core (compulsory) modules Core (compulsory) modules Core (compulsory) modules EDCC112 8 EDCC213 8 EDCC312 8 EDCC411 8 FDCC412 8 FDCC113 8 FDCC212 8 FDCC313 8 Flective 1 Continuation of elective 1 Continuation of elective 1 Methodology of elective 1 GEOE111 16 GEOE211 16 GEOE311 16 GEOD411 16 LASD211 8 Continuation of elective 2 Elective 2 : One of the Continuation of elective 2 Methodology of elective 2 following and methodology ACCE311 ACCD411 ACCE111 16 ACCE211 16 16 16 LABD211 8 AFRE111 16 AFRE211 16 AFRE311 16 AFRD417 16 AFRD212 8 BSTF111 16 BSTE211 16 BSTE211 16 BSTD/111 16 LABD211 8 CATF111 16 CATE211 16 CATE311 16 CATD411 16 TFCD211 8 ECOE111 16 ECOE211 16 ECOE311 16 ECOD411 16 LABD211 8 EGDE111 8 EGDE211 16 EGDE311 EGDD411 16 16 FGDF112 8 EGDD211 8 HISE111 16 HISE211 16 HISE311 16 HISD411 16 ADSD211 8 LIFE211 LIFE111 16 16 LIFE311 16 LIFD411 16 LAND211 8 LORE111 16 LORE211 16 LORE311 16 LORD411 16 LLOD211 8 MATE111 **ΜΔΤΕ211 MATE311** MATD411 16 16 16 16 MATD211 8 **MATI 112** MATI 212 MATI 311 MATD411 16 16 16 16 MATD211 8 PHSF111 16 PHSE211 16 PHSE311 16 PHSD411 16 LAND211 8 LESE111 16 LESE211 16 LESE311 16 Total 1st semester 56 Total 1st semester 72 Total 1st semester 68 Total 1st semester 64

FIRST SEMESTER

CURRICULUM O186V: GEOGRAPHY FOR EDUCATION (CONTINUED) SECOND SEMESTER

YEAR LEVEL : SECOND SEMES Code		YEAR LEVEL SECOND SEMES		YEAR LEVEL		YEAR LEVEL 4	
Code	SECOND SEMESTER		STER	SECOND SEMESTER		SECOND SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compu modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR ALGE121	12	WVOS221	12			MBLO421	8
SOCF121 OR SOCF122 ENGF121	8					Choose Two: AFTB421 ENTB421	2
Core (compulsory) m	-	Core (compulsory) m	Core (compulsory) modules Core (compulsory) modules		odules	SOTB521 Core (compulsory) mod	ules
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elective 1		Continuation of elect	tive 1	Methodology elective	-
				and methodology			
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
Continuation of elect	tive 2	Continuation of elective		Continuation of elec	ive Methodology elective		
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
HISE121	16	HISE221	16	HISE321 HISD321	16 8	ADSD421	16
LORE121	16	LORE221	16	LORE321 LORD321	16 8	LLOD421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	16	MATL221	16 8	MATL321 MATD321	16 8	MATD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8		16
LESE121	16	LESE221	16	LESE321	16		
Total 2 nd semester	77	Total 2 nd semester	61	Total 1st semester	65	Total 2 nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123

OV.1.7.11 CURRICULUM O187V: LIFE ORIENTATION FOR EDUCATION

FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	4
FIRST SEMES	TER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR	8
					PACO411		
Core (Compulsory)	modules	Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective Module 1		Continuation of elect and methodology	tive 1	Continuation of elec	tive 1	Methodology of elect	ive 1
LORE111	16	LORE211	16	LORE311	16	LORD411	16
		LLOD211	8				
Elective 2		Continuation of elective 2		Continuation of elective 2		Methodology of elective 2	
One of the followin	g	and methodology					
ACCE111	16	ACCE211	16	ACCE311	16	ACCD411	16
		LABD211	8				
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
		AFRD212	8				
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16
		LABD211	8				
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16
		ENGD212	8				
EGDE111 EGDE112	8	EGDE211 EGDD211	16 8	EGDE311	16	EGDD411	16
GEOE112	16	GEOE211	° 16	GEOE311	16	GEOD411	16
GEOEIII	10	LASD211	8	GEOE311	10	GEOD411	10
HISE111	16	HISE211	16	HISE311	16	HISD411	16
motili	10	LASD211	8	macari	10	1130411	10
INTE111	16	INTE211	16	INTE311	16	INTD411	16
		TECD211	8				
LIFE111	16	LIFE211	16	LIFE311	16	LIFD411	16
		LAND211	8				
MATE111	16	MATE211	16	MATE311	16	MATD411	16
		MATD211	8				
MATL112	16	MATL212	16	MATL311	16	MATD411	16
		MATD211	8				
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

CURRICULUM O187V: LIFE ORIENTATION FOR EDUCATION (CONTINUED) SECOND SEMESTER

				SEIVIESTER			
YEAR LEVEL		YEAR LEVEL 2		YEAR LEVEL		YEAR LEVEL 4	
SECOND SEMES	-	SECOND SEMES	1	SECOND SEMES	1	SECOND SEMEST	1
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Comp	ulsory)	Fundamental (Comp	ulsory)	Fundamental (Comp	ulsory)	Fundamental	
modules	F	modules	1	modules	1	(Compulsory) modules	
LIFF 121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12			MBLO421	8
ENGF121	8					Choose Two:	
SOCF121 OR	8					AFTB421	2
SOCF122						ENTB421	
						SOTB421	
Core (Compulsory) m	nodules	Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) mod	dules
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of ele	ective 1	Continuation of ele	ective 1	Continuation of elective 1 and methodology		Methodology of electiv	e 1
LORE121	16	LORE221	16	LORE321	16	LLOD421	16
				LORD321	8		
Continuation of ele	ective 2	Continuation of ele	ective 2	Continuation of elective 2 and methodology		Methodology of elective 1	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321	16	AFRD427	16
AFREIZI	10	AFREZZI	10	AFRD322	8	AFRD427	10
ENGE122	16	ENGE 221	16	ENGE321	16	ENGD427	16
ENGEIZZ	10	ENGE 221	10	ENGD322	8	ENGD427	10
ECOE121	16	ECOE221	16	ECOE321	16	LABD421	16
ECUEIZI	10	ECOEZZI	10	ECOD321	8	LADD421	10
EGDE121	8	EGDE221	10			EGDD421	16
EGDE121 EGDE122	8	EGDEZZI	16	EGDE321 EGDD321	16 8	EGDD421	10
GEOE122	-	GEOE221	10	GEOE321	16	LASD421	10
GEOEIZI	16	GEOE221	16	GEOD321	16	LASD421	16
		1005004	46		-		
HISE121	16	HISE221	16	HISE321	16 8	LASD421	16
		11/75004	46	HISD321		7500.404	
INTE121	16	INTE221	16	INTE321 TECD321	16 8	TECD421	16
11554.24	10	1155224	10			1410424	10
LIFE121	16	LIFE221	16	LIFE321 LAND321	16 8	LAND421	16
MATEADA	10	NATE224	10			NAATD 424	10
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATIANA	10	NAATI 224	10	-	-	NATE 424	10
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
LESE121	10	LESE221	10	LESE321	-		
Total 2 nd semester	16		16		16	T i land i	
	77	Total 2 nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59
Total 2 semester	133	Total level 2	133	Total level 3	133	Total level 4	123

OV.1.7.12 CURRICULUM O190V: PHYSICAL SCIENCES FOR EDUCATION

FIRST SEMESTER

YEAR LEVEL	1	YEAR LEVEL 2 FIRST SEMESTER		YEAR LEVEL	3	YEAR LEVEL 4	
FIRST SEMEST	ER			FIRST SEMEST	ER	FIRST SEMESTE	R
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules		Fundamental (Compulsory) modules	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR	8
						PACO411	
Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective Module 1		Continuation of elect and methodology	tive 1	Continuation of elec	tive 1	Methodology of electiv	/e 1
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
Elective 2 One of the following		Continuation of elect	tive 2	Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

CURRICULUM 0190V: PHYSICAL SCIENCES FOR EDUCATION (CONTINUED)

SECOND SEMESTER

YEAR LEVEL	1	YEAR LEVEL		YEAR LEVEL		YEAR LEVEL 4	
SECOND SEMES		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Comp modules	_	Fundamental (Comp modules	_	Fundamental (Comp modules		Fundamental (Compulsory) modules	
LIFF 121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12			MBLO421	8
ENGF121	8					Choose Two:	
SOCF121 OR SOCF122	8					AFTB421 ENTB421 SOTB421	2
Core (Compulsory) m	nodules	Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) mod	lules
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of ele	ective 1	Continuation of ele	ective 1	Continuation of elec	tive 1	Methodology of electiv	e 1
				and methodology			
PHSE121	16	PHSE221	16	PHSE321	16	LAND421	16
				PHSD321	8		
Continuation of ele	ective 2	Continuation of ele	ective 2	Continuation of el and methodol		Methodology of elective 1	
ACCE121	16	ACCE221	16	ACCE321	16	LABD421	16
				ACCD321	8		
AFRE121	16	AFRE221	16	AFRE321	16	AFRD427	16
				AFRD322	8		
ECOE121	16	ECOE221	16	ECOE321	16	LABD421	16
				ECOD321	8		
ENGE122	16	ENGE 221	16	ENGE321	16	ENGD427	16
				ENGD322	8		
EGDE121	8	EGDE221	16	EGDE321	16	EGDD421	16
EGDE122	8			EGDD321	8		
GEOE121	16	GEOE221	16	GEOE321	16	LASD421	16
				GEOD321	8		
HISE121	16	HISE221	16	HISE321	16	LASD421	16
				HISD321	8		
INTE121	16	INTE221	16	INTE321	16	TECD421	16
11554.24	10	1155224	10	INTD321	8		10
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
MATE121	16	MATE221	16	MATE321	16	MATD421	16
WP31L141	10	WIA11221	10	MATE321 MATD321	8	WAI 0421	10
MATL121	16	MATL221	16	MATL321	16	MATD421	16
	10			MATD321	8		10
LESE121	16	LESE221	16	LESE321	16		
Total 2 nd semester	77	Total 2 nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123

OV.1.7.13 CURRICULUM O191V: BUSINESS STUDIES FOR EDUCATION

YEAR LEVEL 1		YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	4
FIRST SEMES	TER	FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Comp modules	oulsory)	Fundamental (Comp modules	ulsory)	Fundamental (Comp modules	ulsory)	Fundamental (Compulsory) modules	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
Core (Compulsory) r	nodules	Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective Module 1	1	Continuation of elec and methodology	tive 1	Continuation of elect	tive 1	Methodology of elect	ive 1
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
Elective 2 One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211 ADSD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
ECOE111	16	ECOE211 ADSD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
EGDE111 EGDE112	8	EGDE211 EGDD211	16 8	EGDE311	16	EGDD411	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

FIRST SEMESTER

CURRICULUM 0191V: BUSINESS STUDIES FOR EDUCATION (CONTINUED) SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL		VEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTE	R	SECOND SEMES	TER	SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulson modules	ry)	Fundamental (Comp modules	ulsory)	Fundamental (Compu modules	lsory)	Fundamental (Compulsory) modules	
LIFF 121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12			MBLO421	8
ENGF121	8					Choose Two:	
SOCF121 OR SOCF122	8					AFTB421	2
						ENTB421	
						SOTB421	
Core (Compulsory) modu	-	Core (Compulsory) n		Core (Compulsory) m		Core (Compulsory) mod	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of electi	ve 1	Continuation of ele	ective 1	Continuation of electi	ve 1	Methodology of elective	e 1
	1		r	and methodology	-		
BSTE121	16	BSTE221	16	BSTE321	16	LABD421	16
				BSTD321	8		-
Continuation of electi	ve 2	Continuation of ele	ective 2	Continuation of elective 2 and methodology		Methodology of elective	e 1
ACCE121	16	ACCE221	16	ACCE321	16	ADSD421	16
ACCELLI	10	ACCELLI	10	ACCD321	8	7030421	10
AFRE121	16	AFRE221	16	AFRE321	16	AFRD427	16
				AFRD322	8		
ECOE121	16	ECOE221	16	ECOE321	16	LABD421	16
				ECOD321	8		
ENGE122	16	ENGE221	16	ENGE321	16	ENGD427	16
				ENGD322	8		
EGDE121	8	EGDE221	16	EGDE321	16	EGDD421	16
EGDE122	8			EGDD321	8		
GEOE121	16	GEOE221	16	GEOE321	16	LASD421	16
				GEOD321	8		
HISE121	16	HISE221	16	HISE321	16	LASD421	16
				HISD321	8		
INTE121	16	INTE221	16	INTE321	16	TECD421	16
1155404	45	1155224		TECD321	8	14400404	
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
NATE434	10	14475324	10	-		N44TD 424	10
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321	16	MATD421	16
	10		10	MATD321	8		10
LESE121	16	LESE221	16	LESE321	16		
Total 2 nd semester	77	Total 2 nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
133 133						FOR THE CURRICULUM	522

OV.1.7.14 CURRICULUM O192V: ACCOUNTING FOR EDUCATION

FIRST SEMESTER

		2	YEAR LEVEL	-	YEAR LEVEL 4		
	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMES	TER	
Cr	Code	Cr	Code	Cr	Code	Cr	
ory)	Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		
8	ENGF211	8	MATF311	8	RESF411	8	
			WVOS311	12	SPSO411 OR PACO411	8	
lules	Core (compulsory) n	nodules	Core (compulsory) n	nodules	Core (compulsory) modules		
8	EDCC213	8	EDCC312	8	EDCC411	8	
8	EDCC212	8	EDCC313	8	EDCC412	8	
	Continuation of ele	ective 1	Continuation of ele	ective 1	Methodology of e	lective 1	
16	ACCE211	16	ACCE311	16	ACCD411	16	
		-					
	Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2		
16	BSTE211 ADSD211	16 8	BSTE311	16	BSTD411	16	
16	CATE211 TECD211	16 8	CATE311	16	CATD411	16	
16	ECOE211 ADSD211	16 8	ECOE311	16	ECOD411	16	
16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16	
16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16	
16	INTE211 TECD211	16 8	INTE311	16	INTD411	16	
16	MATE211 MATD211	16 8	MATE311	16	MATD411	16	
16	MATL212 MATD211	16 8	MATL311	16	MATD411	16	
16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16	
16	LESE211	16	LESE311	16			
56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64	
	8 8 8 16	ry) Fundamental (comp modules 8 ENGF211 8 ENGF211 8 ENGF211 8 EDCC213 8 EDCC213 8 EDCC212 Continuation of elect 16 ACCE211 LABD211 Continuation of elect and methodology 16 BSTE211 ADSD211 16 CATE211 16 ECGE211 16 ECGE211 16 ENGE212 ENGD212 16 ENGE212 ENGD212 16 GEOE211 LASD211 16 MATE211 16 MATE211 16 MATE211 16 MATE211 16 MATE211 16 MATE211 16 MATE211 16 MATE211 16 PISE211 16 PISE211 16 LESE211	ry) Fundamental (compulsory) modules 8 ENGF211 8 8 ENGF211 8 8 EDCC213 8 EDCC213 8 EDCC212 8 8 EDCC212 8 7 Continuation of ele=tive 1 16 ACCE211 16 ACCE211 16 ACCE211 16 BSTE211 16 BSTE211 16 CATE211 16 ADSD211 18 16 ECOE211 16 ADSD211 18 16 ECOE211 16 ADSD211 18 16 ECOE211 16 ADSD211 18 16 ENGE212 16 ENGE212 18 16 ENGE212 16 ENGE212 18 16 ENGE212 18 16 ENGE211 16 ADSD211 18 16 ADSD211 18 16 ADSD211 18 16 ADSD211 18 16 ADSD211 16 ADSD21 16 ADSD2 16 ADSD2 16 AD ADSD2 16 AD	Fundamental (computed by modules Fundamental (computed by modules 8 ENGF211 8 MATF311 8 ENGF211 8 MATF311 ules Core (compulsory) modules Core (compulsory) numbed by modules Core (compulsory) numbed by modules 8 EDCC213 8 EDCC312 8 EDCC212 8 EDCC313 Continuation of elective 1 16 ACCE211 16 ABD211 8 Continuation of elective 1 16 BSTE211 16 ADSD211 8 EOCE311 16 ECOE211 16 17 ECOE211 16 18 ECOE211 16 19 ENGE212 16 10 ECOE211 16 11 16 ECOE311 16 ENGE212 16 16 ENGE212 16 16 INTE211 16 17 TECD211 8 16 INTE211 16 IASD211 8	ry)Fundamental (compulsory) modulesFundamental (compulsory) modulesFundamental (compulsory) modules8ENGF2118MATF3118aCore (compulsory) EDCC2128EDCC31288EDCC2128EDCC31388EDCC2128EDCC31387Continuation of elective 1Continuation of elective 11616ACCE21116ACCE3111617ADD211816168EDC21116BSTE3111616BSTE21116ECOE3111616CATE21116ECOE3111616ECOE21116ECOE3111616ENGE21216ENGE3111616GEOE21116GEOE3111616MATE21116MATE3111616MATE21116MATE3111616MATE21116MATE3111616MAT211816MATE31116MATE21116MATE3111616MATE21116MATE3111616PHSE21116PHSE3111616PHSE21116PHSE3111616HATL21216MATL3111616HATL21216HSE3111616HATL21216HSE3111616HATL21216HSE311161	ry)Fundamental (compulsory) modulesFundamental (compulsory) modulesFundamental (compulsory) modulesFundamental (compulsory) module8ENGF2118MATF3118RESF411ulesCore (compulsory) modulesWVOS31112SPSO411 OR PACO411alesEDCC2138EDCC3128EDCC4118EDCC2138EDCC3138EDCC4126Core (compulsory) modulesCore (compulsory) modulesCore (compulsory) modules7Continuation of elective 1Continuation of elective 1Methodology of elective 116ACCE21116ACCE31116ACCD41116BSTE21116BSTE31116BSTD41116CATE21116CATE31116ECOD41116EOCE21116ECOE31116ECOD41116EOCE21116ECOE31116ECOD41116ENGE21216ENGE31116ENGD41716GEOE21116INTE31116INTD41116INTE31116INTD4111616MATE21116MATE31116MATD41116INTE31116INTD4111616MATE21116PHSE31116PHSD41116INTE21116INTE31116PHSD41116INTE21116INTE31116PHSD41116INTE21116INTE31116PHSD411 </th	

NB: Students who did not pass with endorsement must take LEWV112 and	
LEWV211	

CURRICULUM 0192V: ACCOUNTING FOR EDUCATION (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12			MBLO421	8
ENGF121	8					Choose Two:	
SOCF121 OR SOCF122	8					AFTB421 ENTB421 SOTB421	2
Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology of elective 1	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
Continuation of elective 2		Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 2	
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	ADSD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	ADSD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
Total 2 ^{2nd} semester	77	Total 2 nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123

OV.1.7.15 CURRICULUM O193V: EDUCATIONAL COMPUTER APPLICATIONS TECHNOLOGY

YEAR LEVEL	YEAR LEVEL 1 YEAR LEVEL 2		2	YEAR LEVEL	3	YEAR LEVEL	4
FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMES	FER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Comp modules	ulsory)	Fundamental (Comp modules	ulsory)	Fundamental (Comp modules	ulsory)	Fundamental (Compulsory) module	es
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR	8
						PACO411	
Core (Compulsory) m	(Compulsory) modules Core (Compulsory) modules		Core (Compulsory) n	nodules	Core (Compulsory) modules		
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective Module 1		Continuation of elect and methodology	tive 1	Continuation of elec	tive 1	Methodology of elect	ive 1
CATE111	16	CATE211	16	CATE311	16	CATD411	16
		TECD211	8				
Elective 2		Continuation of elec	tive 2	Continuation of elec	tive 2	Methodology of elect	ive 2
One of the following		and methodology					
ACCE111	16	ACCE211	16	ACCE311	16	ACCD411	16
		LABD211	8				
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
		AFRD212	8				
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16
		LABD211	8				
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16
		ENGD212	8				
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16
		LAND211	8				
INTE111	16	INTE211	16	INTE311	16	INTD411	16
		ADSD211	8	1005244			
HISE111	16	HISE211	16 8	HISE311	16	HISD411	16
1155444	46	LASD211	-	1155244	10		10
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
MATE111	16		-	MATEO11	10	MATD 411	10
MATE111	16	MATE211	16 8	MATE311	16	MATD411	16
MATI 112	16	MATD211		MATI 211	10	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
LESE111	16	LESE211	° 16	LESE311	16		
	10	LUJLEII	10	LLJLJII	10	1	

FIRST SEMESTER

CURRICULUM O193V: EDUCATIONAL COMPUTER APPLICATIONS TECHNOLOGY (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL	3	YEAR LEVEL 4	
SECOND SEMESTE	R	SECOND SEMESTER		SECOND SEMES	STER	SECOND SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulso modules	ry)	Fundamental (Comp modules	ulsory)	Fundamental (Comp modules	ulsory)	Fundamental (Compulsory) modules	
LIFF 121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12			MBLO421	8
ENGF121 SOCF121 OR SOCF122	8					Choose Two: AFTB421 ENTB421 SOTB421	2
Core (Compulsory) modules		Core (Compulsory) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) mod	lules
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elect	Continuation of elective 1 Continuation of elective 1 Continuation		Continuation of elec and methodology	tive 1	Methodology of elective	e 1	
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
Continuation of elect	ive 2	ve 2 Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective	e 1
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
EGDE121	8	EGDE221	16	EGDE321	16	EGDD421	16
EGDE121	8	CODEZZI	10	EGDD321	8	1000421	10
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
INTE121	16	INTE221	16	INTE321 TECD321	16 8	ADSD421	16
MATE121	16	MATE221	16	MATE321 MATD312	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321	16	MATD421	16
LESE121	16	LESE221	16	MATD312 LESE321	8 16		
Total 2 nd semester	77	Total 2 nd semester	61	Total 2 nd semester	16 65	Total 2 nd semester	59
	133						
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123

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

OV.1.7.16 CURRICULUM 0194V: MATHEMATICS FOR EDUCATION

FIRST SEMESTER

YEAR LEVEL	L1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	4
FIRST SEMES	TER	FIRST SEMEST	ER	FIRST SEMES	TER	FIRST SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (com modules	pulsory)	Fundamental (comp modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (compul modules	sory)
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR	8
						PACO411	
Core (compulsory)	modules	Core (compulsory) m	Core (compulsory) modules Core (compulsory) modules		Core (compulsory) mo	dules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective 1		Continuation of elec and methodology	tive 1	Continuation of elec	tive 1	Methodology of electi	ve 1
MATE111	16	MATE211	16	MATE311	16	MATD411	16
		MATD211	8				
Elective 2 One of th	e	Continuation of elec	Continuation of elective 2 Continuation of elective 2		Methodology of electi	ve 2	
following		and methodology	u.		r		_
ACCE111	16	ACCE211	16	ACCE311	16	ACCD411	16
		LABD211	8				
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
		AFRD212	8				
BSTE111	16	BSTE211	16	BSTE311	16	BSTD411	16
		LABD211	8				
CATE111	16	CATE211	16	CATE311	16	CATD411	16
		TECD211	8				_
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16
		ENGD212	8				
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				_
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16
		LASD211	8				
HISE111	16	HISE211	16	HISE311	16	HISD411	16
		LASD211	8				-
INTE111	16	INTE211	16	INTE311	16	INTD411	16
		TECD211	8		45		
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
	10		-	1005211	46	1000411	45
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16
DUCE111	16		8 16	DUCE211	16	PHSD411	16
PHSE111	16	PHSE211 LAND211	8	PHSE311	16	FN3D411	16
LESE111	16	LESE211	° 16	LESE311	16		
						Total 1st compation	64
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

CURRICULUM O194V: MATHEMATICS FOR EDUCATION (CONTINUED) SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL		SEIVIESTER YEAR LEVEL	2	YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMES		SECOND SEMES		SECOND SEMEST	F.D.
	1		1		1		
Code Fundamental (compulsory modules	Cr 1)	Code Fundamental (comp modules	Cr ulsory)	Code Fundamental (comp modules	Cr ulsory)	Code Fundamental (compulse modules	Cr pry)
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
ENGF121	8	WVOS221	12			MBLO421	8
AGLA121 OR AGLE121 SOCF121 OR SOCF122	12 8					Choose Two: AFTB421 ENTB421	2
Core (compulsory) module	es	Core (compulsory) m	odules	Core (compulsory) m	nodules	SOTB421 Core (compulsory) mod	ules
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elec	tive 1	Continuation of elect	tive 1	Methodology elective 1	
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
Continuation of elective 2		Continuation of elec	tive 2	Continuation of elect and methodology	tive 2	Metholodology elective	2
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
ENGE122	16	ENGE221	16	ENGE 321 ENGD322	16 8	ENGD427	16
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LORD321	16 8	LLOD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
Total 2 nd semester	77	Total 2 nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
					ΤΟΤΑΙ	FOR THE CURRICULUM	522

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

OV.1.7.17 CURRICULUM O195V: MATHEMATICAL LITERACY

FIRST SEMESTER

YEAR LEVEL	AR LEVEL 1 YEAR LEVEL 2		YEAR LEVEL	3	YEAR LEVEL	1	
FIRST SEMES	TER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	
Fundamental (comp modules	oulsory)	Fundamental (comp modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (compulsory) modules	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR	8
						PACO411	
Core (compulsory) r	modules	Core (compulsory) m	Core (compulsory) modules		nodules	Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective 1		Continuation of elect and methodology	tive 1	Continuation of elec	tive 1	Methodology of electi	ve 1
MATL112	16	MATL212	16	MATL311	16	MATD411	16
		MATD211	8				
Elective 2 One of th following	e	Continuation of elect and methodology	tive 2	Continuation of elec	tive 2	Methodology of elective 2	
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	10	AFRD212	8	/	10	,	10
BSTE111	16	BSTE211	16	BSTE311	16	BSTD411	16
		LABD211	8				
CATE111	16	CATE211	16	CATE311	16	CATD411	16
		TECD211	8				
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16
		ENGD212	8				
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16
		LASD211	8				
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16
INTE111	16	INTE211	16	INTE311	16	INTD411	16
		TECD211	8				
LIFE111	16	LIFE211	16	LIFE311	16	LIFD411	16
		LAND211	8				
LORE111	16	LORE211	16	LORE311	16	LORD411	16
		LLOD211	8				
PHSE111	16	PHSE211	16	PHSE311	16	PHSD411	16
		LAND211	8				
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

CURRICULUM 0195V: MATHEMATICAL LITERACY (CONTINUED) SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL		YEAR LEVEL	3	YEAR LEVEL 4	
SECOND SEMESTER	1	SECOND SEMES		SECOND SEMES		SECOND SEMESTE	R
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compulsory modules		Fundamental (computer modules		Fundamental (compu modules		Fundamental (compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
ENGF121	8	WVOS221	12			MBLO421	8
AGLA121 OR AGLE121 SOCF121 OR SOCF122	12 8					Choose Two: AFTB421 ENTB421	2
Core (compulsory) module	s	Core (compulsory) m	odules	Core (compulsory) m	odules	SOTB421 Core (compulsory) mod	ules
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1	1	Continuation of elect	-	Continuation of elect methodology		Methodology elective 1	
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16
Continuation of elective 2	<u> </u>	Continuation of elect	tive 2	Continuation of elect methodology	tive 2 and	Metholodology elective	2
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	LABD421	16
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD427	16
BSTE121	16	BSTE221	16	BSTE321 BSTD321	16 8	LABD421	16
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
ENGE122	16	ENGE221	16	ENGE 321 ENGD322	16 8	ENGD427	16
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
INTE121	16	INTE221	8	INTE321 INTD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LIFD321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321 LORD321	16 8	LLOD421	16
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	16		
Total 2 nd Semester	77	Total 2 nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
Total level 1	133	Total level 2	133	Total level 3		Total level 4 L FOR THE CURRICULUM	I

*The balance of the credits is included in: EDCC112, EDCC212, EDCC312, EDCC41

OV.1.7.18 CURRICULUM O198V: ENGINEERING GRAPHICS AND DESIGN

FIRST SEMESTER

YEAR LEVEL	L1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	.4
FIRST SEMES	TER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMES	TER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (com modules	pulsory)	Fundamental (comp modules	pulsory) Fundamental (compu modules		ulsory)	Fundamental (compu modules	llsory)
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
Core (compulsory) modules Core (compulsory) module		nodules	Core (compulsory) r	nodules	Core (compulsory) modules		
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective 1	L	Continuation of ele	ective 1	Continuation of el	ective 1	Methodology of e	lective 1
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
Elective 2 : One of t following	he	Continuation of elect and methodology	tive 2	Continuation of elec	tive 2	Methodology of elective 2	
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
INTE111	16	INTE211 TECD211	16 8	INTE311	16	INTD411	16
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
Total 1 st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64

CURRICULUM O198V: ENGINEERING GRAPHICS AND DESIGN (CONTINUED)

SECOND SEMESTER

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4	
SECOND SEMES	STER	SECOND SEMES	TER	SECOND SEMES	STER	SECOND SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (comp modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (compulso modules	ory)
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12			MBLO421	8
ENGF121	8					Choose Two:	
SOCF121 OR SOCF122	8					AFTB421 ENTB421 SOTB421	2
Core (compulsory) m	nodules	Core (compulsory) m	odules	Core (compulsory) n	nodules	Core (compulsory) mod	ules
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of ele	ective 1	Continuation of elective 1 and methodology		Methodology of elec	tive 1
EGDE121	8	EGDE221	16	EGDE321	16	EGDD421	16
EGDE122	8			EGDD321	8		
Continuation of ele	ective 2	Continuation of ele	ective 2	Continuation of el and methodol		Methodology of elective	
BSTE121	16	BSTE221	16	BSTE321	16	LABD421	16
				BSTD321	8		
CATE121	16	CATE221	16	CATE321	16	TECD421	16
				CATD321	8		
ECOE121	16	ECOE221	16	ECOE321	16	LABD421	16
				ECOD321	8		
ENGE122	16	ENGE221	16	ENGE321	16	ENGD427	16
0505404	16	0505004		ENGD322	8		
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321	° 16	TECD421	16
INTEIZI	10	INTEZZI	10	INTE321 INTD321	8	TECD421	10
MATE121	16	MATE221	16	MATE321	16	MATD421	16
				MATD321	8		10
MATL121	16	MATL221	16	MATL321	16	MATD421	16
				MATD321	8		
PHSE121	16	PHSE221	16	PHSE321	16	LAND421	16
				PHSD321	8		
LESE121	16	LESE221	16	LESE321	16		
Total 2 nd semester	77	Total 2 nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59
Total level 1	133	Total level 2	133	Total level 3	133	Total level 4	123
				•	ΤΟΤΑ	L FOR THE CURRICULUM	522

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

OV.1.7.19 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. SBET students can do this phase in their fourth year.

OV.1.7.19.1 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.

OV.1.7.19.2 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.

OV.1.7.19.3 Curriculum structure

The curriculum is structured from modules in Curriculum O199V Curriculum O201V. These modules are spread over four years.

OV.1.7.19.4 Pass requirements for the FET Technology curriculum

Students in the FET Technology programme that needed to take WISS 112 and WISS 122 as additional subjects are required to pass both these modules at the end of their first year to be able to continue with the FET Technology curriculum. If the student was not successful in passing these modules they will be allowed to continue with another Senior/FET curriculum (see requirements as stipulated in O.V.1.2.2.)

OV.1.7.20 CURRICULUM O199V: MECHANICAL TECHNOLOGY

FIRST SEMESTER

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4	
SECOND SEMES	STER	SECOND SEMES	TER	SECOND SEMES	STER	SECOND SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (comp modules	ulsory)	Fundamental (compulsory) modules		Fundamental (comp modules	ulsory)	Fundamental (compulse modules	ory)
	I				I		
CMPF111	8	WSKT212	8	WVOS311	12	RESF411	8
		ENGF211	8			SPSO411 OR	
						PACO411	8
Core (compulsory) modules		Core (compulsory) m	odules	Core (compulsory) n	nodules	Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Continuation of ele	ective 2	Continuation of ele	ective 2	Continuation of el and methodol		Methodology of elec	tive 2
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
TEWE111	8	ITEE211	8	ITEE311	8	ITEE412	8
TTED111	8	MTED211	8				
		VTEE212	8	VTEE312	8	VTEE412	8
Total 1 st	56	Total 1st semester	80	Total 1st semester	60	Total 1st	64
semester						semester	

CURRICULUM 0199V: MECHANICAL TECHNOLOGY (CONTINUED)

YEAR LEVE	L 1	YEAR LEVI	EL 2	YEAR LEVEL 3 YEAR LEVEL 4		YEAR LEVEL 4	
SECOND SEM	ESTER	SECOND SEM	IESTER	SECOND SEM	IESTER	SECOND SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (com modules	ipulsory)	Fundamental (con modules	npulsory)	Fundamental (con modules	npulsory)	Fundamental (compulso modules	ory)
LIFF121	8	WSKT222	8	EDTM321	8	RESF421	8
AGLA121 OR	12	WVOS221	12			Choose Two:	2
AGLE121						AFTB421	
						ENTB421	
						SOTB421	
ENGF121	8						
WSKT121	8						
SOCF 121 OR			1		1		
SOCF 122	8						
Core (compulsory)	modules	Core (compulsory)	modules	Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124*	1	EDCC223*	1	EDCC322*	1	EDCC422*	1
Continuation of	elective 2	Continuation of elective 2		Continuation of and method		Methodology of elec	tive 2
EGDE121	8	EGDE221	16	EGDE321	16	EGDD421	16
EGDE122	8			EGDD321	8		
				MTED321**	8	MTED422	8
STEE121	8	VTEE222	8	VTEE322	8	VTEE422	8
		ITEE221	8	ITEE322	8	ITEE421	8
Total 2nd	77	Total 2nd	61	Total 2nd	65	Total 2nd semester	59
semester		semester		semester			
Total level 1	133	Totaal level 2	141	Totaal level 3	125	Total level 4	123
					τοτα	L FOR THE CURRICULUM	522

SECOND SEMESTER

*The rest of the credits are included with EDCC112, EDCC212, EDCC312 and EDCC412

** Although this is a frist semester code it is presented in the second semester

OV.1.7.21 CURRICULUM O200V: CIVIL TECHNOLOGY

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4	
SECOND SEMES	TER	SECOND SEMES	TER	SECOND SEMES	STER	SECOND SEMEST	ER
Code	Cr	Code	Cr	Code Cr		Code	Cr
· · //		Fundamental (comp modules	undamental (compulsory) nodules		ulsory)	Fundamental (compulsory) modules	
CMPF111	8	WSKT212	8	WVOS311	12	RESF411	8
	8	ENGF211	8			SPSO411 OR	
						PACO411	8
Core (compulsory) m	odules	Core (compulsory) m	Core (compulsory) modules		Core (compulsory) modules		ules
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Continuation of ele	ective 2	Continuation of ele	ective 2	Continuation of el	ective 2	Methodology of ele	ctive 2
				and methodol	ogy		
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
TEWE111	8	CTEE211	16	CTEE311	16	CTEE411	16
TTED111	8	CTED211	8				
Total 1 st semester	56	Total 1st semester	80	Total 1st semester	60	Total 1st semester	64

FIRST SEMESTER

CURRICULUM O200V: CIVIL TECHNOLOGY (CONTINUED)

YEAR LEVI	EL 1	YEAR LEV	EL 2	YEAR LEV	'EL 3	YEAR LEVEL 4		
SECOND SEM	IESTER	SECOND SEN	MESTER	SECOND SEN	NESTER	SECOND SEMEST	ER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (con modules	npulsory)	Fundamental (cor modules	npulsory)	Fundamental (con modules	npulsory)	Fundamental (compulsory) modules		
LIFF121	8	WSKT222	8	EDTM321	8	RESF421	8	
AGLA121 OR AGLE121	12	WVOS221	12			Choose Two: AFTB421		
ENGF121	8					ENTB421	2	
WSKT121	8					SOTB421		
SOCF 121 OR SOCF 122	8					-		
Core (compulsory)	modules	Core (compulsory) modules	Core (compulsory) modules		Core (compulsory) modules		
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8	
EDCC124*	1	EDCC223*	1	EDCC322*	1	EDCC422*	1	
Continuation of	elective 2	Continuation of	elective 2	Continuation of and method		Methodology of elec	tive 2	
EGDE121	8	EGDE221	16	EGDE321	16	EGDD421	16	
EGDE122	8			EGDD321	8			
		CTEE221	16	CTEE321	16	CTEE421	16	
				CTED321	8	CTED421	8	
STEE121	8							
Total 2nd semester	77	Total 2nd semester	61	Total 2nd semester	65	Total 2nd semester	59	
Total level 1	133	Totaal level 2	141	Totaal level 3	125	Total level 4	123	
			·		TOTA	L FOR THE CURRICULUM	522	

SECOND SEMESTER

*The rest of the credits are included with EDCC112, EDCC212, EDCC312 and EDCC412

OV.1.7.22 CURRICULUM O201V: ELECTRIC TECHNOLOGY

YEAR LEVEL	YEAR LEVEL 1		2	YEAR LEVEL	3	YEAR LEVEL	4	
SECOND SEMES	STER	SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (comp modules	ulsory)	Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		
CMPF111	8	WSKT212	8	WVOS311	12	RESF411	8	
		ENGF211	8					
						SPSO411 OR PACO411	8	
Core (compulsory) modules		Core (compulsory) m	odules	Core (compulsory) modules		Core (compulsory) modules		
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8	
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8	
Continuation of ele	ective 2	Continuation of ele	ective 2	Continuation of elective 2 Methodology of and methodology		Methodology of e	of elective 2	
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16	
EGDE112	8	EGDD211	8					
TEWE111	8	ETEE212	16	ETEE311	16	ETEE411	16	
TTED111	8	ETED211	8					
Total 1 st semester	56	Total 1 st semester	80	Total 1 st semester	60	Total 1 st semester	64	

FIRST SEMESTER

CURRICULUM O201V: ELECTRIC TECHNOLOGY (CONTINUED)

YEAR LEVE	EL 1	YEAR LEVEL	L 2	YEAR LEVEL	.3 YEAR LEVEL 4		
SECOND SEM	IESTER	SECOND SEME	STER	SECOND SEME	STER	SECOND SEMEST	ER
Code	Cr	Code	Cr	Code Cr		Code	Cr
Fundamental (com modules	npulsory)	Fundamental (com modules	pulsory)	Fundamental (comp modules	ulsory)	Fundamental (compulsory) modules	
LIFF121	8	WSKT222	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12				
ENGF121	8						
WSKT121	8						
SOCF 121 OR SOCF 122						Choose Two: AFTB421 ENTB421 SOTB421	2
Core (compulsory)	modules	Core (compulsory)	modules	Core (compulsory) modules Core (compulsory) modules		Core (compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124*	1	EDCC223*	1	EDCC322*	1	EDCC422*	1
Continuation of	elective 2	Continuation of e	lective 2	Continuation of el and methodo		Methodology of elec	tive 2
EGDE121	8	EGDE221	16	EGDE321	16	EGDD421	16
EGDE122	8			EGDD321	8		
		ETEE221	16	ETEE321	16	ETEE422	16
				ETED321	8	ETED421	8
STEE121	8						
Total 2 nd semester	77	Total 2 nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59
Total level 1	133	Total level 2	141	Total level 3	125	Total level 4	123
		1	1	1	ΤΟΤΑΙ	FOR THE CURRICULUM	522

SECOND SEMESTER

*The rest of the credits are included with EDCC112, EDCC212, EDCC312 and EDCC412

OV.1.8 OTHER RULES

OV.1.8.1 Language competency

All students must obtain two language endorsements. Students (non-mother tongue speakers) automatically obtain an A or 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 S 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 S.

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

OV.1.8.2 Compulsory certificates

- a) Obtaining an accredited first aid certificate is compulsory for the following module: EDCC321.
- 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.

OV.1.8.3 Practical Teaching

In as much as the BEd qualification is vocational directed, student must acquire field experience during each year of study. For the first to third year student this period of practice teaching amounts to 3 weeks per semester (6 weeks per year) and for the fourth year student it amounts to 6 weeks per semester (13 weeks per years).

OV.2 RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION (ACE)

This qualification is on NQF-level 6 and can be obtained in one of the curricula specified below.

The curricula compiled in this qualification are aimed at equipping students with advanced and specialised competencies in a particular school subject/learning area/discipline or school phase; providing re-training for teachers in another school subject or for specialisation in a different teacher's role (e.g. that of teaching manager); providing an advanced teaching qualification as finishing for initial training or a general teaching qualification; equipping students for further study on NQF-level 7.

OV.2.1 MINIMUM AND MAXIMUM DURATION

The minimum duration of study is **one** year, on having obtained 128 credits. The maximum duration is equal to the minimum duration of study plus one year. An application may be lodged to extend the period. The study can only be undertaken part-time.

OV.2.2 ADMISSION REQUIREMENTS

To be admitted to the Advanced Certificate in Education the student must be in possession of at least an approved after school teaching qualification of three years, evaluated at REQV 13 (M +3) level (**R**elative **E**ducation **Q**ualification **V**alue).

OV.2.3 LIST OF MODU	JLES
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Module code	Descriptive name	Ct
AGSK512	Africa History	16
EUCE511	Computer Usage for Educators	8
GBGK511	Population Geography and Urban Geography	16
GGGK521	Subject Didactics of Geography B	16
GKLK521	Climatology en Geo-morphology	16
GSGK511	Subject Didactics of Geography A	16
HIVA521	HIV/AIDS: Legislation, Counselling and Support	8
LOBO571	Citizenship Education	32
LOCK571	Personal Well-being: Physical Health and Recreation	32
LOHA571	Personal Well-being: Health and Aids	32
LSDL528	Disabilities and Learning Difficulties in Education	16
LSED518	Emotional and Other Difficulties in Education	16
LSIE518	Inclusive Education: A Policy Perspective	16
LSSH528	Social and Health Issues in Education	16
MLED575	Mathematics in Context 1	32
MLED572	Didactics of Mathematical Literacy	32
MLED576	Mathematics in Context 2	32

MLED574	Mathematical Literacy in Context	32
NDSK521	Didactics of Natural Science (intermediate)	16
NDWK522	Didactics of Mathematics (GET-band)	16
NEBK511	The Earth and Beyond for Science	16
NECK521	Energy and Change for Science	16
NLLK511	Life and Lifestyle for Science	16
NMMK521	Matter and Materials for Science	16
NVMI521	Research Methodologies	8
NWPK511	Number Development	16
NWPK512	Foundations for Algebra	16
NWPK521	Geometrical Development	16
NWPK522	Graphics and Data-handling	16
ORAK511	Educational Law, Systems and Administration A	8
ORAK521	Educational Law, Systems and Administration B	8
ORLK511	Teaching and Learning A	8
ORLK521	Teaching and Learning B	8
SSGK521	South African History (1910-1999)	16
VGAK511	Subject Didactics of History A	16
VGBK512	Subject Didactics of History B	16

OV.2.4 PROGRAMME 423 125 TEACHING OF PHYSICAL SCIENCE (GET-BAND)

This curriculum is presented part-time over one or two years on a flexi-teaching basis.

OV.2.4.1 Outcomes

On completion of this curriculum students should:

- possess scientific knowledge and insight regarding Physical Science teaching (GETband);
- b) demonstrate certain skills and competencies (*inter alia* critical problem-solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Physical Science teaching (GET-band);
- c) strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of their study in Physical Science teaching (GET-band).

OV.2.4.2 Additional requirements

Mathematics for Grade 12 and Physical Science for Grade 12 are prerequisites for this ACE-curriculum.

YEAR LEVEL 4					
First-semester modules	First-semester modules (Year 1) Second-semester module				
Code	Ct	Code	Ct		
FSET511	8	NVMI521	8		
NEBK511	16	NDSK521	16		
NLLK511	16	NECK521	16		
ORLK511	8	ORLK521	8		
EUCE511	8	HIVA521	8		
		NMMK521	16		
Total 1st sem.	56	Total 2nd sem.	72		
Total c	128				

OV.2.4.3 Composition of curriculum: O437V

OV.2.5 PROGRAMME 423 134 MATHEMATICS TEACHING (GET-BAND)

This curriculum is presented part-time over one or two years on a flexi-teaching basis.

OV.2.5.1 Outcomes

On completion of this curriculum students should:

- possess scientific knowledge and insight regarding Mathematics teaching (GETband);
- b) demonstrate certain skills and competencies (*inter alia* critical problem-solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Mathematics teaching (GET-band);
- strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of their study in Mathematics teaching (GET-band).

OV.2.5.2 Additional requirements

Mathematics for Grade 12 is a prerequisite for this ACE-curriculum.

OV.2.5.3 Composition of curriculum: O443V

YEAR LEVEL 4					
First-semester modules (Yea	ar 1)	Second-semester modules (Year 2)			
Code	Ct	Code	Ct		
FSET511	8	NVMI521	8		
NWPK511	16	NDWK522	16		
NWPK512	16	NWPK521	16		
ORLK511	8	NWPK522	16		
EUCE511	8	ORLK521	8		
		HIVA521	8		
Total 1 st semester	56	Total 2 nd semester	72		
Total credi	its for the cu	rriculum	128		

OV.2.6 PROGRAMME 423 123 GEOGRAPHY TEACHING

This curriculum is presented part-time over one or two years on a flexi-teaching basis.

OV.2.6.1 Outcomes

On completion of this curriculum students should:

- a) possess scientific knowledge and insight regarding Geography teaching;
- b) demonstrate certain skills and competencies (*inter alia* critical problem-solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Geography teaching;
- c) strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of their study in Geography teaching.

128

YEAR LEVEL 4					
First-semester modu	First-semester modules (Year 1) Second-semester modules (Year 2				
Code	Ct	Code	C		
ORAK511	8	ORAK521	8		
FSET511	8	NVMI521	8		
GSGK511	16	GGGK521	10		
ORLK511	8	ORLK521	8		
EUCE511	8	HIVA521	8		
GBGK511	16	GKLK521	16		
Total 1st semester	64	Total 2nd semester	64		

Total credits for the curriculum

OV.2.6.2 Composition of curriculum: O434V

OV.2.7 PROGRAMME 423 129 PROFESSIONAL EDUCATOR DEVELOPMENT (LIFE ORIENTATION)

This curriculum is presented part-time over one or two years on a flexi-teaching basis.

OV.2.7.1 Outcomes

On completion of this curriculum students should:

- a) possess scientific knowledge and insight regarding Life Orientation for professional educator development;
- b) demonstrate certain skills and competencies (*inter alia* critical problem-solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Life Orientation for professional educator development;
- c) strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of their study in Life Orientation for professional educator development.

YEAR LEVEL 4					
First-semester modules (Year 1)		Second-semester modules (Year 2)			
Code	Ct	Code	Ct		
ORAK511	8	LOHA 571	32		
FSET511	8	LOBO571	32		
ORLK511	8				
EUCE511	8				
LOCK571	32				
Total 1st semester	64	Total 2nd semester	64		
Total cred	128				

OV.2.7.2 Composition of curriculum: O447V

OV.2.8 PROGRAMME 423 129 PROFESSIONAL EDUCATOR DEVELOPMENT (MATHEMATICAL LITERACY)

OV.2.8.1 Outcomes

On completion of this curriculum students should:

- a) possess scientific knowledge and insight regarding Mathematical Literacy for professional educator development;
- b) demonstrate certain skills and competencies (*inter alia* critical problem-solving, group functioning, the effective integration of knowledge obtained in the teaching situation) in Mathematical Literacy for professional educator development;
- c) strive for certain values (*inter alia* the achievement of excellence in teaching, the quest for integrity in the teaching situation) on the basis of their study in Mathematical Literacy for professional educator development.

OV.2.8.2 Additional requirements

A four-year teaching qualification and Mathematics for Grade 12 is a prerequisite for this ACE-curriculum.

- a) If the student is not in possession of a 4-year teaching qualification, 32 credits of the generic modules (as prescribed for the Professional Educator Development programme for students with 360 previously attained credits) must be taken.
- b) If the student does not have Mathematics Grade 12 HG/SG, an admission course of 20 credits must first be completed in order to comply with the expected level of mathematical competency.

OV.2.8.3 Duration of curriculum

Two years.

OV.2.8.4 Composition of curriculum: O444V

OV.2.8.4.1 Curriculum for students with 480 credits

Modules for year 1	Ct	Modules for year 2	Ct
MLED575	32	MLED576	32
MLED572	32	MLED574	32
Total credits for year 1	64	Total credits for year 2	64
Total cred	lits for curric	ulum	128

OV.2.8.4.2 Curriculum for students with 360 credits

Modules for year 1	Ct	Modules for year 2	Ct
ORAK511	8	MLED576	32
ORLK511	8	MLED574	32
FSET511	8		
EUCE511	8		
MLED575	32		
MLED572	32		
Total credits for year 1	96	Total credits for year 2	64
Total cred	160		

OV.2.9 PROGRAMME: 423 124 History Education

OV.2.9.1 Programme outcomes

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

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

Semester 1	Ct	Semester 2	Ct
ORAK 511	8	ORAK 521	8
FSET511	8	NVMI521	8
AGSK512	16	SSGK521	16
ORLK 511	8	ORLK 521	8
VGAK 511	16	VGBK 521	16
EUCE511	8	HIVA521	8
Total credits first semester	64	Total credits second semester	64
Total credits for curriculum			

OV.3 RULES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

FOUNDATION PHASE

Qualification code: 469 100 Curriculum code: 0100V

INTERMEDIATE AND SENIOR PHASE

Qualification code: 469 101 Curriculum code: 0101V

This qualification is on NQF-level 5, and can be obtained in one of the curricula set out below. This qualification is aimed at enabling **under-qualified practising teachers** to improve their qualifications, and to enable students to continue with an NQF-level 6 qualification. It addresses topical needs and issues by means of practice-based content and activities. The medium of instruction for the qualification is English. On the Vaal Triangle Campus, it is offered only on Monday afternoons (first, second and third year). Teachers can specialise in either the Foundation Phase (Grade R-3) or the Intermediate and Senior Phases (Grade 4-9).

OV.3.1 MINIMUM EN MAXIMUM DURATION

The minimum study period for the qualification, depending on the entry level, is three years. The maximum study period is equal to the minimum study period plus one year. A student may lodge an application for this period to be extended.

OV.3.2 GENERAL ADMISSION REQUIREMENTS

- A National Senior Certificate (Grade 12, REQV 10), with relevant teaching experience (three to five years) to get entry to the first year of studies.
- A letter from a school principal to confirm that the candidate has relevant teaching experience and confirmation that he/she is currently working as an assistant teacher. A salary slip to indicate the candidate's appointment as "teacher" should also accompany the application. An indication that the candidate is suitable for the teaching profession will add value to the application.
- A National Senior Certificate plus relevant training at an institution of higher learning may provide access to the second or third year of study.
- Recognition of prior learning in accordance with the rules of the Faculty Board.

OV.3.3 LIST OF MODULES

An asterisk (*) indicates that the module is only for the Foundation Phase.

OV.3.3.1 Compulsory modules

Module code	Descriptive name	Ct	
AKPN125	Afrikaans: Mother-tongue Communication	8	
AKPN315	Afrikaans: Mother-tongue Communication	8	
AKPN325	Afrikaans: Mother-tongue Communication	8	
CLFE115	Computer Literacy for Educators	8	
EDMN315	Education Management and Development	8	
EDVN125	Anti-racism, Education Law and Values	8	
ESPN125	English: Communication	8	
ESPN315	English: Communication	8	
ESPN325	English: Communication	8	
OPAN315	Teaching Studies	8	
RPLL111	Recognition of Prior Learning	48	
RPLL271	Recognition of Prior Learning	128	
SSCN125	Sesotho: Communication (mt)	8	
SSCN315	Sesotho: Communication (mt)	8	
SSCN325	Sesotho: Communication (mt)	8	
WAPN125	General Mathematics	8	
WAPN325	General Mathematics	8	
Learning Areas: a choice of 3 of the following 4 Learning Areas			
HSCN319	Social Sciences: Learning Area	8	
LOCN319	Life Orientation: Learning Area	8	
NWCN319	Natural Sciences: Learning Area	8	
TECK315	Technology: Learning Area	8	

OV.3.3.2 Core modules

Module code	Descriptive name	Ct
AFDN125	Subject Didactics: Afrikaans	16
AFDN325	Subject Didactics: Afrikaans	16
AFRN125	Afrikaans	8
AFRN315	Afrikaans	8
AFRN325	Afrikaans	8
AGDN125*	School readiness and Perceptual skills in the Foundation Phase	16
AGDN325*	Foundation Phase studies	16
EDSN125	Subject Didactics: English	16
EDSN325	Subject Didactics: English	16
EGPN125	English	8
EGPN315	English	8
EGPN325	English	8
FPUN125*	Foundation Phase studies: Literacy	8
FPUN315*	Foundation Phase studies: Numeracy	8
FPUN325*	Foundation Phase: Life skills for Foundation Phase Learners	8
GSAN125	History	8
GSAN315	History	8
GSAN325	History	8
GSXN125	Subject Didactics: History	16
GSXN325	Subject Didactics: History	16
SSMN125	Sesotho	8
SSMN315	Sesotho	8
SSMN325	Sesotho	8
SVXN125	Subject Didactics: Sesotho	16
SVXN325	Subject Didactics: Sesotho	16
WIPN125	Mathematics	8
WIPN315	Mathematics	8
WIPN325	Mathematics	8
WSXN125	Subject Didactics: Mathematics	16
WSXN325	Subject Didactics: Mathematics	16

OV.3.4 CURRICULA O100V AND O101V: FOUNDATION PHASE (O100V) AND INTERMEDIATE AND SENIOR PHASES (O101V)

OV.3.4.1 Curriculum outcomes

On completion of this curriculum, students should possess knowledge, skills and attitudes with regard to:

- a) problem identification, problem-solving and the use of critical and creative thinking with regard to all educational matters;
- b) group collaboration within the educational context, collaboration with the community and the Department of Education by means of, *inter alia*, practical teaching;
- c) the organisation and management of themselves and their activities;
- the acquisition, analysis, organisation and critical evaluation of knowledge in the respective subject areas, as well as general teaching-directed knowledge;
- e) communication by means of various language media and in various situations;
- the effective application of technological and scientific information, showing respect for the environment and the health of others;
- g) the holistic nature of the world as integrated systems, which implies that problemsolving does not occur in isolation;
- h) the roles of the teacher, i.e. as facilitator, mediator of learning, life-long student, curriculum designer, leader, administrator and manager, assessor, specialist in his/her chosen subject/learning area/field/phase, and member of the narrower and broader community;
- i) the specialised nature of teaching, learning and development in the Foundation, Intermediate, Senior and Further Education and Training Phase.

OV.3.4.2 Articulation possibilities and exit point

- A student who has completed the curriculum, after having registered for it with a Grade 12 qualification, receives the NPDE (360 credits) on NQF-level 5.
- b) The NPDE provides entry to the Advanced Certificate in Education (ACE).

OV.3.4.3 Other rules

- The curriculum consists of compulsory fundamental and core modules set out above. From the list of core modules, students should choose TWO majors plus the relevant didactics.
- b) The language of communication chosen in the second semester of year level 1, is automatically continued as the language of communication in the second semester of year level 3. A different language of communication must be chosen for the first semester of year level 3.
- c) CLFE115 is compulsory for all first-year students, unless proof of prior learning can be provided.
- RPLL111 is compulsory for all first-year students, and RPLL271 is compulsory for all second-year students.

YEAR LEVEL 1 (RKW 10)		YEAR LEVEL 2 (RKV	V 11)	YEAR LEVEL 3 (RKW	12)
	Fir	st semester (** Foundation	t semester (** Foundation Phase only)		
CODE	СТ	CODE	СТ	CODE	СТ
CLFE115	8	RPLL271	128	EDMN315	8
				OPAN315	8
RPLL111	48			Choose One:	
				AKPN315	8
				SSCN315	8
				ESPN315	8
				Choose Three:	
				HSCN319	8
				LOCN319	8
				NWCN319	8
				TECK315	8
				Choose Two:	
				FPUN315 **	8
				AFRN315	8
				SSMN315	8
				EGPN315	8
				WIPN315	8
				GSAN315	8
CREDITS SEMESTER 1	56	CREDITS SEMESTER 1	128	CREDITS SEMESTER 1	64

OV.3.4.4 Composition of curriculum

Second semester (** Foundation Phase only)					
CODE	СТ	CODE	СТ	CODE	СТ
WAPN125	8			WAPN325	8
EDVN125	8			Select one:	
Select one:				AKPN325	8
AKPN125	8			SSCN325	8
SSCN125	8			ESPN325	8
ESPN125	8				
Select two groups:	•			Select two groups:	
FPUN125 **	8			FPUN325 **	8
AGDN125 **	16			AGDN325 **	16
AFRN125	8			AFRN325	8
AFDN125	16			AFDN325	16
SSMN125	8			SSMN325	8
SVXN125	16			SVXN325	16
WIPN125	8			WIPN325	8
WSXN125	16			WSXN325	16
GSAN125	8			GSAN325	8
GSXN125	16			GSXN325	16
EGPN125	8			EGPN325	8
EDSN125	16			EDSN325	16
CREDITS SEMESTER 2	72	CREDITS SEMESTER 2	0	CREDITS SEMESTER 2	64
TOTAL CR YEAR LEVEL 1	128	TOTAL CR YEAR LEVEL 2	128	TOTAL CR YEAR LEVEL 3	128

OV.3.5 EXAMINATIONS AND PASS REQUIREMENTS

OV.3.5.1 Admission to examinations and pass requirements

The University's A-Rules are applicable.

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

OV.4 MODULE OUTCOMES

OV.4.1 MODULE OUTCOMES FOR THE DEGREE BACHELOR OF EDUCATION (BED)

Ma	dule Code: ACCD321	Semester 2	NQF-Level:
		Semester z	NQF-Level.
	ACCOUNTING METHODOLOGY		
•		of this module, the student should be able	
•		atic knowledge base regarding lesson pla	
		teaching management of the subject dida	-
•	•	of key terms, rules, concepts, established	
		reference to the National Curriculum Sta	
•		abstract information in theoretical driver	
		analysis and interpret information regard	
•		erently and reliably, individually or as pa	rt of a group according to general
	accepted accounting practices (G	AAP)	
	hod of delivery:		
	essment Methods:		
	dule Code: ACCD411		NQF-Level:
	ACCOUNTING METHODOLOGY		
Mo	dule Outcomes: After completion of	of this module, the student should be able	e to:
•	have a well-rounded and system	atic knowledge base regarding lesson pla	nning, student programme
	development, teaching aids and	teaching management of the subject dida	actics of Accounting,
•	informed base of understanding	of key terms, rules, concepts, established	principles and theories regarding the
	presentation of Accounting		
•	to gather, organize, make a critic	al analysis and interpret information, to o	communicate information coherently
	and reliably, individually or as pa	rt of a group	
•	to select information and develo	p the necessary presentation skills using	appropriate technologies according to
	general accepted accounting pra-	ctice (GAAP).	
Met	hod of delivery:		
Asse	essment Methods:		
Mo	dule Code: ACCE111		NQF-Level:
Title	ACCOUNTING FOR EDUCATION:	APPLICATION OF ACCOUNTING SYSTEMS	-
	dule Outcomes: Upon completion		
•		e of the purpose and function of account	ing by designing an accounting system
		application/approach to an accounting pr	
		cate the functions of the linked elements	
-		tions, various books (journal, ledgers), ex	•
		ary journals, support ledgers and control	-
		, conventions and formats in practically r	
•		by means of research and information acc	
•		of a solution and deliver it to both a lay	
	use of the appropriate technolog		and professional addience by making
•		y, value-driven in all operational circumstan	cos and forms of communication
•	written and verbal.	alue-unven in an operational circumstan	
Mat			
	hod of delivery:		
	essment Methods:		NOT Lough
	dule Code: ACCE121		NQF-Level:
		FINANCIAL REPORTING - SOLE PROPRIET	OR
Mo	dule Outcomes: Upon completion		
•		e of financial reporting by designing an ac	ccounting system as desired by need
	for a specific application/approaction/approaction/approaction/approaction/approaction/approaction/approaction/		
•		er, report and interpret the linked elemer	
	such as the trial balances, settlen	nents, final accounts, ten column work sh	eets, financial statements and ratios in
1		he use of procedures and processes in pr	
٠	deal with elementary problems b	y means of research and information acc	quisition skills, to obtain information
	and integrate as a whole to form	part of a solution and to deliver it to bot	h a lay and professional audience by
	making use of the appropriate te	chnology;	
•	behave ethically correct and value	e-driven in all operational circumstances	and forms of communication, written

	and verbal.			
Met	Method of delivery:			
	essment Methods:			
	dule Code: ACCE211		NQF-Level:	
		I ASSET DISPOSAL, PARTNERSHIP AND DEP.		
	dule Outcomes: Upon completion of		ARTMENTS	
NIOC		e of asset purchasing, partnerships and de	anartmonts by designing an accounting	
•		pecific application/approach to an account		
		ret the linked elements of an accounting		
•		t, daily transactions of a partnership adm		
		sactions according to departments and a	•	
		procedures and processes in practically r		
•		known problems by means of research ar		
		as a whole to form part of a solution and		
		use of the appropriate technology;		
•		e-driven in all operational circumstances	and forms of communication written	
	and verbal.			
Met	hod of delivery:			
-	essment Methods:			
	dule Code: ACCE221		NQF-Level:	
		I MANUFACTURING, NON-TRADING ENTER		
	Jule Outcomes: Upon completion of		I RISES AND BODGETS	
		e of manufacturing, non-profit organisatio	ans and hudgets by designing an	
•		need for a specific application/approach		
•		ol, note and interpret the linked elements		
-		on-trading businesses, financial data for b	e , , , ,	
	•	-		
	of errors with theoretical basis, the use of correct procedures and formats in practically related examples/situations;			
•	• • •	known problems by means of research a	nd information acquisition skills to	
		as a whole to form part of a solution and		
		use of the appropriate technology;		
•		e-driven in all operational circumstances	and forms of communication. written	
	and verbal.		· · · · · · · · · · · · · · · · · · ·	
Met	hod of delivery:			
Asse	essment Methods:			
Mod	ule Code: ACCE311		NQF-Level:	
		CLOSE CORPORATIONS AND COMPANIES		
Mod	lule Outcomes: Upon completion of	of the module students should:		
•		wledge of closed corporations and compa	inies by designing an accounting	
		pecific application/approach to an accou		
•	analyse, interpret and translate t	he linked elements of an accounting syste	em/practice such as accounting entries	
		gers) regarding closed corporations and c		
		tatements in principle with theoretical ba		
	processes in practically related ex	kamples/situations;		
•	deal with unknown concrete and	abstract problems by means of research	and information acquisition skills, to	
		as a whole to form part of a solution and		
	professional audience by making use of the appropriate technology;			
•	behave ethically correct and valu	e-driven in all operational circumstances	and forms of communication, written	
	and verbal.			
Met	hod of delivery:			
Asse	essment Methods:			
Mod	ule Code: ACCE321		NQF-Level:	
		FINANCIAL STATEMENT, BRANCHES AND		
	dule Outcomes: Upon completion of		-	
•		natic knowledge of the financial statemer	nts. 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;	, ,,		
	U ,,			

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, the use of procedures and processes, conventions and format in practically related examples/situations;

- deal with unknown concrete and abstract problems by means of research and information acquisition skills, to • obtain information and integrate as a whole to form part of a solution and to deliver it to a lay and professional audience by making use of the appropriate technology;
- the basis of the first state of the state of the state of the set .

	and verbal.	·	na forms of communication, written	
Method of delivery:				
Assessment Methods:				
	dule Code: ADSD211		NQF-Level:	
	e: ADDITIONAL SUBJECT METHODO	logy		
		of this module the students should be able	to:	
•		eneral creativity, creative teachers, creativ		
		informed notion of key terms, rules, conce		
	regard;			
•	identify themes relevant to creati	ivity and plan activities supporting the coh	erent understanding of concepts,	
	ideas, theories, principles and rule	es; use unknown and abstract information	in this regard by using graphs and	
	theory driven arguments; effectiv	vely use IT skills to collect, organise, critical	lly analyse and to interpret;	
•		lities to plan and present lessons, using ap		
		and theory driven arguments and IT skills t	to collect, organise, critically analyse	
	and to interpret giving evidence of			
•		ty ethically, coherently and reliable to stud	ents in the classroom situation by	
	using individual or group method	5.		
	thod of delivery:			
	essment Methods: dule Code: ADSD421		NQF-Level:	
	e: ADDITIONAL SUBJECT METHODO	NOCY	NQF-Level.	
	dule Outcomes: After completion o			
•		and systematic knowledge base of general	creativity creative teachers creative	
		d creative problem solving, with an informe		
	concepts, principles and theories			
•	identify themes relevant to creati	2		
		ivity and plan activities supporting the con-	erent understanding of concepts,	
		es; use unknown and abstract information		
	ideas, theories, principles and rul		in this regard by using graphs and	
•	ideas, theories, principles and rul theory driven arguments and effe	es; use unknown and abstract information	in this regard by using graphs and tically analyse and interpret;	
•	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs	es; use unknown and abstract information actively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills i	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown	
•	ideas, theories, principles and rul- theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence of	es; use unknown and abstract information ectively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills of theoretical underpinning; and	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse	
•	ideas, theories, principles and rul- theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence of effectively communicate creativit	es; use unknown and abstract information actively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills of theoretical underpinning; and ty ethically, coherently and reliably to stude	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse	
•	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence c effectively communicate creativit using individual or group method	es; use unknown and abstract information actively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills of theoretical underpinning; and ty ethically, coherently and reliably to stude	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse	
	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence c effectively communicate creativit using individual or group method thod of delivery:	es; use unknown and abstract information actively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills of theoretical underpinning; and ty ethically, coherently and reliably to stude	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse	
Ass	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence c effectively communicate creativit using individual or group method thod of delivery: essment Methods:	es; use unknown and abstract information actively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills of theoretical underpinning; and ty ethically, coherently and reliably to stude	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse ents in the classroom situation by	
Ass Mo	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence of effectively communicate creativit using individual or group method thod of delivery: essment Methods: dule Code: AFRD212	es; use unknown and abstract information actively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills of theoretical underpinning; and ty ethically, coherently and reliably to stude	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse	
Ass Mo Title	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence of effectively communicate creativit using individual or group method thod of delivery: essment Methods: dule Code: AFRD212 e: AFRIKAANSMETODIEK	es; use unknown and abstract information ectively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills to of theoretical underpinning; and ty ethically, coherently and reliably to stude s.	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse ents in the classroom situation by	
Ass Mo Title Mo	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence of effectively communicate creativit using individual or group method thod of delivery: essment Methods: dule Code: AFRD212 e: AFRIKAANSMETODIEK dule Outcomes: Na voltooiing van of	es; use unknown and abstract information ectively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills to of theoretical underpinning; and ty ethically, coherently and reliably to stud ls.	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse ents in the classroom situation by NQF-Level:	
Ass Mo Title	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence of effectively communicate creativit using individual or group method thod of delivery: essment Methods: dule Code: AFRD212 e: AFRIKAANSMETODIEK dule Outcomes: Na voltooiing van of die Nasionale Kurrikulumverklarin	es; use unknown and abstract information ectively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills to of theoretical underpinning; and ty ethically, coherently and reliably to stud ls.	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse ents in the classroom situation by NQF-Level: e kan toepas;	
Ass Mo Title Mo	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence of effectively communicate creativit using individual or group method thod of delivery: essment Methods: dule Code: AFRD212 e: AFRIKAANSMETODIEK dule Outcomes: Na voltooiing van of die Nasionale Kurrikulumverklarin tipiese eienskappe van suksesvoll	es; use unknown and abstract information ectively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills to of theoretical underpinning; and ty ethically, coherently and reliably to stud ls. die module behoort die leerders: ng in die praktyk van Afrikaansonderwys to le Afrikaansonderwysers prakties te kan de	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse ents in the classroom situation by NQF-Level: e kan toepas;	
Ass Mo Title Mo •	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence of effectively communicate creativit using individual or group method thod of delivery: essment Methods: dule Code: AFRD212 e: AFRIKAANSMETODIEK dule Outcomes: Na voltooiing van of die Nasionale Kurrikulumverklarin tipiese eienskappe van suksesvoll werkbare tekste vir toepaslike gra	es; use unknown and abstract information actively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills to f theoretical underpinning; and ty ethically, coherently and reliably to stud- ls. die module behoort die leerders: ng in die praktyk van Afrikaansonderwys te le Afrikaansonderwysers prakties te kan de ade en groepe te kan identifiseer;	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse ents in the classroom situation by NQF-Level: e kan toepas; monstreer;	
Ass Mo Title Mo •	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence of effectively communicate creativit using individual or group method thod of delivery: essment Methods: dule Code: AFR0212 e: AFRIKAANSMETODIEK dule Outcomes: Na voltooiing van of die Nasionale Kurrikulumverklarit tipiese eienskappe van suksesvoll werkbare tekste vir toepaslike gra 'n sinvolle les te kan beplan en die	es; use unknown and abstract information actively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills to f theoretical underpinning; and ty ethically, coherently and reliably to stud- ls. die module behoort die leerders: ng in die praktyk van Afrikaansonderwys to le Afrikaansonderwysers prakties te kan de ade en groepe te kan identifiseer; e bepaalde rolle van die onderwyser in die	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse ents in the classroom situation by NQF-Level: e kan toepas; monstreer; onderrig van Afrikaans kan vervul;	
Ass Mo Title Mo • •	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence o effectively communicate creativit using individual or group method thod of delivery: essment Methods: dule Code: AFRD212 e: AFRIKAANSMETODIEK dule Outcomes: Na voltooiing van o die Nasionale Kurrikulumverklarir tipiese eienskappe van suksesvoll werkbare tekste vir toepaslike gra 'n sinvolle les te kan beplan en dii kennis van die leeruitkomste praa	es; use unknown and abstract information actively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills to of theoretical underpinning; and ty ethically, coherently and reliably to stud s.	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse ents in the classroom situation by NQF-Level: e kan toepas; emonstreer; onderrig van Afrikaans kan vervul; n die leerarea Tale: Afrikaans te	
Ass Mo Title Mo • •	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence of effectively communicate creativit using individual or group method thod of delivery: essment Methods: dule Code: AFRD212 e: AFRIKAANSMETODIEK dule Outcomes: Na voltooiing van of die Nasionale Kurrikulumverklarin tipiese eienskappe van suksesvoll werkbare tekste vir toepaslike gra 'n sinvolle les te kan beplan en di kennis van die leeruitkomste praa demonstreer deur die assessering	es; use unknown and abstract information actively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills to f theoretical underpinning; and ty ethically, coherently and reliably to stud- ls. die module behoort die leerders: ng in die praktyk van Afrikaansonderwys to le Afrikaansonderwysers prakties te kan de ade en groepe te kan identifiseer; e bepaalde rolle van die onderwyser in die	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse ents in the classroom situation by NQF-Level: e kan toepas; emonstreer; onderrig van Afrikaans kan vervul; n die leerarea Tale: Afrikaans te nterpreteer;	
Ass Mo Title Mo • •	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence oc effectively communicate creativit using individual or group method thod of delivery: essment Methods: dule Code: AFRD212 e: AFRIKAANSMETODIEK dule Outcomes: Na voltooiing van o die Nasionale Kurrikulumverklarir tipiese eienskappe van suksesvoll werkbare tekste vir toepaslike gra 'n sinvolle les te kan beplan en dii kennis van die leeruitkomste praa demonstreer deur die assessering probleemoplossingsvaardighede	es; use unknown and abstract information actively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills to of theoretical underpinning; and ty ethically, coherently and reliably to stud is.	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse ents in the classroom situation by NQF-Level: e kan toepas; emonstreer; onderrig van Afrikaans kan vervul; n die leerarea Tale: Afrikaans te nterpreteer; ikkeling van toepaslike leeraktiwiteit	
Ass Mo Title Mo • •	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence of effectively communicate creativit using individual or group method thod of delivery: essment Methods: dule Code: AFRD212 e: AFRIKAANSMETODIEK dule Outcomes: Na voltooiing van of die Nasionale Kurrikulumverklarin tipiese eienskappe van suksesvoll werkbare tekste vir toepaslike gra 'n sinvolle les te kan beplan en di kennis van die leeruitkomste praa demonstreer deur die assessering probleemoplossingsvaardighede i waaraan gemeet kan word of leer	es; use unknown and abstract information ectively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills to of theoretical underpinning; and ty ethically, coherently and reliably to stude is.	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse ents in the classroom situation by NQF-Level: e kan toepas; emonstreer; onderrig van Afrikaans kan vervul; n die leerarea Tale: Afrikaans te nterpreteer; ikkeling van toepaslike leeraktiwiteit ie leeruitkomste praat, luister, lees	
Ass Mo Title Mo • •	ideas, theories, principles and rul theory driven arguments and effe demonstrate problem solving abi and abstract information, graphs and to interpret giving evidence of effectively communicate creativit using individual or group method thod of delivery: essment Methods: dule Code: AFR0212 e: AFRIKAANSMETODIEK dule Outcomes: Na voltooiing van of die Nasionale Kurrikulumverklarin tipiese eienskappe van suksesvoll werkbare tekste vir toepaslike gra 'n sinvolle les te kan beplan en dii kennis van die leeruitkomste praa demonstreer deur die assessering probleemoplossingsvaardighede waaraan gemeet kan word of leet en kyk, dink en redeneer voldoen onderrig van Afrikaans in 'n multi	es; use unknown and abstract information actively use IT skills to collect, organise, crit lities to plan and present lessons, using ap and theory driven arguments and IT skills to f theoretical underpinning; and ty ethically, coherently and reliably to stud- is. die module behoort die leerders: ng in die praktyk van Afrikaansonderwys to le Afrikaansonderwysers prakties te kan de ade en groepe te kan identifiseer; e bepaalde rolle van die onderwyser in die at, luister, lees en kyk, dink en redeneer va gstandaarde van hierdie uitkomste te kan i te demonstreer in die beplanning en ontwi rders aan die assesseringstandaarde van die	in this regard by using graphs and tically analyse and interpret; propriate technologies, unknown to collect, organise, critically analyse ents in the classroom situation by NQF-Level: e kan toepas; monstreer; onderrig van Afrikaans kan vervul; n die leerarea Tale: Afrikaans te nterpreteer; ikkeling van toepaslike leeraktiwiteit ie leeruitkomste praat, luister, lees derwyser met betrekking tot die lemonstreer;	

leer aktiwiteite binne gegewe (geïntegreerde) leerervarings aan toepaslike as assesseringstandaarde van .

bepaalde leeruitkomste (praat, luister, lees, dink en redeneer) te kan koppel en toepaslike leeraktiwiteite te kan ontwikkel waaraan leerders se voldoening aan bepaalde assesseringstandaarde gemeet kan word.

Mot	hod of delivery:		darde gemeer kan word.		
Assessment Methods:					
	Module Code: AFRD322 NQF-Level:				
			NQF-Level:		
	: AFRIKAANSMETODIEK				
IVIOC	•	hierdie module behoort die student:			
•		nis te demonstreer ten opsigte van die or	nderskeid tussen die onderrig van 'n		
	huistaal en 'n addisionele taal				
•	• •	toon van die beginsels wat ten opsigte v	an relevante benaderings en metodes		
	by die onderrig van 'n addisionele taal geld;				
•		elekteer en in die beplanning van leererv			
•		at aan leerders die moontlikheid bied or			
		in 'n leerder aan bepaalde taal- en skryfa	assesseringstandaarde voldoen,		
	gemeet kan word:				
•	•	van Afrikaans as huis en as addisionele ta			
	-	ie vereistes van die Nasionale Kurrikulun			
		g wat hulle vir uitkomsbereiking ooreenk	omstig die gestelde		
	assesseringstandaarde aan onder	wysers en leerders bled.			
	hod of delivery:				
	essment Methods:				
	lule Code: AFRD416		NQF-Level:		
	AFRIKAANSMETODIEK				
Mod	lule Outcomes: Na voltooiing van d				
•		e akademiese kennis, maar veral toegepa	iste kennis, van departementele		
	beleidgewende dokumentasie;				
•		, teorieë en beginsels van Afrikaansvakdi	idaktiek volgens die NKV en dit sinvol		
	binne die leerarea te gebruik om leerders te begelei;				
•	leer suksesvol binne die leerarea Tale, Afrikaans, te kan fasiliteer deur onder andere aan die sewe rolle van die				
	onderwyser te voldoen;				
•	bewys te lewer van toepaslike assesseringsvaardighede binne die leerarea;				
•	suksesvolle tematies georganiseerde kreatiewe leerervarings te kan beplan en te struktureer volgens die				
	vereistes deur die NKV daaraan gestel; en				
•	bewys te kan lewer van verantwoordelike selfbestuur van leer- en studie-aktiwiteite.				
	hod of delivery:				
	ssment Methods:				
	lule Code: AFRD417		NQF-Level:		
	AFRIKAANSMETODIEK				
Mod	-	ierdie module behoort die student:			
•	, , , , , , , , , , , , , , , , , , , ,	en sistematiese kennis van die NKV vir gr			
		de assesseringsriglyne, leerprogramme e			
•	÷	nente te interpreteer en effektief vir die			
		e vir huistaal- en addisioneletaalleerders			
		e leeruitkomste (praat, luister en taal in k			
•		an implementeer deur middel waarvan l	leerders in graad 7 tot 12 se		
	voldoening aan bepaalde assesser				
•		tasie en vereiste implementering van die			
	-	kreatiewe geïntegreerde lesse waarbinne	e die kiem op bepaalde leeruitkomste		
	(praat, luister, taal in konteks) gep				
•		wyse te fasiliteer dat skoolleerders bema	igtig word om as verantwoordelike		
	landsburgers te funksioneer.				
	hod of delivery:				
	essment Methods:		Not Loud		
	DULE CODE: AFRD426		NQF-Level:		
	AFRIKAANSMETODIEK				
Mod	lule Outcomes: Na voltooiing van d				
•		e akademiese kennis (veral toegepaste ke	ennis) en insig wat in die voorafgaande		
	module verkry is;				

•	bewys te kan lewer van grondige	kennis van die verskillende periodekodes sie van individuele verteenwoordigers var		
	Module Outcomes: Na voltooiing van hierdie module behoort die student:			
	: ONDERWYSAFRIKAANS: Poësie e	n linguistiek vir opvoeders		
	dule Code: AFRE211		NQF-Level:	
	Assessment Methods:			
Met	hod of delivery:			
	 as vakspesialis wetenskaplik te kan redeneer oor die waarde van die korrekte gebruik van die Afrikaanse taalsisteem. 			
	multikulturele en multitalige konteks gestimuleer en bevorder kan word;			
•	probleemoplossend verslag te kan doen oor Afrikaans as kommunikasiemedium en hoe dit by leerders binne 'n			
	skoolsituasie, maar ook binne die gemeenskap;			
•	bewys te kan lewer van kennis van en insig toon in die gebruiksfunksies van Standaardafrikaans, veral binne die			
		semantiek en woordeboekgebruik te kan		
•	•	ale Kurrikulum'n fundamentele kennis va	an die Afrikaanse taalkunde, rakende	
-		n die module behoort die student:		
		VYSGERIGTE AFRIKAANSE TAALPRAKTYK		
	dule Code: AFRE121		NQF-Level:	
-	essment Methods:			
Met	hod of delivery:	Seste resultate vir jou as Arrikaarisofiuerv	vyser sar bieu.	
•		naderings wat deur studente van die litera beste resultate vir jou as Afrikaansonderv		
		ekte by die beoordeling van literêre werke	÷ .	
	strominge of tydvakke te beskou		in ag te kan neem: on	
•		etiese kennis te demonstreer deur litere	ere tekste as produkte van bepaalde	
		Nasionale Kurrikulumverklaring;		
		tterkunde bekom het as onderbou vir	die fasilitering van die leerarea Tale:	
•		nis en insig wat hy/sy van die Afrikaanse li		
Mod	dule Outcomes: Na afloop van hie			
		RWYSGERIGTE OORSIG OOR DIE AFRIKAAI	NSE LITERÊRE WÊRELD	
	dule Code: AFRE111		NQF-Level:	
	essment Methods:			
	hod of delivery:			
	landsburgers te funksioneer			
•		wyse te fasiliteer dat skoolleerders bema	gtig word om as verantwoordelike	
	(lees, skryf, dink en redeneer) ge			
	•	kreatiewe geïntegreerde lesse waarbinne	•	
•		etasie en vereiste implementering van die	NKV's en ander departementele	
		eringstandaarde gemeet kan word;	-	
•		kan implementeer deur middel waarvan le		
		e leeruitkomste (lees, skryf, dink en reder		
	-	ite vir huistaal- en addisioneletaalleerders		
•		mente te interpreteer en effektief vir die s		
		nde assesseringsriglyne, leerprogramme e		
•	•	en sistematiese kennis van die NKV vir gr	. 7-12 en van ander departementele	
		hierdie module behoort die student:		
	: AFRIKAANSMETODIEK		ווער-נכזצו.	
	dule Code: AFRD427		NQF-Level:	
	essment Methods:			
Mot	hod of delivery:	Jordenke senbestaar van leer- en staale-a		
		arings te kan beplan en te struktureer volg oordelike selfbestuur van leer- en studie-a		
			ana dia varaistas daur dia NK// sastal	
•	leerders in die skoolsituasie te kan begelei tot die suksesvolle verwerwing van Afrikaanse taalvaardighede binne die leerarea Tale, Afrikaans, in die intermediêre en senior fase;			
_	kan demonstreer dat leer aan die hand van leerervarings suksesvol in die intermediêre en senior fase plaasvind;			
•	in ooreenstemming met die holistiese, tematies georganiseerde geïntegreerde benaderingswyse van die NKV, te			
	taalvaardighede in die Leerarea Tale: Afrikaans;			
•		staat is om leerders te begelei tot die suks	sesvolle verwerwing van toepaslike	

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 indivuele 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 tekslingusitiek in die skoolsituasie te fasiliteer;
- die waarde van kennis van die genoemde subdissiplines van die taalkunde vir taalonderwysers te kan insien en respek te te toon vir die ryke verskeidenheid en die gehalte van die Afrikaanse poësie;
- bewys kan lewer van eerlikheid en verantwoordelike bestuur van leeraktiwiteite en studie.

•	Method of delivery:			
Assessment Methods:				
Module Code: AFRE221	NQF-Level:			
Title: ONDERWYSAFRIKAANS: Diverse li	•			
Module outcomes: Na afloop van hiero				
	igliteratuur beredenerend te kan omskryf en kundigheid ten opsigte van			
relevante teorieë binne hierdie ge				
-	ve 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;				
,	om geselekteerde (veral skoolprogramverwante) Afrikaanse tekste van			
	igliteratuur) as literêre tekste in die onderrig daarvan te kan ontsluit;			
	t verwerf is, te kan toepas om leerders in die skoolsituasie te kan lei tot begrip			
van en waardering vir 'n verskeide				
Method of delivery:				
Assessment Methods:				
Module Code: AFRE311	NQF-Level:			
	sgerigte literêr-teoretiese teksontsluiting			
Module Outcomes: Na afloop van hiero				
· · ·	s en insig wat hy/sy van literêr-teoretiese aspekte bekom het vir die fasilitering			
•	•			
	le: Afrikaans binne konteks van die Nasionale Kurrikulumverklaring;			
	n begrippe in die Afrikaanse letterkunde te demonstreer met behulp waarvan van 'n poësie- prosa- of dramateks begelei kan word;			
	ief op die dramagenre te kan demonstreer deur enkele belangrike aspekte in			
	die drama te kan beskryf met verwysing na die verskillende tradisies, die tipes			
dramatekste en die eienskappe di				
	wêreld en literêr-teoretiese aspekte toe te pas om geselekteerde (veral			
	se tekste van verskillende genres as literêre tekste te kan ontsluit;			
	e tekste te kan doen, ook ten opsigte van die teenwoordigheid van bepaalde			
÷	ling vir die saamstel van geskikte leermateriaal vir letterkunde-onderrig op			
skool.	ing vir die saamstel van geskikte leernatenaal vir letterkunde-onderig op			
Method of delivery:				
Assessment Methods: Deurlopende as	coccoring EO %			
1x2½ uur geskrewe	•			
Module Code: AFRE321	NQF-Level:			
Module Outcomes: Na voltooiing van	iosiolinguistiek vir opvoeders			
•	en sistematiese kennis van sosiaal-geïnspireerde variasie binne Afrikaans en			
	kkelingsgeskiedenis van Afrikaans, sowel as van relevante vakterme, konsepte			
	en steltene stattels ner alte alte elementene ken llusseder.			
en teorieë binne die veld van die	sosiolinguistiek en die diachroniese taalkunde;			
en teorieë binne die veld van die sin staat te wees om sosiolinguisti	sosiolinguistiek en die diachroniese taalkunde; ese konsepte en vakterme te gebruik om aspekte van sosiale er, beskryf en krities te beoordeel;			

•	navorsingsresultate en teorieë oor skoolverwante aspekte van die sosiolinguistiek te interpreteer en krities te beoordeel;			
	,			
•	samehangende sintese en eie stand	e oor die ontwikkelingsgeskiedenis van A	Arrikaans te analiseer ten einde tot 'n	
•	•	liestandaardafrikaanse registerspesifiek	e taalgebruiksvorme binne multi-	
	• •	p van konsepte en teorieë uit die veld va	•	
		van verskillende opvattings oor die ontv		
	krities te kan beoordeel;			
٠	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 taalgebruiks- en taalgebruikersvorme kan doen, en met inagneming van relevante taalpolitieke			
	geïnspireerde taalgebruiks- en taalgebruikersvorme kan doen, en met inagneming van relevante taalpolitieke kwessies en van sy/haar hoorders, te kan verwoord;			
•	kwessies en van sy/naar noorders, te kan verwoord; bewys kan lewer van sy/haar respek vir alle variëteite van Afrikaans as die hartstale van die sprekers daarvan,			
	 bewys kan lewer van sy/haar respek vir alle varieteite van Afrikaans as die hartstale van die sprekers daarvan, sowel as van die sy/haar kundigheid oor die sterk verband tussen sosiale en taaloordele. 			
Met	hod of delivery:			
Asse	essment Methods:			
Mod	dule Code: AGLA 111		NQF-Level:	
Title	: INLEIDING TOT AKADEMIESE GELE	TTERDHEID		
Mod		ooiing van die module behoort die stude		
•		ademiese woordeskat en register asook		
	•	oeltreffend binne die akademiese omge	-	
		ese omgewing effektief mondelings en s aan, interpreteer, evalueer en op kohere		
		maak van akkurate en toepaslike akade		
•		aat, vlot en toepaslik te kan luister, praa	-	
Met	hod of delivery:			
Asse	essment Methods:			
Mod	ule Code: AGLE121		NQF-Level:	
Title	: ACADEMIC LITERACY			
		is module, the student should be able to	0:	
Мо	dule Outcomes: On completion of th	is module, the student should be able to of appropriate computer programs, as v		
Mo	dule Outcomes: On completion of th emonstrate fundamental knowledge		well as apply learning, listening,	
Moo • de re	dule Outcomes: On completion of th emonstrate fundamental knowledge	of appropriate computer programs, as a demic language register and read and v	well as apply learning, listening,	
Moo • de re fu	dule Outcomes: On completion of the emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er	of appropriate computer programs, as a demic language register and read and v	well as apply learning, listening, vrite academic texts, in order to	
Mod • de re fu • as	dule Outcomes: On completion of the emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er	of appropriate computer programs, as a demic language register and read and v nvironment; pup communicate effectively orally and	well as apply learning, listening, vrite academic texts, in order to	
Mod • de re fu • as an	Jule Outcomes: On completion of the emonstrate fundamental knowledge ading and writing strategies, use aca unction effectively in the academic er s an individual and a member of a ground acceptable manner in an academic	of appropriate computer programs, as a demic language register and read and v nvironment; pup communicate effectively orally and	well as apply learning, listening, vrite academic texts, in order to in writing in an ethically responsible	
Mod • du re fu • as au • as	Jule Outcomes: On completion of th emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er s an individual and a member of a gro nd acceptable manner in an academi s an individual and a member of a gro	of appropriate computer programs, as v ademic language register and read and v nvironment; pup communicate effectively orally and c environment;	well as apply learning, listening, vrite academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse,	
Mod • de fu • as ai • as in	Jule Outcomes: On completion of th emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er s an individual and a member of a gro nd acceptable manner in an academi s an individual and a member of a gro terpret, and evaluate texts, and in a	of appropriate computer programs, as v ademic language register and read and v nvironment; pup communicate effectively orally and c environment; pup find and collect scientific knowledge	well as apply learning, listening, vrite academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic	
Mod • du fu • as au • as in ge	Jule Outcomes: On completion of th emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er s an individual and a member of a gro nd acceptable manner in an academi s an individual and a member of a gro terpret, and evaluate texts, and in a	of appropriate computer programs, as v ademic language register and read and v nvironment; pup communicate effectively orally and c environment; pup find and collect scientific knowledge coherent manner synthesise and propo	well as apply learning, listening, vrite academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic	
Mod ref fu • as an • as in ge Met	Jule Outcomes: On completion of the emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er is an individual and a member of a ground acceptable manner in an academic is an individual and a member of a ground terpret, and evaluate texts, and in a enres by making use of linguistic com- hod of delivery: essment Methods:	of appropriate computer programs, as v ademic language register and read and v nvironment; pup communicate effectively orally and c environment; pup find and collect scientific knowledge coherent manner synthesise and propo	well as apply learning, listening, write academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic ers	
Mod • du re fu • as in ge Met Asse Mod	Jule Outcomes: On completion of the emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er s an individual and a member of a gro nd acceptable manner in an academi s an individual and a member of a gro terpret, and evaluate texts, and in a enres by making use of linguistic com- hod of delivery: essment Methods: Jule Code: BSTD321	of appropriate computer programs, as v ademic language register and read and v nvironment; pup communicate effectively orally and c environment; pup find and collect scientific knowledge coherent manner synthesise and proposi ventions used in formal language registe	well as apply learning, listening, vrite academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic	
Mod • de fu • as an • as in ge Met Asse Mod	Jule Outcomes: On completion of the emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er is an individual and a member of a gro nd acceptable manner in an academi is an individual and a member of a gro terpret, and evaluate texts, and in a enres by making use of linguistic com- hod of delivery: essment Methods: Jule Code: BSTD321 E: BUSINESS STUDIES FOR EDUCATIO	of appropriate computer programs, as v ademic language register and read and v nvironment; pup communicate effectively orally and c environment; pup find and collect scientific knowledge coherent manner synthesise and propo ventions used in formal language register	well as apply learning, listening, write academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic ers NQF-Level:	
Mod • de fu • as an ge Met Asse Mod Title	Jule Outcomes: On completion of the emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er is an individual and a member of a gro nd acceptable manner in an academic is an individual and a member of a gro terpret, and evaluate texts, and in a enres by making use of linguistic com- hod of delivery: essment Methods: Jule Code: BSTD321 E: BUSINESS STUDIES FOR EDUCATIO Jule Outcomes: After completion of	of appropriate computer programs, as v ademic language register and read and v nvironment; bup communicate effectively orally and c environment; bup find and collect scientific knowledge coherent manner synthesise and proposiventions used in formal language register N METHODOLOGY this module the student should be able	well as apply learning, listening, write academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic ers NQF-Level: to:	
Mod • de fu • as an • as in ge Met Asse Mod	Jule Outcomes: On completion of the emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er is an individual and a member of a gro nd acceptable manner in an academic is an individual and a member of a gro terpret, and evaluate texts, and in a enres by making use of linguistic com- hod of delivery: essment Methods: Jule Code: BSTD321 EBUSINESS STUDIES FOR EDUCATIO Jule Outcomes: After completion of have a well-rounded finishing and s	of appropriate computer programs, as v ademic language register and read and v nvironment; bup communicate effectively orally and c environment; bup find and collect scientific knowledge coherent manner synthesise and propo- ventions used in formal language register N METHODOLOGY this module the student should be able systematic knowledge base of basic Busi	well as apply learning, listening, write academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic ers NQF-Level: to: ness Studies didactical aspects	
Mod • de fu • as an ge Met Asse Mod Title	Jule Outcomes: On completion of the emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er is an individual and a member of a gro nd acceptable manner in an academic is an individual and a member of a gro terpret, and evaluate texts, and in a enres by making use of linguistic com- hod of delivery: essment Methods: Jule Code: BSTD321 EBUSINESS STUDIES FOR EDUCATIO Jule Outcomes: After completion of have a well-rounded finishing and s including lesson planning and learn	of appropriate computer programs, as v ademic language register and read and v nvironment; pup communicate effectively orally and c environment; pup find and collect scientific knowledge coherent manner synthesise and propo- ventions used in formal language register N METHODOLOGY this module the student should be able systematic knowledge base of basic Busi ing programme development, with an in	well as apply learning, listening, write academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic ers NQF-Level: to: ness Studies didactical aspects	
Mod • de fu • as an ge Met Asse Mod Title	Jule Outcomes: On completion of the emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er is an individual and a member of a gro nd acceptable manner in an academic is an individual and a member of a gro terpret, and evaluate texts, and in a enres by making use of linguistic com- hod of delivery: essment Methods: Jule Code: BSTD321 EBUSINESS STUDIES FOR EDUCATIO Jule Outcomes: After completion of have a well-rounded finishing and s	of appropriate computer programs, as v ademic language register and read and v nvironment; pup communicate effectively orally and c environment; pup find and collect scientific knowledge coherent manner synthesise and propo- ventions used in formal language register N METHODOLOGY this module the student should be able systematic knowledge base of basic Busi ing programme development, with an in	well as apply learning, listening, write academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic ers NQF-Level: to: ness Studies didactical aspects	
Mod • de fu • as an ge Met Asse Mod Title	Jule Outcomes: On completion of the emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er is an individual and a member of a gro nd acceptable manner in an academic is an individual and a member of a gro terpret, and evaluate texts, and in a enres by making use of linguistic com- hod of delivery: essment Methods: Jule Code: BSTD321 EBUSINESS STUDIES FOR EDUCATIO Jule Outcomes: After completion of have a well-rounded finishing and s including lesson planning and learn concepts, principles and theories in	of appropriate computer programs, as v ademic language register and read and v nvironment; pup communicate effectively orally and c environment; pup find and collect scientific knowledge coherent manner synthesise and propo- ventions used in formal language register N METHODOLOGY this module the student should be able systematic knowledge base of basic Busi ing programme development, with an in	well as apply learning, listening, write academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic ers NQF-Level: to: ness Studies didactical aspects nformed notion of key terms, rules,	
Moo • da re fu • as in ge Met Asse Moo • Title Moo •	Jule Outcomes: On completion of the emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er is an individual and a member of a gro nd acceptable manner in an academic is an individual and a member of a gro terpret, and evaluate texts, and in a enres by making use of linguistic com- hod of delivery: essment Methods: Jule Code: BSTD321 EBUSINESS STUDIES FOR EDUCATIO Jule Outcomes: After completion of have a well-rounded finishing and s including lesson planning and learn concepts, principles and theories in identify themes relevant to Busines	of appropriate computer programs, as y ademic language register and read and w nvironment; pup communicate effectively orally and c environment; pup find and collect scientific knowledge coherent manner synthesise and propo- ventions used in formal language register N METHODOLOGY this module the student should be able systematic knowledge base of basic Busi ing programme development, with an in n this regard;	well as apply learning, listening, write academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic ers NQF-Level: to: ness Studies didactical aspects nformed notion of key terms, rules, the coherent understanding of	
Moo • da re fu • as in ge Met Asse Moo • Title Moo •	Jule Outcomes: On completion of the emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er is an individual and a member of a gro nd acceptable manner in an academic is an individual and a member of a gro terpret, and evaluate texts, and in a enres by making use of linguistic com- hod of delivery: essment Methods: Jule Code: BSTD321 EBUSINESS STUDIES FOR EDUCATIO Jule Outcomes: After completion of have a well-rounded finishing and s including lesson planning and learn concepts, principles and theories in identify themes relevant to Busines concepts, ideas, theories, principles	of appropriate computer programs, as v ademic language register and read and v nvironment; bup communicate effectively orally and c environment; bup find and collect scientific knowledge coherent manner synthesise and propo- ventions used in formal language register N METHODOLOGY this module the student should be able systematic knowledge base of basic Busi ing programme development, with an in a this regard; ss Studies and plan activities supporting	well as apply learning, listening, write academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic ers NQF-Level: to: ness Studies didactical aspects nformed notion of key terms, rules, the coherent understanding of nformation in this regard by using	
Moo • da re fu • as in ge Met Asse Moo • Title Moo •	Jule Outcomes: On completion of the emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er is an individual and a member of a gro nd acceptable manner in an academic is an individual and a member of a gro terpret, and evaluate texts, and in a enres by making use of linguistic com- hod of delivery: essment Methods: Jule Code: BSTD321 EBUSINESS STUDIES FOR EDUCATIO Jule Outcomes: After completion of have a well-rounded finishing and s including lesson planning and learn concepts, principles and theories in identify themes relevant to Busines concepts, ideas, theories, principles	of appropriate computer programs, as v ademic language register and read and v nvironment; bup communicate effectively orally and c environment; bup find and collect scientific knowledge coherent manner synthesise and propo- ventions used in formal language register <u>N METHODOLOGY</u> this module the student should be able systematic knowledge base of basic Busi ing programme development, with an ir n this regard; ss Studies and plan activities supporting s and rules; use unknown and abstract in	well as apply learning, listening, write academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic ers NQF-Level: to: ness Studies didactical aspects nformed notion of key terms, rules, the coherent understanding of nformation in this regard by using	
Moo • da re fu • as in ge Met Asse Moo • Title Moo •	Interpret, and theory driven argument Including lesson planning and theory driven argument Including lesson planning and theories in Including lesson planning and learn concepts, principles and theories in Including lesson planning and learn concepts, principles and theories in Including lesson planning and learn concepts, principles and theories in Identify themes relevant to Busines concepts, ideas, theories, principles graphs and theory driven argument interpret;	of appropriate computer programs, as v ademic language register and read and v nvironment; bup communicate effectively orally and c environment; bup find and collect scientific knowledge coherent manner synthesise and propo- ventions used in formal language register <u>N METHODOLOGY</u> this module the student should be able systematic knowledge base of basic Busi ing programme development, with an ir n this regard; ss Studies and plan activities supporting s and rules; use unknown and abstract in	well as apply learning, listening, write academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic ers NQF-Level: to: ness Studies didactical aspects nformed notion of key terms, rules, the coherent understanding of nformation in this regard by using anise, critically analyse and to	
Moo • da re fu • as in ge Met Asse Moo • Title Moo •	Interpret, adue outcomes: On completion of the emonstrate fundamental knowledge ading and writing strategies, use aca unction effectively in the academic er s an individual and a member of a gro ad acceptable manner in an academic s an individual and a member of a gro terpret, and evaluate texts, and in a enres by making use of linguistic com- hod of delivery: essment Methods: Jule Code: BSTD321 : BUSINESS STUDIES FOR EDUCATIO Jule Outcomes: After completion of have a well-rounded finishing and s including lesson planning and learn concepts, principles and theories in identify themes relevant to Busines concepts, ideas, theories, principles graphs and theory driven argument interpret; demonstrate problem solving abilit	of appropriate computer programs, as y ademic language register and read and w hvironment; bup communicate effectively orally and c environment; bup find and collect scientific knowledge coherent manner synthesise and propo- ventions used in formal language register N METHODOLOGY this module the student should be able systematic knowledge base of basic Busi ing programme development, with an ir a this regard; ss Studies and plan activities supporting s and rules; use unknown and abstract in ts; effectively use IT skills to collect, organ	well as apply learning, listening, vrite academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic ers NQF-Level: to: ness Studies didactical aspects nformed notion of key terms, rules, the coherent understanding of nformation in this regard by using anise, critically analyse and to ning programme development for	
Moo • da re fu • as in ge Met Asse Moo • Title Moo •	Iule Outcomes: On completion of the emonstrate fundamental knowledge eading and writing strategies, use aca unction effectively in the academic er is an individual and a member of a gro nd acceptable manner in an academic is an individual and a member of a gro terpret, and evaluate texts, and in a enres by making use of linguistic com- hod of delivery: essment Methods: Jule Code: BSTD321 :: BUSINESS STUDIES FOR EDUCATIO Jule Outcomes: After completion of have a well-rounded finishing and s including lesson planning and learn concepts, principles and theories in identify themes relevant to Business concepts, ideas, theories, principles graphs and theory driven argument interpret; demonstrate problem solving abilit specific application to Business Stud	of appropriate computer programs, as v ademic language register and read and v nvironment; bup communicate effectively orally and c environment; bup find and collect scientific knowledge coherent manner synthesise and propo- ventions used in formal language register N METHODOLOGY this module the student should be able systematic knowledge base of basic Busi ing programme development, with an ir a this regard; ss Studies and plan activities supporting s and rules; use unknown and abstract in ts; effectively use IT skills to collect, orga	well as apply learning, listening, vrite academic texts, in order to in writing in an ethically responsible e in a variety of study fields, analyse, se solutions in appropriate academic ers NQF-Level: to: ness Studies didactical aspects nformed notion of key terms, rules, the coherent understanding of nformation in this regard by using anise, critically analyse and to ning programme development for known and abstract information,	

 effectively communicate Business Studies didactical aspects ethically, coherently and reliably to students in the classroom situation by using individual or group methods. 			
Method of delivery:			
Assessment Methods:			
Module Code: BSTE111 NQF-Level	:		
Title: BUSINESS STUDIES FOR EDUCATION			
Module Outcomes: After completion of this module, the student should be able to:			
 have a comprehensive fundamental knowledge base of important terms, principles and to the concept of entrepreneurship and the development of business plans; 	theories with reference		
 gather, organise, interpret and present information related to concepts of marketing ar 	nd financing.		
 demonstrate an informed understanding of the business environment and business stu 			
operating of a business enterprise in the South African economy; and	ules as well as the		
 present related information coherently and reliably, and effectively execute assignment 	ts individually or as part		
of a group and creatively solve problems in future orientated business fields in accorda			
Method of delivery:			
Assessment Methods:			
Module Code: BSTE121 NQF-Level	•		
Title: BUSINESS STUDIES FOR EDUCATION			
Module Outcomes: After 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 entering the formal business sector, the concept of management and the development	ent of management		
styles;			
 gather, organise, interpret and present information related to international business play 	an and the concepts of		
management;			
 demonstrate an informed understanding of the e-business and the business environme 			
theoretical issues surrounding Business studies, but also to use this to solve practical sc			
 to present related information coherently and reliably, and effectively execute assignm 			
part of a group and creatively solve problems in future orientated business fields in acc	ordance with business		
ethics.			
Method of delivery:			
Method of delivery: Assessment Methods:			
Method of delivery: Assessment Methods: Module Code: BSTE211 NQF-Level	:		
Method of delivery: Assessment Methods: Module Code: BSTE211 Title: BUSINESS STUDIES FOR EDUCATION	:		
Method of delivery: Assessment Methods: Module Code: BSTE211 NQF-Level Title: BUSINESS STUDIES FOR EDUCATION Module Outcomes: After completion of this module, the student should be able to:			
Method of delivery: Assessment Methods: Module Code: BSTE211 NQF-Level Title: BUSINESS STUDIES FOR EDUCATION Module Outcomes: After completion of this module, the student should be able to: • have a sound understanding of key terms, rules, concepts, established principles and the	eories with reference to		
Method of delivery: Assessment Methods: Module Code: BSTE211 NQF-Level Title: BUSINESS STUDIES FOR EDUCATION Module Outcomes: After completion of this module, the student should be able to: • have a sound understanding of key terms, rules, concepts, established principles and th the business environment and business management with a solid knowledge base regardered	eories with reference to		
Method of delivery: Assessment Methods: Module Code: BSTE211 NQF-Level Title: BUSINESS STUDIES FOR EDUCATION Module Outcomes: After completion of this module, the student should be able to: • have a sound understanding of key terms, rules, concepts, established principles and th the business environment and business management with a solid knowledge base regardusiness;	eories with reference to rding entry strategies of a		
Method of delivery: Assessment Methods: Module Code: BSTE211 NQF-Level Title: BUSINESS STUDIES FOR EDUCATION Module Outcomes: After completion of this module, the student should be able to: • have a sound understanding of key terms, rules, concepts, established principles and th the business environment and business management with a solid knowledge base regation business; • gather, organise, make a critical analysis and also interpret information about forms of	eories with reference to rding entry strategies of a ownership;		
Method of delivery: Assessment Methods: Module Code: BSTE211 NQF-Level Title: BUSINESS STUDIES FOR EDUCATION Nodule Outcomes: After completion of this module, the student should be able to: • have a sound understanding of key terms, rules, concepts, established principles and th the business environment and business management with a solid knowledge base regation business; • gather, organise, make a critical analysis and also interpret information about forms of • communicate information coherently and reliably, individually or as part of a group; and	eories with reference to rding entry strategies of a ownership; rd		
Method of delivery: Assessment Methods: Module Code: BSTE211 NQF-Level Title: BUSINESS STUDIES FOR EDUCATION Module Outcomes: After completion of this module, the student should be able to: • have a sound understanding of key terms, rules, concepts, established principles and th the business environment and business management with a solid knowledge base regation business; • gather, organise, make a critical analysis and also interpret information about forms of	eories with reference to rding entry strategies of a ownership; rd		
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•	the integrated marketing strategy,	systematic knowledge base of the marke external relations, the financial function	n and management and asset
	management, with an informed no functional management;	tion of key terms, rules, concepts, princ	iples and theories with regard to
•	-	ss Studies and plan activities supporting	the coherent understanding of
	concepts, ideas, theories, principle		d abstract information in this regard
		arguments; effectively use IT skills to col	llect, organise, critically analyse and to
	interpret;		
•		ies to plan and present lessons for spec	
		known and abstract information, graphs analyse and to interpret giving evidence	, .
•		Studies ethically, coherently and reliably	. –
-	situation by using individual or grou		to students in the classiooni
Met	hod of delivery:		
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Mod	dule Code: BSTE 321		NQF-Level:
Title	BUSINESS STUDIES FOR EDUCATIO	N	
Mod	dule Outcomes: After completion of	this module the student should be able	to:
•		systematic knowledge base of financial	
		anagement and activities and the challe	
•		ules, concepts, principles and theories w ss Studies and plan activities supporting	.
•		s and rules; use unknown and abstract i	Ū.
		ts; effectively use IT skills to collect, orga	• • •
	interpret;		
•		ies to plan and present lessons for spec	ific application to Business Studies,
	using appropriate technologies, un	known and abstract information, graphs	s and theory driven arguments and IT
	skills to collect, organise, critically a	analyse and to interpret giving evidence	of theoretical underpinning; and
•		Studies ethically, coherently and reliably	to students in the classroom
	situation by using individual or grou	up methods.	
	hod of delivery:	up methods.	
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	omputer systems and the components, characteristics and basic operation of a computer; emonstrate skills in doing troubleshooting of simple end-user computer-related hardware and software		
-	problems;		
•	 demonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in the teaching situation; and 		
	e teaching situation; and emonstrate understanding of issues related to the impact of information and communication technologies on		
-	e environment and society in a global context.		
Met	d of delivery:		
Asse	nent Methods:		
Mod	e Code: CATE121 NQF-Level:		
Titl	COMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION: ELEMENTARY WORD PROCESSING		
Mod	e Outcomes: Upon completion of this module, the student should:		
•	lemonstrate knowledge about the accountable use of input devices and a word processing program;		
•	nake use of case studies to demonstrate keyboarding skills and practical skills in elementary word processing		
	unctions;		
•	lemonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in		
	he teaching situation; and lemonstrate understanding of issues related to the use of e-documents.		
- Mot	d of delivery:		
-	nent Methods:		
	e Code: CATE 211 NQF-Level:		
	OMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION: ADVANCED WORD PROCESSING		
	e Outcomes: Upon completion of this module, the student should:		
•	emonstrate detailed knowledge and extended comprehension of input devices, a word processing programme		
	nd the didactical aspects of the unique teaching methods for Computer Applications Technology with special		
	ference to inclusive education;		
•	emonstrate practical skills in the application of advanced word processing functions by using relevant case		
	udies; and		
•	emonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in		
	ne teaching situation.		
-	d of delivery:		
	nent Methods:		
	e Code: CATE 221 NQF-Level:		
	OMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION: SPREADSHEETS		
Mod	e Outcomes: Upon completion of this module, the student should:		
•	emonstrate detailed knowledge and extended understanding of the general concepts of a spreadsheet rogram in teaching-related examples;		
	emonstrate profound skills in reliable design, editing, formatting and management of spreadsheets and charts		
-	s well as applicable problem-solving skills, in groups or individual, with the aid of a spreadsheet package;		
	emonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in		
	te teaching situation.		
Met	d of delivery:		
	nent Methods:		
	e Code: CATE 311 NQF-Level:		
TITL	COMPUTER APPLICATIONS TECHNOLOGY FOR EDUCATION: PRESENTATIONS, DESKTOP PUBLISHING AND WEB		
	DESIGN		
Mod	e Outcomes: Upon completion of this module, the student should:		
•	emonstrate adequate knowledge of the use of software suitable for presentations, desktop publishing and		
	ebpage design;		
•	emonstrate practical skills and design principals in using presentations, desktop publishing and webpage design		
	nd the ability to integrate these applications with other application software;		
•	emonstrate the ability to apply the teaching-learning principles of relevant topics addressed in this module in		
	ie teaching situation; and		
•	emonstrate the ability to evaluate various sources in order to acquire information to use in presentations,		
Mat	esktop publishing and webpage design.		
	d of delivery: ment Methods:		
	e Code: CATE 321 NQF-Level:		

Title: (COMPUTER APPLICATIONS TECHNO	DLOGY FOR EDUCATION: DATABASES AN	D DATA COMMUNICATION	
Modu	le Outcomes: Upon completion of	this module, the student should:		
• 0	 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; 			
c	lifferent types of networks, comm	unication media and products as well as	the handling of data in a network;	
• 0	• demonstrate practical skill regarding the design and management of a database as well as the ability to compare			
a	and evaluate different network topologies and network media;			
• 0	• demonstrate the skill to apply the teaching-learning principles of relevant topics addressed in this module in the			
t	teaching situation; and			
• t				
	Method of delivery:			
Assess	ment Methods:			
Modu	e Code: CMPF111		NQF-Level:	
	EDUCATIONAL COMPUTER LITERAC	CY		
	le Outcomes: Upon completion of			
		ersonal computer systems, application so	offware and information and	
	communication skills;			
		ng the use of a word processing program	spreadsheet program and	
	presentation program as they are a		, spi caasileet program and	
		ties in the practical application of applica	tion software in the teaching-	
	earning situation; and	···· ··· ··· ··· ··· ··· ··· ··· ··· ·		
	2	and integration of computers in the tead	ching-learning situation.	
	od of delivery:			
	sment Methods:			
	le Code: CTED211		NQF-Level:	
	CIVIL TECHNOLOGY METHODOLOG	Υ		
		s module the student should be able to:		
	•	edge of the National Curriculum Stateme	ant policy of Civil Technology for	
			in policy of civil reenhology for	
, c	education in the Further Education and Training phase;			
• •	 demonstrate the knowledge and skills in problem-based teaching approaches; and 			
	•	kills in problem-based teaching approach		
c	demonstrate the ability to plan app	kills in problem-based teaching approach propriate technology lessons according to		
c t	demonstrate the ability to plan app hat is used as the organising conce	kills in problem-based teaching approach propriate technology lessons according to		
t Metho	demonstrate the ability to plan app hat is used as the organising conce od of delivery:	kills in problem-based teaching approach propriate technology lessons according to		
t Metho Assess	demonstrate the ability to plan app hat is used as the organising conce of of delivery: ment Methods:	kills in problem-based teaching approach propriate technology lessons according to	o the unique technological process	
Metho Assess Modu	demonstrate the ability to plan app hat is used as the organising conce od of delivery: sment Methods: le Code: CTED321	tills in problem-based teaching approach propriate technology lessons according to ept.		
Metho Assess Modul Title: 0	demonstrate the ability to plan app hat is used as the organising conce od of delivery: sment Methods: le Code: CTED321 CIVIL TECHNOLOGY METHODOLOG	xills in problem-based teaching approach propriate technology lessons according to ept.	o the unique technological process	
Metho Assess Modul Title: (Modul	demonstrate the ability to plan app hat is used as the organising conce od of delivery: sment Methods: le Code: CTED321 CIVIL TECHNOLOGY METHODOLOG le outcomes: On completion of this	Kills in problem-based teaching approach propriate technology lessons according to ept. Y s module the student should be able to:	o the unique technological process	
Metho Assess Modul Title: 0 Modul	demonstrate the ability to plan app hat is used as the organising conce od of delivery: sment Methods: le Code: CTED321 CIVIL TECHNOLOGY METHODOLOG le outcomes: On completion of this demonstrate competence regarding	kills in problem-based teaching approach propriate technology lessons according to ept. Y s module the student should be able to: g curriculum development in the field of	NQF-Level: Civil Technology for Education;	
Metho Assess Modul Title: (Modul • c • a	demonstrate the ability to plan app hat is used as the organising conce of of delivery: iment Methods: le Code: CTED321 CIVIL TECHNOLOGY METHODOLOG le outcomes: On completion of this demonstrate competence regarding apply and discuss suitable types of	Kills in problem-based teaching approach propriate technology lessons according to ept. Y s module the student should be able to:	NQF-Level: Civil Technology for Education;	
Metho Assess Modul Title: 0 Modul • 0 • a	demonstrate the ability to plan app hat is used as the organising conce od of delivery: iment Methods: le Code: CTED321 CIVIL TECHNOLOGY METHODOLOG le outcomes: On completion of thi demonstrate competence regardin apply and discuss suitable types of Education lesson; and	sills in problem-based teaching approach propriate technology lessons according to ept. Y s module the student should be able to: g curriculum development in the field of assessment strategies in the different ta	D the unique technological process NQF-Level: Civil Technology for Education; sk types of an Civil Technology for	
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Metho Assess Modul Title: C Modul • c • c • c • c • c • c • c • c • c • c	demonstrate the ability to plan app hat is used as the organising conce of of delivery: iment Methods: le Code: CTED321 CIVIL TECHNOLOGY METHODOLOG le outcomes: On completion of thi demonstrate competence regardin, apply and discuss suitable types of iducation lesson; and design and compile portfolios for bi od of delivery: iment Methods: le Code: CTED421 CIVIL TECHNOLOGY METHODOLOG le outcomes: On completion of thi demonstrate a verbal awareness ar and on-site visits during practical se design and compile portfolios for bi adequately demonstrate the capab	kills in problem-based teaching approach propriate technology lessons according to ept. Y s module the student should be able to: g curriculum development in the field of assessment strategies in the different tai oth learners and educators in Civil Techn y Y s module the student should be able to: g curriculum development in the field of assessment strategies in the different tai oth learners and educators in Civil Techn understanding of the safety aspects a essions; oth learners and educators in Civil Techn illity to integrate the knowledge and skill	Definition NQF-Level: Civil Technology for Education; sk types of an Civil Technology for pology for Education. NQF-Level: NQF-Level: pplicable in the classroom, workshop pology for Education; and s acquired in the prerequisite	
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Metho Assess Modul Title: C Modul • C • C • C • C • C • C • C • C • C • C	demonstrate the ability to plan app hat is used as the organising conce of of delivery: iment Methods: le Code: CTED321 CIVIL TECHNOLOGY METHODOLOG le outcomes: On completion of thi demonstrate competence regardin apply and discuss suitable types of iducation lesson; and design and compile portfolios for bi of delivery: iment Methods: le Code: CTED421 CIVIL TECHNOLOGY METHODOLOG le outcomes: On completion of thi demonstrate a verbal awareness ar and on-site visits during practical se design and compile portfolios for bi adequately demonstrate the capab modules in the compiling and press and of delivery: iment Methods:	kills in problem-based teaching approach propriate technology lessons according to ept. Y s module the student should be able to: g curriculum development in the field of assessment strategies in the different tai oth learners and educators in Civil Techn y Y s module the student should be able to: g curriculum development in the field of assessment strategies in the different tai oth learners and educators in Civil Techn understanding of the safety aspects a essions; oth learners and educators in Civil Techn illity to integrate the knowledge and skill	b the unique technological process NQF-Level: Civil Technology for Education; sk types of an Civil Technology for tology for Education. NQF-Level: pplicable in the classroom, workshop tology for Education; and s acquired in the prerequisite ion project.	
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Metho Assess Modul Title: C Modul • C • C • C Metho Assess Modul • C • C • C • C • C • C • C • C • C • C	demonstrate the ability to plan app hat is used as the organising conce of of delivery: iment Methods: le Code: CTED321 CIVIL TECHNOLOGY METHODOLOG le outcomes: On completion of thi demonstrate competence regardin apply and discuss suitable types of Education lesson; and design and compile portfolios for bi of of delivery: iment Methods: le code: CTED421 CIVIL TECHNOLOGY METHODOLOG le outcomes: On completion of thi demonstrate a verbal awareness ar and on-site visits during practical se design and compile portfolios for bi idequately demonstrate the capab modules in the compiling and prese of of delivery: iment Methods: le Code: CTEE211 CIVIL TECHNOLOGY FOR EDUCATIO	Kills in problem-based teaching approach propriate technology lessons according to ept. Y s module the student should be able to: g curriculum development in the field of assessment strategies in the different ta oth learners and educators in Civil Techn y s module the student should be able to: nd understanding of the safety aspects a essions; oth learners and educators in Civil Techn ility to integrate the knowledge and skill entation of a Civil Technology for Educati N	b the unique technological process NQF-Level: Civil Technology for Education; sk types of an Civil Technology for tology for Education. NQF-Level: pplicable in the classroom, workshop tology for Education; and s acquired in the prerequisite ion project.	
Metho Assess Modul Title: C Modul • C • C • C Metho Assess Modul • C • C • C • C • C • C • C • C • C • C	demonstrate the ability to plan app hat is used as the organising conce of of delivery: iment Methods: le Code: CTED321 CIVIL TECHNOLOGY METHODOLOG le outcomes: On completion of thi demonstrate competence regardin apply and discuss suitable types of Education lesson; and design and compile portfolios for bi of of delivery: iment Methods: le code: CTED421 CIVIL TECHNOLOGY METHODOLOG le outcomes: On completion of thi demonstrate a verbal awareness ar and on-site visits during practical se design and compile portfolios for bi idequately demonstrate the capab modules in the compiling and prese of of delivery: iment Methods: le Code: CTEE211 CIVIL TECHNOLOGY FOR EDUCATIO	Kills in problem-based teaching approach propriate technology lessons according to ept. Y s module the student should be able to: g curriculum development in the field of assessment strategies in the different ta: oth learners and educators in Civil Technology Y s module the student should be able to: g curriculum development in the field of assessment strategies in the different ta: oth learners and educators in Civil Technology for Education Y s module the student should be able to: nd understanding of the safety aspects approximation of a civil Technology for Education of a Civil Technology for Education	b the unique technological process NQF-Level: Civil Technology for Education; sk types of an Civil Technology for tology for Education. NQF-Level: pplicable in the classroom, workshop tology for Education; and s acquired in the prerequisite ion project.	
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	explain the terminologies of brickdying,			
•	explain and dentity problems that are normally associated with the family of roundations on certain son			
	formations; and			
•	•	nicate their points of view in writing.		
	thod of delivery:			
Ass	essment Methods:			
Mo	dule Code: CTEE221		NQF-Level:	
Title	: CIVIL TECHNOLOGY FOR EDUCATIO	DN		
Mo	dule outcomes: On completion of thi	s module the student should be able to:		
•	demonstrate a basic knowledge in	choosing, designing and making the corr	rect woodwork joints in practical work	
	sessions;			
•	explain all relevant terminologies t	hat occur in the field of study; and		
•	explain and express their basic kno	wledge concerning concrete, concrete n	nixtures and the curing of different	
	aggregate mixtures.			
Met	thod of delivery:			
Ass	essment Methods:			
Mo	dule Code: CTEE311		NQF-Level:	
Title	: CIVIL TECHNOLOGY FOR EDUCATIO	N		
Mo	dule outcomes: On completion of thi	s module the student should be able to:		
•	demonstrate their knowledge by d	esigning, planning and drawing house pl	ans;	
•	show a thorough knowledge of, an	d describe, choose and design appropria	ate roofs and roof trusses for different	
	structures;			
•	analyse and explain their knowledg	e concerning the behaviour of different	soils;	
•	explain and express their well-foun	ded knowledge concerning structures th	nat match the soil's shortcomings; and	
•	communicate and demonstrate, in	writing and sketching, their points of vie	ew.	
Met	thod of delivery:			
Ass	essment Methods:			
Mo	dule Code: CTEE321		NQF-Level:	
Title	: CIVIL TECHNOLOGY FOR EDUCATIO	N		
Mo	dule Outcomes: Module outcomes: 0	On completion of this module the studer	nt should be able to:	
Mo •		On completion of this module the studer iscussing and designing different aspects		
	demonstrate their knowledge by d and gravity walls;		s of the construction of basements	
	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an	iscussing and designing different aspects	s of the construction of basements mns and beams;	
	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec	iscussing and designing different aspects d describe the method of designing colu	s of the construction of basements mns and beams; nd digital photos;	
• • •	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a	s of the construction of basements mns and beams; nd digital photos; lation; and	
• • •	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a acerning sanitary components and instal	s of the construction of basements mns and beams; nd digital photos; lation; and	
• • • •	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a acerning sanitary components and instal	s of the construction of basements mns and beams; nd digital photos; lation; and	
• • •	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply.	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a acerning sanitary components and instal	s of the construction of basements mns and beams; nd digital photos; lation; and	
• • • Met	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply. thod of delivery:	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a acerning sanitary components and instal	s of the construction of basements mns and beams; nd digital photos; lation; and	
• • • Met Asso	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply. thod of delivery: essment Methods:	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a icerning sanitary components and instal owledge concerning the importance of r	s of the construction of basements mns and beams; nd digital photos; lation; and managing sanitary works and the	
• • • Met Asso Mot	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply. thod of delivery: essment Methods: dule Code: CTEE411 e: CIVIL TECHNOLOGY FOR EDUCATION	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a icerning sanitary components and instal owledge concerning the importance of r	s of the construction of basements mns and beams; nd digital photos; lation; and managing sanitary works and the NQF-Level:	
• • • Met Asso Mot	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply. thod of delivery: essment Methods: dule Code: CTEE411 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a iscerning sanitary components and instal owledge concerning the importance of r	s of the construction of basements mns and beams; nd digital photos; lation; and managing sanitary works and the NQF-Level:	
• • • Met Asso Moo Title	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply. thod of delivery: essment Methods: dule Code: CTEE411 E: CIVIL TECHNOLOGY FOR EDUCATIO dule outcomes: On completion of thi analyse and demonstrate profound	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a iccerning sanitary components and instal owledge concerning the importance of r by s module the student should be able to:	s of the construction of basements mns and beams; nd digital photos; lation; and managing sanitary works and the NQF-Level:	
• • • Met Asso Moo Title	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply. thod of delivery: essment Methods: dule Code: CTEE411 E: CIVIL TECHNOLOGY FOR EDUCATION dule outcomes: On completion of thi analyse and demonstrate profound structures and buildings by using p	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a icerning sanitary components and instal owledge concerning the importance of r DN s module the student should be able to: I knowledge concerning different and ac	s of the construction of basements mns and beams; nd digital photos; lation; and managing sanitary works and the NQF-Level:	
• • • Met Asso Moo Title	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply. thod of delivery: essment Methods: dule Code: CTEE411 E: CIVIL TECHNOLOGY FOR EDUCATION dule outcomes: On completion of thi analyse and demonstrate profound structures and buildings by using p	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a iccerning sanitary components and instal owledge concerning the importance of r biology of the student should be able to: I knowledge concerning different and ac rinciples of strength and mechanics; bound and systematic approach to calcula	s of the construction of basements mns and beams; nd digital photos; lation; and managing sanitary works and the NQF-Level:	
• • • Met Asso Moo Title	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply. thod of delivery: essment Methods: dule Code: CTEE411 E: CIVIL TECHNOLOGY FOR EDUCATIO dule outcomes: On completion of thi analyse and demonstrate profound structures and buildings by using p analyse, use and explain their profi structures by implementing princip	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a iccerning sanitary components and instal owledge concerning the importance of r biology of the student should be able to: I knowledge concerning different and ac rinciples of strength and mechanics; bound and systematic approach to calcula	s of the construction of basements mns and beams; nd digital photos; lation; and managing sanitary works and the NQF-Level: dvanced designing principles of ate materials needed for completing	
• • • Met Asso Moo Title	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply. thod of delivery: essment Methods: dule Code: CTEE411 E: CIVIL TECHNOLOGY FOR EDUCATIO dule outcomes: On completion of thi analyse and demonstrate profound structures and buildings by using p analyse, use and explain their profi structures by implementing princip	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a incerning sanitary components and instal owledge concerning the importance of r by s module the student should be able to: d knowledge concerning different and ac rinciples of strength and mechanics; ound and systematic approach to calcula iles of quantity surveying; and	s of the construction of basements mns and beams; nd digital photos; lation; and managing sanitary works and the NQF-Level: dvanced designing principles of ate materials needed for completing	
Met Asso Moo Title Moo	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply. thod of delivery: essment Methods: dule Code: CTEE411 a: CIVIL TECHNOLOGY FOR EDUCATION dule outcomes: On completion of thi analyse and demonstrate profound structures and buildings by using p analyse, use and explain their profe structures by implementing princip by means of research, verbally com	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a incerning sanitary components and instal owledge concerning the importance of r by s module the student should be able to: d knowledge concerning different and ac rinciples of strength and mechanics; ound and systematic approach to calcula iles of quantity surveying; and	s of the construction of basements mns and beams; nd digital photos; lation; and managing sanitary works and the NQF-Level: dvanced designing principles of ate materials needed for completing	
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Met Asso Mor Title Mor Asso Mor Title	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply. thod of delivery: essment Methods: dule Code: CTEE411 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi analyse and demonstrate profound structures and buildings by using p analyse, use and explain their profo structures by implementing princip by means of research, verbally com usually occur in practice. thod of delivery: essment Methods: dule Code: CTEE421 e: CIVIL TECHNOLOGY FOR EDUCATIC	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a iscerning sanitary components and instal owledge concerning the importance of r biologic concerning the importance of r biologic concerning different and ac rinciples of strength and mechanics; bound and systematic approach to calcula isles of quantity surveying; and imunicate, in well-formulated argument biologic concerning different and ac rinciples of strength and mechanics; bound and systematic approach to calcula isles of quantity surveying; and imunicate, in well-formulated argument biologic concerning different and ac rinciples of strength and mechanics; biologic concerning d	s of the construction of basements mns and beams; nd digital photos; lation; and managing sanitary works and the NQF-Level: dvanced designing principles of ate materials needed for completing s, the problems and solutions that NQF-Level: NQF-Level:	
Met Asso Mor Title Mor Asso Mor Title	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply. thod of delivery: essment Methods: dule Code: CTEE411 E: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi analyse and demonstrate profound structures and buildings by using p analyse, use and explain their profe structures by implementing princip by means of research, verbally com usually occur in practice. thod of delivery: essment Methods: dule Code: CTEE421 E: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a accerning sanitary components and instal owledge concerning the importance of r based on the student should be able to: d knowledge concerning different and ac rinciples of strength and mechanics; bund and systematic approach to calcula iles of quantity surveying; and imunicate, in well-formulated argument based of the student should be able to:	s of the construction of basements mns and beams; nd digital photos; lation; and managing sanitary works and the NQF-Level: dvanced designing principles of ate materials needed for completing ss, the problems and solutions that NQF-Level:	
Met Asso Mor Title Mor Asso Mor Title	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply. thod of delivery: essment Methods: dule Code: CTEE411 2: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi analyse and demonstrate profound structures and buildings by using p analyse, use and explain their profn structures by implementing princip by means of research, verbally com usually occur in practice. thod of delivery: essment Methods: dule Code: CTEE421 2: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate a systematic and thor	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a iscerning sanitary components and instal owledge concerning the importance of r biologic concerning the importance of r biologic concerning different and ac rinciples of strength and mechanics; bound and systematic approach to calcula isles of quantity surveying; and imunicate, in well-formulated argument biologic concerning different and ac rinciples of strength and mechanics; bound and systematic approach to calcula isles of quantity surveying; and imunicate, in well-formulated argument biologic concerning different and ac rinciples of strength and mechanics; biologic concerning d	s of the construction of basements mns and beams; nd digital photos; lation; and managing sanitary works and the NQF-Level: dvanced designing principles of ate materials needed for completing ss, the problems and solutions that NQF-Level:	
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Met Assu Moo Title Moo • • • • • • • • • • • • •	demonstrate their knowledge by d and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge cor explain and express well-founded kn utilisation of natural water supply. thod of delivery: essment Methods: dule Code: CTEE411 a: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi analyse and demonstrate profound structures and buildings by using p analyse, use and explain their profo structures by implementing princip by means of research, verbally cor usually occur in practice. thod of delivery: essment Methods: dule Code: CTEE421 a: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate a systematic and thor referring to mechanical principles; demonstrate a well-rounded and p	iscussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a accerning sanitary components and instal owledge concerning the importance of r based on the student should be able to: d knowledge concerning different and ac rinciples of strength and mechanics; bund and systematic approach to calcula iles of quantity surveying; and imunicate, in well-formulated argument based of the student should be able to:	s of the construction of basements mns and beams; nd digital photos; lation; and managing sanitary works and the NQF-Level: dvanced designing principles of ate materials needed for completing is, the problems and solutions that NQF-Level: es that can be applied in practice n of materials; and	

Method of delivery:				
Assessment Methods:				
MODULE CODE: ECOD321		NQF-Level:		
Title: ECONOMICS METHODOLOGY				
	this module the student should be able	to:		
-	ic knowledge base of lesson planning, st			
	ement of the subject didactics of Econor			
according to the National Curricul	blished principles and theories regarding	, the presentation of Economics		
-		ng Feenemies didecties concents and		
	nalysis and interpret information regarding			
-	niliar concrete and abstract information	using theory-univen arguments and th		
skills appropriately;				
-	communicate coherently and reliably in individual or group context about the steps in the economic			
	d to present information effectively with			
_	ou have mastered in this module effecti	vely to teach it in future to students		
according to ethically established	norms and values.			
Method of delivery:				
Assessment Methods:				
Module Code: ECOD411		NQF-Level:		
Title: ECONOMICS METHODOLOGY				
-	this module the student should be able			
	e and systematic knowledge of the Natio			
	ents for grades 10-12 and display an info	•		
principles and theories with regard	d to classroom management, creative tea	aching and active learning in the		
economics classroom;				
 execute critical analyses, synthese 	s and evaluations of quantitative- and qu	alitative information with regard to		
classroom administration, classroo	om organisation and record-keeping;			
 effectively present academically-p 	rofessional information with regard to as	ssessment of Economics teaching as		
well as planning and preparation of	of Economics lessons using IT-skills and co	oherently and validly communicate as		
an individual or as part of a group;	and			
 use the knowledge and skills mast 	ered in this module effectively to presen	t the subject Economics to grade 10-		
12 students using the Outcomes-B	ased Educational approach and impleme	ent norms and values prescribed by		
the Education Department				
Method of delivery:				
Assessment Methods:				
Module Code: ECOE111		NQF-Level:		
Title: ECONOMICS FOR EDUCATION: INT	RODUCTION TO ECONOMICS (PART 1)			
Module Outcomes: After completion of	this module student should be able to:			
 have a comprehensive fundament 	al knowledge base of important terms, p	rinciples and theories with reference		
to the concept of economics, the e	economic problem and the measuring of	the performance of the economy		
 and gather, organize, interpret and 	d present information related to scarcity	, choice, opportunity costs, micro- and		
macro economics, positive- and no	ormative economics, national income, de	termining national income, the uses		
of national income figures and the	methods of increasing national income			
 demonstrate an informed underst 	anding of the consumer and the produce	er, the production- and distribution		
issue, as well as the mutual depen	dence between the important sectors, m	arkets and flows in a mixed economy		
and the development and perform	nance of the South African economy			
 to present related information col 	nerently and reliably in order to, in the fu	iture, use the knowledge and skills		
you mastered in this module to ef	fectively and according to ethical establis	shed values, instruct your future		
learners.				
 and effectively execute assignment 	ts individually or as part of a group and o	creatively solve problems in relevant		
economic fields				
Method of delivery:				
Assessment Methods:				
Module Code: ECOE121		NQF-Level:		
Title: ECONOMICS FOR EDUCATION: INT	RODUCTION TO ECONOMICS (PART 2)			
	this module the student should be able	to:		
	al knowledge base of important terms, p			
	and problems such as privatisation, dere	•		

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 wants (needs), 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 to students. Method of delivery: Assessment Methods: Module Code: ECOE211 NQF-Level: Title: ECONOMICS FOR EDUCATION: MICRO-ECONOMICS Module Outcomes: After 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: Assessment Methods: Module Code: ECOE221 NQF-Level: Title: ECONOMICS FOR EDUCATION: FROM MICRO-TO MACRO-ECONOMICS Module Outcomes: After 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, macroeconomic 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 to students. Method of delivery: Assessment Methods:

 Module Code: ECOE311
 NQF-Level:

 Title: ECONOMICS FOR EDUCATION: MACRO-ECONOMIC PROBLEMS (PART 1)
 Module Outcomes: After 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 and dispose of a finished and systematic knowledge basis of economically related questions, elementary Keynesian macro-economic models and macro-economic theory and policy;

 to gather, organise, critically analyse and interpret information with reference to economic integration, international trade, poverty, productivity and the economic policy of the state and possess the ability to deal with unfamiliar and abstract information in connection with elementary Keynesian macro-economic models by making use of graphs and theory-driven arguments;

- Communicate coherently and reliably in the above-mentioned regard in individual or group context and to
 present information effectively with the aid of IT skills;
- use the knowledge and skills that you mastered in this module in the future to effectively teach it to your students according to ethically established norms and values.

Method of delivery:			
Assessment Methods:			
Module Code: ECOE321		NQF-Level:	
Title: ECONOMICS FOR EDUCATION: MA	ACRO-ECONOMIC PROBLEMS (PART 2)	-	
	f this module the student should be able	to:	
 have a well-rounded and systema 	tic knowledge base of unemployment an	d economic growth and development	
and demonstrate an informed une	derstanding of key terms, rules, concepts	, principles and theories with regard	
to the causes, effects and measur			
 interact with unfamiliar and abstr 	act information in respect of the nature a	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 an	d to present information effectively with	the aid of IT skills; and	
 use the knowledge and skills that 	you have mastered in this module effecti	ively to teach it in future to students	
according to ethically established	norms and values.		
Method of delivery:			
Assessment Methods: 3 hours 1:1			
Module Code: EDCC112		NQF-Level:	
Title: PROFESSIONAL STUDIES			
Module Outcomes: Upon completion o	f this module, the student should be able	e to:	
 Demonstrate a fundamental know 	vledge of the relationship between educa	ation, teaching and learning as it	
manifests itself in classroom activ	ities (instructional planning and impleme	ntation)Use pre-prepared	
observational instruments to iden	tify major school and routine administrat	tive activities and communicate	
observational findings on selected	l aspects in a written report, as well as in	oral presentation	
 Demonstrate knowledge and under the second se	erstanding of teaching as a profession		
 Design and implement educational 	al media/technologies for this level of stu	dy	
Method of delivery:			
Assessment Methods: 2 hours 1:1			
Assessment Methods: 2 hours 1:1 Module Code: EDCC 113		NQF-Level:	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCA			
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCA	TION f this module, the student should be able		
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCA Module Outcomes: Upon completion o		e to:	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCA Module Outcomes: Upon completion o • demonstrate fundamental knowle	f this module, the student should be able	e to: ducation is by identifying the	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCA Module Outcomes: Upon completion o • demonstrate fundamental knowle essential questions to be consider a philosophy of education;	f this module, the student should be able edge of what philosophy/ philosophy of e red when developing a philosophy of edu	e to: ducation is by identifying the cation and describing the purposes of	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCA Module Outcomes: Upon completion o • demonstrate fundamental knowle essential questions to be consider a philosophy of education; • identify and explain the perennial	f this module, the student should be able edge of what philosophy/ philosophy of e	e to: ducation is by identifying the cation and describing the purposes of	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCAT Module Outcomes: Upon completion o • demonstrate fundamental knowle essential questions to be consider a philosophy of education; • identify and explain the perennial epistemology;	f this module, the student should be able edge of what philosophy/ philosophy of e ed when developing a philosophy of edu categories of philosophy, namely ontolo	e to: ducation is by identifying the cation and describing the purposes of gy, cosmology, anthropology and	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCAT Module Outcomes: Upon completion of • demonstrate fundamental knowle essential questions to be consider a philosophy of education; • identify and explain the perennial epistemology; • demonstrate fundamental knowle	f this module, the student should be able edge of what philosophy/ philosophy of e red when developing a philosophy of edu categories of philosophy, namely ontolo edge of the philosophical foundations of o	e to: ducation is by identifying the cation and describing the purposes of gy, cosmology, anthropology and	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCA Module Outcomes: Upon completion of demonstrate fundamental knowle essential questions to be consider a philosophy of education; identify and explain the perennial epistemology; demonstrate fundamental knowle formulate an own philosophy of li	f this module, the student should be able edge of what philosophy/ philosophy of e ed when developing a philosophy of edu categories of philosophy, namely ontolo edge of the philosophical foundations of o fe/education;	e to: ducation is by identifying the cation and describing the purposes of gy, cosmology, anthropology and putcomes-based education;	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCA Module Outcomes: Upon completion o • demonstrate fundamental knowle essential questions to be consider a philosophy of education; • identify and explain the perennial epistemology; • demonstrate fundamental knowle formulate an own philosophy of li	f this module, the student should be able edge of what philosophy/philosophy of e ed when developing a philosophy of edu categories of philosophy, namely ontolo edge of the philosophical foundations of o fe/education; of the South African education system a	e to: ducation is by identifying the cation and describing the purposes of gy, cosmology, anthropology and putcomes-based education; nd to write down lessons learned;	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCA Module Outcomes: Upon completion o • demonstrate fundamental knowle essential questions to be consider a philosophy of education; • identify and explain the perennial epistemology; • demonstrate fundamental knowle formulate an own philosophy of Ii • describe the historical framework • demonstrate the ability of problem	f this module, the student should be able edge of what philosophy/philosophy of e ed when developing a philosophy of edu categories of philosophy, namely ontolo edge of the philosophical foundations of o fe/education; of the South African education system an m solving through dialogue to clarify own	e to: ducation is by identifying the cation and describing the purposes of gy, cosmology, anthropology and putcomes-based education; nd to write down lessons learned;	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCA Module Outcomes: Upon completion o • demonstrate fundamental knowle essential questions to be consider a philosophy of education; • identify and explain the perennial epistemology; • demonstrate fundamental knowle formulate an own philosophy of I • demonstrate the ability of problet and spiritual issues and dilemmas	f this module, the student should be able edge of what philosophy/philosophy of e ed when developing a philosophy of edu categories of philosophy, namely ontolo edge of the philosophical foundations of o fe/education; of the South African education system an m solving through dialogue to clarify own	e to: ducation is by identifying the cation and describing the purposes of gy, cosmology, anthropology and putcomes-based education; nd to write down lessons learned;	
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Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCAT Module Outcomes: Upon completion o demonstrate fundamental knowle essential questions to be consider a philosophy of education; identify and explain the perennial epistemology; demonstrate fundamental knowle formulate an own philosophy of li describe the historical framework demonstrate the ability of probler and spiritual issues and dilemmas Method of delivery: Assessment Methods: Module Code: EDCC123	f this module, the student should be able edge of what philosophy/ philosophy of e red when developing a philosophy of edu categories of philosophy, namely ontolo edge of the philosophical foundations of o fe/education; of the South African education system an n solving through dialogue to clarify own in education	e to: ducation is by identifying the cation and describing the purposes of gy, cosmology, anthropology and putcomes-based education; nd to write down lessons learned;	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCAT Module Outcomes: Upon completion of • demonstrate fundamental knowle essential questions to be consider a philosophy of education; • identify and explain the perennial epistemology; • demonstrate fundamental knowle • formulate an own philosophy of li • describe the historical framework • demonstrate the ability of problem and spiritual issues and dilemmass Method of delivery: Assessment Methods: Module Code: EDCC123 Title: EDUCATIONAL CURRICULUM DEV	f this module, the student should be able edge of what philosophy/ philosophy of e ed when developing a philosophy of edu categories of philosophy, namely ontolo edge of the philosophical foundations of o fe/education; of the South African education system an n solving through dialogue to clarify own in education ELOPMENT	e to: ducation is by identifying the cation and describing the purposes of gy, cosmology, anthropology and butcomes-based education; nd to write down lessons learned; values and beliefs and analyze moral NQF-Level:	
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Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCAT Module Outcomes: Upon completion of demonstrate fundamental knowle essential questions to be consider a philosophy of education; identify and explain the perennial epistemology; demonstrate fundamental knowle formulate an own philosophy of li describe the historical framework demonstrate the ability of problem and spiritual issues and dilemmas Method of delivery: Assessment Methods: Module Code: EDCC123 Title: EDUCATIONAL CURRICULUM DEV Module Outcomes: On completion of feature	f this module, the student should be able edge of what philosophy/ philosophy of e ed when developing a philosophy of edu categories of philosophy, namely ontolo edge of the philosophical foundations of o fe/education; of the South African education system an n solving through dialogue to clarify own in education ELOPMENT	e to: ducation is by identifying the cation and describing the purposes of gy, cosmology, anthropology and putcomes-based education; nd to write down lessons learned; values and beliefs and analyze moral NQF-Level:	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCA Module Outcomes: Upon completion o • demonstrate fundamental knowle essential questions to be consider a philosophy of education; • identify and explain the perennial epistemology; • demonstrate fundamental knowle formulate an own philosophy of li • describe the historical framework • demonstrate the ability of problem and spiritual issues and dilemmas Method of delivery: Assessment Methods: Module Code: EDCC123 Title: EDUCATIONAL CURRICULUM DEV Module Outcomes: On completion of t • motivate the incentives and socio background;	f this module, the student should be able edge of what philosophy/ philosophy of e ed when developing a philosophy of edu categories of philosophy, namely ontolo edge of the philosophical foundations of o fe/education; of the South African education system ai n solving through dialogue to clarify own in education <u>ELOPMENT</u> this module the student should be able to -historial dimensions for curriculum chan	e to: ducation is by identifying the cation and describing the purposes of gy, cosmology, anthropology and butcomes-based education; nd to write down lessons learned; values and beliefs and analyze moral NQF-Level: c: ge against the South-African	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCA Module Outcomes: Upon completion o • demonstrate fundamental knowle essential questions to be consider a philosophy of education; • identify and explain the perennial epistemology; • demonstrate fundamental knowle formulate an own philosophy of Ii • describe the historical framework • demonstrate the ability of problem and spiritual issues and dilemmass Method of delivery: Assessment Methods: Module Code: EDCC123 Title: EDUCATIONAL CURRICULUM DEV Module Outcomes: On completion of 1 motivate the incentives and socio background;	f this module, the student should be able edge of what philosophy/ philosophy of e ed when developing a philosophy of edu categories of philosophy, namely ontolo edge of the philosophical foundations of o fe/education; of the South African education system an n solving through dialogue to clarify own in education ELOPMENT this module the student should be able to	e to: ducation is by identifying the cation and describing the purposes of gy, cosmology, anthropology and butcomes-based education; nd to write down lessons learned; values and beliefs and analyze moral NQF-Level: c: ge against the South-African	
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Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCAT Module Outcomes: Upon completion of demonstrate fundamental knowle essential questions to be consider a philosophy of education; identify and explain the perennial epistemology; demonstrate fundamental knowle formulate an own philosophy of li describe the historical framework demonstrate the ability of problet and spiritual issues and dilemmas Method of delivery: Assessment Methods: Module Outcomes: On completion of f motivate the incentives and socio background; demonstrate fundamental knowle	f this module, the student should be able edge of what philosophy/ philosophy of edu categories of philosophy, namely ontolo edge of the philosophical foundations of of fe/education; of the South African education system an m solving through dialogue to clarify own in education ELOPMENT this module the student should be able to historial dimensions for curriculum chan edge with regard to the philosophical und nts of the curriculum;	e to: ducation is by identifying the cation and describing the purposes of gy, cosmology, anthropology and butcomes-based education; and to write down lessons learned; avalues and beliefs and analyze moral NQF-Level: ;; ge against the South-African derpinnings and principles of	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCAT Module Outcomes: Upon completion of demonstrate fundamental knowle essential questions to be consider a philosophy of education; identify and explain the perennial epistemology; demonstrate fundamental knowle formulate an own philosophy of li describe the historical framework demonstrate the ability of problem and spiritual issues and dilemmas Method of delivery: Assessment Methods: Module Outcomes: On completion of t motivate the incentives and socio background; demonstrate fundamental knowle	f this module, the student should be able edge of what philosophy/ philosophy of edu categories of philosophy, namely ontolo edge of the philosophical foundations of of fe/education; of the South African education system at n solving through dialogue to clarify own in education ELOPMENT this module the student should be able to -historial dimensions for curriculum chan edge with regard to the philosophical und nts of the curriculum; interaction between the components of of	e to: ducation is by identifying the cation and describing the purposes of gy, cosmology, anthropology and butcomes-based education; and to write down lessons learned; avalues and beliefs and analyze moral NQF-Level: ;; ge against the South-African derpinnings and principles of	
Module Code: EDCC 113 Title: BASIC INTRODUCTION TO EDUCAT Module Outcomes: Upon completion of demonstrate fundamental knowle essential questions to be consider a philosophy of education; identify and explain the perennial epistemology; demonstrate fundamental knowle formulate an own philosophy of li describe the historical framework demonstrate the ability of problem and spiritual issues and dilemmass Method of delivery: Assessment Methods: Module Outcomes: On completion of f motivate the incentives and socio background; demonstrate fundamental knowle curriculum;	f this module, the student should be able edge of what philosophy/ philosophy of edu categories of philosophy, namely ontolo edge of the philosophical foundations of of fe/education; of the South African education system an n solving through dialogue to clarify own in education ELOPMENT this module the student should be able to -historial dimensions for curriculum chan edge with regard to the philosophical und nts of the curriculum; interaction between the components of of ssment Policy Statement;	e to: ducation is by identifying the cation and describing the purposes of gy, cosmology, anthropology and butcomes-based education; and to write down lessons learned; avalues and beliefs and analyze moral NQF-Level: ;; ge against the South-African derpinnings and principles of	

to describe the role of the educator as dynamic agent of curriculum development. Mathed of delivery:				
Method of delivery: Assessment Methods:				
Assessment Methods:				
Module Code: EDCC124		NQF-Level:		
Title: WORK INTEGRATED LEARNING				
	of this module, he student should be able			
	they have obtained in the different profe	essional studies modules in work-related		
training				
	nplexity of the teacher's roles in enabling	g learning in a complex educational		
environment				
 demonstrate the ability to form 				
	kills, analyse observation data and reflect	t on the work-related training		
experience				
 demonstrate the ability to be a p 	professional teacher in SA.			
Method of delivery:				
Assessment Methods:				
Module Code: EDCC212		NQF-Level:		
TITLE: PROFESSIONAL STUDIES	الماج حارات ماجر في ماجر مع الماجر ما الم			
	of this module, the student should be able			
-	g and learning within a structured and fo			
	ng facilitation skills and strategies, as wel			
	naviourist and information processing the			
in general;	learning and assessment processes, proc	cedures, methods, strategies and skins		
-	e ability to present a theoretical-based m	activation for teaching and assessment		
	arning environment and school phase;	iotivation for teaching and assessment		
	ples and practice of lesson plassing with a	fiven format and assessment criteria		
	uctional skills for a specific teaching-lear			
-	e system in lesson-planning, assessment	-		
	e system in lesson planning, assessment	strategies and mistractional skins.		
Method of delivery:				
Method of delivery: Assessment Methods:				
Assessment Methods:		NOF-Level:		
Assessment Methods: Module Code: EDCC213		NQF-Level:		
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY	of this module, the student should be able			
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of	f this module, the student should be ableved and the student should be ableved as the student shoul	e to:		
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of • demonstrate a fundamental know	vledge of global perspectives in Commun	e to: ity educational psychology;		
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental know demonstrate a fundamental know	vledge of global perspectives in Commun vledge of theoretical underpinnings of Co	e to: ity educational psychology; ommunity educational psychology;		
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental know demonstrate a fundamental know understand the practical applicat	vledge of global perspectives in Commun vledge of theoretical underpinnings of Co ions of Community educational psycholog	e to: ity educational psychology; ommunity educational psychology; gy in South African school and		
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental know demonstrate a fundamental know understand the practical applicat classroom contexts with specific f	vledge of global perspectives in Commun vledge of theoretical underpinnings of Cc ions of Community educational psycholog reference to Inclusive Education and Heal	e to: ity educational psychology; ommunity educational psychology; gy in South African school and Ith promoting schools;		
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental know demonstrate a fundamental know understand the practical applicat classroom contexts with specific f	vledge of global perspectives in Commun vledge of theoretical underpinnings of Co ions of Community educational psycholog	e to: ity educational psychology; ommunity educational psychology; gy in South African school and Ith promoting schools;		
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Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental know demonstrate a fundamental know understand the practical applicat classroom contexts with specific to demonstrate fundamental knowl adolescence; demonstrate fundamental knowl	vledge of global perspectives in Commun vledge of theoretical underpinnings of Cc ions of Community educational psycholog reference to Inclusive Education and Heal edge and understanding of human develo edge of physical, neurological and intelled	e to: ity educational psychology; mmunity educational psychology; gy in South African school and Ith promoting schools; opment from birth to late ctual barriers to learning;		
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Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental know understand the practical applicat classroom contexts with specific demonstrate fundamental knowl adolescence; demonstrate fundamental knowl demonstrate fundamental knowl	vledge of global perspectives in Commun vledge of theoretical underpinnings of Cc ions of Community educational psycholog reference to Inclusive Education and Heal edge and understanding of human develo edge of physical, neurological and intelled	e to: ity educational psychology; mmunity educational psychology; gy in South African school and Ith promoting schools; opment from birth to late ctual barriers to learning;		
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental know demonstrate a fundamental know understand the practical applicat classroom contexts with specific demonstrate fundamental knowl adolescence; demonstrate fundamental knowl demonstrate fundamental knowl	vledge of global perspectives in Commun vledge of theoretical underpinnings of Cc ions of Community educational psycholog reference to Inclusive Education and Heal edge and understanding of human develo edge of physical, neurological and intelled	e to: ity educational psychology; mmunity educational psychology; gy in South African school and Ith promoting schools; opment from birth to late ctual barriers to learning;		
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental know demonstrate a fundamental know understand the practical applicat classroom contexts with specific demonstrate fundamental knowl adolescence; demonstrate fundamental knowl demonstrate fundamental knowl Method of delivery: Assessment Methods:	vledge of global perspectives in Commun vledge of theoretical underpinnings of Cc ions of Community educational psycholog reference to Inclusive Education and Heal edge and understanding of human develo edge of physical, neurological and intelled	e to: ity educational psychology; pmmunity educational psychology; gy in South African school and Ith promoting schools; opment from birth to late ctual barriers to learning; neurological and intellectual barriers		
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Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental know demonstrate a fundamental know understand the practical applicat classroom contexts with specific r demonstrate fundamental knowl adolescence; demonstrate fundamental knowl demonstrate the competence to to learning. Method of delivery: Assessment Methods: Module Code: EDCC 222 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of	vledge of global perspectives in Commun vledge of theoretical underpinnings of Co ions of Community educational psycholog reference to Inclusive Education and Heal edge and understanding of human develo edge of physical, neurological and intelled apply the knowledge to identify physical,	e to: ity educational psychology; mmunity educational psychology; gy in South African school and Ith promoting schools; opment from birth to late ctual barriers to learning; neurological and intellectual barriers NQF-Level: e to:		
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Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental know demonstrate a fundamental knowl understand the practical applicat classroom contexts with specific I demonstrate fundamental knowl adolescence; demonstrate fundamental knowl demonstrate fundamental knowl demonstrate fundamental knowl Method of delivery: Assessment Methods: Module Code: EDCC 222 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a solid knowledge of functional demonstrate a solid knowledge a	vledge of global perspectives in Commun vledge of theoretical underpinnings of Co ions of Community educational psycholog reference to Inclusive Education and Heal edge and understanding of human develo edge of physical, neurological and inteller apply the knowledge to identify physical, the knowledge to identify physical, of this module, the student should be able the theoretical underpinnings for the dev nd understanding of the psycho-social dy	e to: ity educational psychology; mmunity educational psychology; gy in South African school and lth promoting schools; opment from birth to late ctual barriers to learning; neurological and intellectual barriers NQF-Level: e to: relopment of health promoting vnamics of a classroom;		
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental know demonstrate a fundamental know understand the practical applicat classroom contexts with specific 1 demonstrate fundamental knowl adolescence; demonstrate fundamental knowl demonstrate fundamental knowl demonstrate fundamental knowl demonstrate fundamental knowl Method of delivery: Assessment Methods: Module Code: EDCC 222 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of schools; demonstrate a solid knowledge a demonstrate the competencies to	vledge of global perspectives in Commun vledge of theoretical underpinnings of Co ions of Community educational psycholog reference to Inclusive Education and Heal edge and understanding of human develo edge of physical, neurological and inteller apply the knowledge to identify physical, the knowledge to identify physical, of this module, the student should be able the theoretical underpinnings for the dev	e to: ity educational psychology; mmunity educational psychology; gy in South African school and lth promoting schools; opment from birth to late ctual barriers to learning; neurological and intellectual barriers NQF-Level: e to: relopment of health promoting vnamics of a classroom;		
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental know demonstrate a fundamental know understand the practical applicat classroom contexts with specific (demonstrate fundamental knowl adolescence; demonstrate fundamental knowl demonstrate the competence to to learning. Method of delivery: Assessment Methods: Module Code: EDCC 222 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of schools; demonstrate a solid knowledge of schools; demonstrate the competencies to classroom environments;	vledge of global perspectives in Commun vledge of theoretical underpinnings of Co ions of Community educational psycholog reference to Inclusive Education and Heal edge and understanding of human develo edge of physical, neurological and intelled apply the knowledge to identify physical, the knowledge to identify physical, of this module, the student should be able the theoretical underpinnings for the dev and understanding of the psycho-social dy to apply knowledge, skills and attitudes for	e to: ity educational psychology; mmunity educational psychology; gy in South African school and Ith promoting schools; opment from birth to late ctual barriers to learning; neurological and intellectual barriers NQF-Level: e to: relopment of health promoting mamics of a classroom; r the development of supportive		
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental know demonstrate a fundamental know understand the practical applicat classroom contexts with specific r demonstrate fundamental knowl adolescence; demonstrate fundamental knowl demonstrate the competence to to learning. Method of delivery: Assessment Methods: Module Code: EDCC 222 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of schools; demonstrate a solid knowledge af demonstrate the competencies to classroom environments; demonstrate fundamental knowl	vledge of global perspectives in Commun vledge of theoretical underpinnings of Co ions of Community educational psycholog reference to Inclusive Education and Heal edge and understanding of human develo edge of physical, neurological and intelled apply the knowledge to identify physical, the knowledge to identify physical, of this module, the student should be able the theoretical underpinnings for the dev apply knowledge, skills and attitudes fo edge of emotional, behavioural and socia	e to: ity educational psychology; immunity educational psychology; gy in South African school and Ith promoting schools; opment from birth to late ctual barriers to learning; neurological and intellectual barriers NQF-Level: e to: relopment of health promoting rnamics of a classroom; r the development of supportive al barriers to learning;		
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental knowledge demonstrate a fundamental knowledge classroom contexts with specific of demonstrate fundamental knowledge adolescence; demonstrate fundamental knowledge demonstrate the competence to to learning. Method of delivery: Assessment Methods: Module Code: EDCC 222 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of schools; demonstrate a solid knowledge of schools; demonstrate the competencies to classroom environments; demonstrate fundamental knowledge at demonstrate fundamental knowledge at demons	vledge of global perspectives in Commun vledge of theoretical underpinnings of Co ions of Community educational psycholog reference to Inclusive Education and Heal edge and understanding of human develo edge of physical, neurological and inteller apply the knowledge to identify physical, the knowledge to identify physical, the theoretical underpinnings for the dev apply knowledge, skills and attitudes fo edge of emotional, behavioural and social the entify emotional, behavioural and social the	e to: ity educational psychology; immunity educational psychology; gy in South African school and Ith promoting schools; opment from birth to late ctual barriers to learning; neurological and intellectual barriers NQF-Level: e to: relopment of health promoting mamics of a classroom; r the development of supportive al barriers to learning; parriers, and		
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental knowledge understand the practical applicat classroom contexts with specific to demonstrate fundamental knowledgescence; demonstrate fundamental knowledge demonstrate fundamental knowledge demonstrate the competence to to learning. Method of delivery: Assessment Methods: Module Code: EDCC 222 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of schools; demonstrate a solid knowledge a demonstrate fundamental knowledge a demonstrate fundamental knowledge a demonstrate fundamental knowledge ad demonstrate competencies to ide demonstrate competencies to ide demonstrate solid knowledge ad	vledge of global perspectives in Commun vledge of theoretical underpinnings of Co ions of Community educational psycholog reference to Inclusive Education and Heal edge and understanding of human develo edge of physical, neurological and intelled apply the knowledge to identify physical, the knowledge to identify physical, of this module, the student should be able the theoretical underpinnings for the dev apply knowledge, skills and attitudes fo edge of emotional, behavioural and socia	e to: ity educational psychology; immunity educational psychology; gy in South African school and Ith promoting schools; opment from birth to late ctual barriers to learning; neurological and intellectual barriers NQF-Level: e to: relopment of health promoting mamics of a classroom; r the development of supportive al barriers to learning; parriers, and		
Assessment Methods: Module Code: EDCC213 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of demonstrate a fundamental know demonstrate a fundamental knowl adolescence; demonstrate fundamental knowl adolescence; demonstrate fundamental knowl adolescence; demonstrate the competence to to learning. Method of delivery: Assessment Methods: Module Code: EDCC 222 Title: EDUCATIONAL PSYCHOLOGY Module Outcomes: Upon completion of schools; demonstrate the competencies to classroom environments; demonstrate fundamental knowle demonstrate the competencies to demonstrate fundamental knowle demonstrate fundamental knowle demonstrate fundamental knowle demonstrate competencies to ide	vledge of global perspectives in Commun vledge of theoretical underpinnings of Co ions of Community educational psycholog reference to Inclusive Education and Heal edge and understanding of human develo edge of physical, neurological and inteller apply the knowledge to identify physical, the knowledge to identify physical, the theoretical underpinnings for the dev apply knowledge, skills and attitudes fo edge of emotional, behavioural and social the entify emotional, behavioural and social the	e to: ity educational psychology; immunity educational psychology; gy in South African school and Ith promoting schools; opment from birth to late ctual barriers to learning; neurological and intellectual barriers NQF-Level: e to: relopment of health promoting mamics of a classroom; r the development of supportive al barriers to learning; parriers, and		

Module Code: EDCC223	NQF-Level:
Title: WORK INTEGRATED LEARNING	
Module Outcomes:	
Upon 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 con- 	mplexity of the teacher's roles in enabling learning in a complex educational
environment	
demonstrate the ability to form	professional relationships
	kills, analyse observation data and reflect on the work-related training experience
 demonstrate the ability to be a pair 	
Method of delivery:	
Assessment Methods:	
Module Code: EDCC312	NQF-Level:
Title: PROFESSIONAL STUDIES	
	of this module, the student should be able to:
	systematic knowledge of the social cognitive and constructivist learning
methods, strategies and skills;	inderpinning teaching, learning and assessment processes, procedures,
	wledge of and ability to take into consideration, the variables that influence
	•
	or knowledge, environmental variables, motivational variables, cognitive and
	oral variables and task variables (M);
	wledge and ensuing skills in the choice, planning and implementation of
indirect teaching strategies (P, VT	
	d assessment strategies (M, P, VTC);
develop outcomes-based learning	g materials (M).
Method of delivery:	
Assessment Methods:	
Module Code: EDCC 313	NQF-Level:
Title: INCLUSIVE EDUCATION	
Module Outcomes: Upon completion of	
	of this module, the student should be able to:
demonstrate well-rounded know	ledge of the practical implications of the implementation of inclusive education
demonstrate well-rounded know	
demonstrate well-rounded know	ledge of the practical implications of the implementation of inclusive education
 demonstrate well-rounded know and of strategies for the accomm contexts; to implement the SIAS-process; to 	ledge of the practical implications of the implementation of inclusive education odation of learners with specific barriers to learning in different classroom o collaborate with parents and other support professional role players in the
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IVIO		f this module, the student should be able		
•		hey have obtained in the different profes	ssional 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			
٠	demonstrate the ability to form professional relationships			
٠	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			
•	display thorough knowledge of and appropriate skills with regard to administrative and management			
	requirements			
•	 know the basic principles of school organisation and administration 			
Met	know the basic principles of school organisation and administration Method of delivery:			
	essment Methods:			
Mod	ule Code: EDCC411		NQF-Level:	
	EDUCATION LAW			
		this module, the student teacher should	be able to contribute to quality	
	•	ving obtained the following competencie		
•		source of Education Law and being able		
	legal prescriptions;			
•		riptions for the educator's conduct in ter	ms of the Code of Professional Ethics	
	(of SACE) and be able to act in acco			
•		nd apply rights as enshrined in the Bill of	Rights in the Constitution of the	
		t and promote children's rights in schoo		
		d responsibilities as well as that of others		
	of others;			
		line in accordance with the principles ar	nd provisions of Education Law.	
		ipply the educator's duty of care toward	-	
	aspects of delictual liability in case		i camero ana being abre to appiy	
•	Being familiar with relevant aspect			
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	hod of delivery:			
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	training		
•	describe an awareness of the comp	plexity of the teacher's roles in enabling l	earning in a complex educational
	environment	, .	
٠	demonstrate the ability to form pro	ofessional relationships	
•	develop and use observational skill	s, analyse observation data and reflect o	on the work-related training experience
•	demonstrate the ability to be a pro		
•		line and take appropriate steps to solve t	these problems
•	display thorough knowledge of an	d appropriate skills with regard to admin	istrative and management
	requirements		-
٠	have basic knowledge of mentoring	g and be able to demonstrate it	
Me	thod of delivery:		
Ass	essment Methods:		
Мо	dule Code: EDTM321		NQF-Level:
Titl	e: ENVIRONMENTAL EDUCATION: INT	FRODUCTION TO ENVIRONMENTAL EDU	CATION
Мо	dule Outcomes: Upon completion of	this module a student will be able to:	
٠	Demonstrate proof of basic knowl	edge and an informed understanding of	some of the Environmental
	Education concepts;		
٠	analyse and apply some activities	and skills that can engage young learners	s;
٠	demonstrate proof of the ability to	o solve well defined problems; and	
٠	Display responsible conduct while	continuously developing your role as a t	eacher.
Me	thod of delivery:		
Ass	essment Methods: 2 hours 1:1		
	dule Code: EGDD211		NQF-Level:
	e: ENGINEERING GRAPHICS AND DESI		
Мо	dule Outcomes: Upon completion of	this module, the student should be able	to:
•	explain the rationale of Engineering	g Graphics and Design as a subject;	
٠	demonstrate a basic knowledge of	the relevant curriculum; and	
•	demonstrate the ability to plan less	sons according to the unique methodolo	gy of Technology
Mo	thod of delivery:		
Ass	essment Methods:		
Ass Mo	essment Methods: dule Code: EGDD321		NQF-Level:
Ass Mo Titl	essment Methods: dule Code: EGDD321 e: ENGINEERING GRAPHICS AND DESI		
Ass Mo Titl	essment Methods: dule Code: EGDD321 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of	this module, the student should be able	to:
Ass Mo Titl	essment Methods: dule Code: EGDD321 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin	this module, the student should be able og curriculum development in the Engine	to: ering Graphics and Design field.
Ass Mo Titl	essment Methods: dule Code: EGDD321 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of	this module, the student should be able	to: ering Graphics and Design field.
Ass Mo Titl	essment Methods: dule Code: EGDD321 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson.	this module, the student should be able ag curriculum development in the Engine assessment strategies in the different ta	to: ering Graphics and Design field.
Ass Mo Titl Mo •	essment Methods: dule Code: EGDD321 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b	this module, the student should be able ag curriculum development in the Engine assessment strategies in the different ta	to: ering Graphics and Design field.
Ass Mo Titl Mo • • Me	essment Methods: dule Code: EGDD321 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b thod of delivery:	this module, the student should be able ag curriculum development in the Engine assessment strategies in the different ta	to: ering Graphics and Design field.
Ass Mo Titl Mo • • Me Ass	essment Methods: dule Code: EGDD321 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b thod of delivery: essment Methods:	this module, the student should be able ag curriculum development in the Engine assessment strategies in the different ta	to: ering Graphics and Design field. ask types of an Engineering Graphics
Ass Mo Title Mo • Me Ass Mo	essment Methods: dule Code: EGDD321 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b thod of delivery: essment Methods: dule Code: EGDD411	this module, the student should be able ag curriculum development in the Engine assessment strategies in the different ta both students and educators.	to: ering Graphics and Design field.
Ass Mo Title Mo • • Me Ass Mo Title	essment Methods: dule Code: EGDD321 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b thod of delivery: essment Methods: dule Code: EGDD411 e: ENGINEERING GRAPHICS AND DESI	this module, the student should be able ng curriculum development in the Engine assessment strategies in the different ta both students and educators.	to: ering Graphics and Design field. ask types of an Engineering Graphics
Ass Mo Title Mo • • Me Ass Mo Title	essment Methods: dule Code: EGDD321 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b thod of delivery: essment Methods: dule Code: EGDD411 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of	this module, the student should be able ng curriculum development in the Engine assessment strategies in the different ta both students and educators.	to: ering Graphics and Design field. ask types of an Engineering Graphics NQF-Level:
Ass Mo Title Mo • • Me Ass Mo Title	essment Methods: dule Code: EGDD321 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b thod of delivery: essment Methods: dule Code: EGDD411 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of have sound knowledge of the Turb	this module, the student should be able ag curriculum development in the Engine assessment strategies in the different ta both students and educators.	to: ering Graphics and Design field. ask types of an Engineering Graphics NQF-Level:
Ass Mo Title Mo • • • • • • • • • • • • • • • • • •	essment Methods: dule Code: EGDD321 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b thod of delivery: essment Methods: dule Code: EGDD411 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of have sound knowledge of the Turb be able to create two dimensional	this module, the student should be able ag curriculum development in the Engine assessment strategies in the different ta both students and educators. GN METHODOLOGY this module, the student should: o Computer Aided Drawing programme; drawings and three dimensional wire fra	to: ering Graphics and Design field. ask types of an Engineering Graphics NQF-Level: me models and solids; and
Ass Mo Title Mo • • Me Ass Mo Title	essment Methods: dule Code: EGDD321 E: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b thod of delivery: essment Methods: dule Code: EGDD411 E: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of have sound knowledge of the Turb be able to create two dimensional be able to use newly acquired skills	this module, the student should be able ag curriculum development in the Engine assessment strategies in the different ta both students and educators. GN METHODOLOGY this module, the student should: o Computer Aided Drawing programme; drawings and three dimensional wire fra s concerning Turbo CAD and his/her know	to: eering Graphics and Design field. ask types of an Engineering Graphics NQF-Level: me models and solids; and wledge of Engineering Graphics and
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Ass Mo Title Mo • Ass Mo Title Mo Ass Mo Title Mo Title	essment Methods: dule Code: EGDD321 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b thod of delivery: essment Methods: dule Code: EGDD411 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of have sound knowledge of the Turb be able to create two dimensional be able to use newly acquired skills Design to plan lessons and to do se thod of delivery: essment Methods: dule Code: EGDD421 e: ENGINEERING GRAPHICS AND DESI dule Code: EGDD421 e: ENGINEERING GRAPHICS AND DESI	this module, the student should be able ag curriculum development in the Engine assessment strategies in the different ta both students and educators. IGN METHODOLOGY this module, the student should: o Computer Aided Drawing programme; drawings and three dimensional wire fra s concerning Turbo CAD and his/her know elected preparatory work for classroom a liGN METHODOLOGY	to: ering Graphics and Design field. ask types of an Engineering Graphics NQF-Level: me models and solids; and wledge of Engineering Graphics and ctivities.
Ass Mo Title Mo • Ass Mo Title Mo Ass Mo Title Mo Title	essment Methods: dule Code: EGDD321 E: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b thod of delivery: essment Methods: dule Code: EGDD411 e: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of have sound knowledge of the Turb be able to create two dimensional be able to use newly acquired skills Design to plan lessons and to do se thod of delivery: essment Methods: dule Code: EGDD421 E: ENGINEERING GRAPHICS AND DESI dule Code: EGDD421 E: ENGINEERING GRAPHICS AND DESI dule Code: EGDD421	this module, the student should be able ag curriculum development in the Engine assessment strategies in the different to both students and educators.	to: ering Graphics and Design field. ask types of an Engineering Graphics NQF-Level: me models and solids; and wledge of Engineering Graphics and activities.
Ass Mo Title Mo • Ass Mo Title Mo Ass Mo Title Mo Title	essment Methods: dule Code: EGDD321 E: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b thod of delivery: essment Methods: dule Code: EGDD411 E: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of have sound knowledge of the Turb be able to create two dimensional be able to use newly acquired skills Design to plan lessons and to do se thod of delivery: essment Methods: dule Code: EGDD421 E: ENGINEERING GRAPHICS AND DESI dule Code: EGDD421 E: ENGINEERING GRAPHICS AND DESI dule Code: EGDD421 E: ENGINEERING GRAPHICS AND DESI dule Code: EGDD421	this module, the student should be able ag curriculum development in the Engine assessment strategies in the different to both students and educators.	to: ering Graphics and Design field. ask types of an Engineering Graphics NQF-Level: me models and solids; and wledge of Engineering Graphics and activities.
Ass Mo Title Mo • Ass Mo Title Mo Ass Mo Title Mo Title	essment Methods: dule Code: EGDD321 E: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b thod of delivery: essment Methods: dule Code: EGDD411 E: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of have sound knowledge of the Turb be able to create two dimensional be able to use newly acquired skills Design to plan lessons and to do se thod of delivery: essment Methods: dule Code: EGDD421 E: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of have sound knowledge of the Solid be able to create parts, assemblies	this module, the student should be able ag curriculum development in the Engine assessment strategies in the different ta both students and educators.	to: eering Graphics and Design field. ask types of an Engineering Graphics NQF-Level: me models and solids; and wledge of Engineering Graphics and activities. NQF-Level: mme;
Ass Mo Title Mo • Ass Mo Title Mo Ass Mo Title Mo Title	essment Methods: dule Code: EGDD321 E: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b thod of delivery: essment Methods: dule Code: EGDD411 E: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of have sound knowledge of the Turb be able to create two dimensional be able to use newly acquired skills Design to plan lessons and to do se thod of delivery: essment Methods: dule Outcomes: Upon completion of have sound knowledge of the Solid bus able to create parts, assemblies be able to use newly acquired skills Design to plan lessons and to do set thod of delivery: essment Methods: dule Outcomes: Upon completion of have sound knowledge of the Solid be able to create parts, assemblies be able to use newly acquired skills	this module, the student should be able ag curriculum development in the Engine assessment strategies in the different to both students and educators. GIN METHODOLOGY this module, the student should: o Computer Aided Drawing programme; drawings and three dimensional wire fra s concerning Turbo CAD and his/her know elected preparatory work for classroom a GIN METHODOLOGY this module, the student should: Works Computer Aided Drawing progra and drawings; s and his/her knowledge of Engineering C	to: eering Graphics and Design field. ask types of an Engineering Graphics NQF-Level: me models and solids; and wledge of Engineering Graphics and activities. NQF-Level: mme;
Ass Mo Title Mo • Ass Mo Title Mo Ass Mo Title Mo Title	essment Methods: dule Code: EGDD321 E: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of Demonstrate competence regardin Apply and discuss suitable types of and Design lesson. Design and compile portfolios for b thod of delivery: essment Methods: dule Code: EGDD411 E: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of have sound knowledge of the Turb be able to create two dimensional be able to sen ewly acquired skills Design to plan lessons and to do se thod of delivery: essment Methods: dule Code: EGDD421 E: ENGINEERING GRAPHICS AND DESI dule Outcomes: Upon completion of have sound knowledge of the Solid be able to create parts, assemblies be able to use newly acquired skills and to do selected preparatory wo	this module, the student should be able ag curriculum development in the Engine assessment strategies in the different to both students and educators. GIN METHODOLOGY this module, the student should: o Computer Aided Drawing programme; drawings and three dimensional wire fra s concerning Turbo CAD and his/her know elected preparatory work for classroom a GIN METHODOLOGY this module, the student should: Works Computer Aided Drawing progra and drawings; s and his/her knowledge of Engineering C	to: eering Graphics and Design field. ask types of an Engineering Graphics NQF-Level: me models and solids; and wledge of Engineering Graphics and activities. NQF-Level: mme;

Assessment Methods:		
Module Code: EGDE111		NQF-Level:
Title: ENGINEERING GRAPHICS AND DES	IGN (ENGINEERING)	
Module Outcomes: Upon completion of	this module the student should be able	to:
• demonstrate a basic knowledge, co	oncept and insight regarding the field of	knowledge of mechanical technology,
which is relevant to the engineering	g industry with regard to safety;	
	to implement safety in the work place to	.
 demonstrate a basic knowledge ar 	d understanding of the manufacturing o	f iron and steel as engineering
materials;		
	terial for a specific application and motiv	
•	hand and precision measuring tools (ou	
	machines, grinders and the lathe) and co	-
	of the above mentioned on technologic	
	problem solving to produce or improve	on products which can enhance our
quality of life.		
Method of delivery:		
Assessment Methods:		NOT Lough
Module Code: EGDE112		NQF-Level:
TITLE: ENGINEERING GRAPHICS AND DE		
Module Outcomes: Upon completion of		
_	oncept and insight in the field of knowled	ige of mechanical technology which is
relevant for the engineering indust	to implement safety in the work place to	create a cafe working environment:
	id understanding of the manufacturing o	
materials;	in understanding of the manufacturing o	i non and steel as engineering
-	terial for a specific application and motiv	ate the reason for your choice:
	hand- and precision measuring tools (or	
•	machines, grinders and the lathe) and co	
	of the above mentioned on technologic	-
	problem solving to produce or improve	
quality of life.	problem serving to produce or improve	
Method of delivery:		
Assessment Methods:		
Module Code: EGDE121		NQF-Level:
Title: ENGINEERING GRAPHICS AND DES	IGN (ELECTRICAL)	
Module Outcomes: Upon completion of	this module, the student should:	
 be able to demonstrate knowledge 	and understanding of the principles and	d concepts of indigenous and global
graphical communications within t	he context of Electrical Technology for E	ducation; and
 demonstrate skills of drawing Elements 	ctrical Technology for Education circuitry	and symbols.
Method of delivery:		
Assessment Methods:		
Module Code: EGDE122		NQF-Level:
Title: ENGINEERING GRAPHICS AND DES	IGN (CIVIL)	
Module Outcomes: After completion of	this module, the student should be able	to:
 demonstrate basic knowledge of t 	he Occupational Health and Safety Act a	nd Regulations as applicable to this
workshop and the civil study field;		
	to identify all the hand tools, electrical h	
-	escribe the maintenance and uses of the	
	of legitimate construction methods and	techniques; and
	to design and plan a simple project.	
Method of delivery:		
Assessment Methods:		
Module Code: EGDE211		NQF-Level:
Title: ENGINEERING GRAPHICS AND DES		
Module Outcomes: Upon completion of		
	of Descriptive Geometry, Intersections a	•
 be able to apply theoretical knowledge 	edge and drawing skill in order to solve r	elevant problems.

Met	hod of delivery:		
Asse	essment Methods:		
Mod	ule Code: EGDE221		NQF-Level:
Title	ENGINEERING GRAPHICS AND DESI	GN	
Mod	lule Outcomes: Upon completion of	this module, the student should:	
•	have sound theoretical knowledge	of Descriptive Geometry, Intersections a	and Developments; and
•	-	edge and drawing skill in order to solve re	-
Met	hod of delivery:		•
Asse	essment Methods:		
Mod	ule Code: EGDE311		NQF-Level:
Title	ENGINEERING GRAPHICS AND DESI	GN	
	lule Outcomes: Upon completion of		
•		of Machine Drawing I, Oblique Projectio	n, Axonometric Projection,
	Perspective Projection and Civil Dra		· · ·
•	be able to apply theoretical knowle	dge in order to solve relevant problems	
Met	hod of delivery:	<u> </u>	
	essment Methods:		
Mod	ule Code: EGDE321		NQF-Level:
Title	ENGINEERING GRAPHICS AND DESI	GN	
Mod	dule Outcomes: After completion of	this module, the student should:	
•		of Machine Drawing II, Assembly Drawin	ngs and Electrical Drawings; andbe
	able to apply theoretical knowledg	e in order to solve relevant problems.	
Met	hod of delivery:		
Asse	essment Methods:		
Mod	ule Code: ENGD212		NQF-Level:
Title	: ENGLISH METHODOLOGY		
Mod	dule Outcomes: After completion of	this module the students should be able	to:
•		nowledge on the theories and variables o	
•		ethodology regarding teaching of ESL;	
•		oply effective teaching strategies in SLA;	
•	, .	n design and selection of learning mater	
•		of the educator –especially those applic	
•		assessment standards from the NCS for	-
•	critically discuss and describe theor		
•		theories and various teaching strategies	in teaching ESL;
•	apply OBE principles in design;	6 6	0
•	perform the applicable roles in tea	ching of ESL:	
•		mes and assessment standards for effect	tive teaching and learning:
•	describe and apply effective planni		6 6,
•		employ principles for effective teaching	
•		into competent, knowledgeable and pro	
Met	hod of delivery:		
Asse	essment Methods:		
Mod	ule Code: ENGD322		NQF-Level:
Title	: ENGLISH METHODOLOGY		
Mod	dule Outcomes: After completion of	this module the students should be able	to:
•		nponents and didactical principles for in	
•	name the requirements of selecting	g sources and support material for lesso	n design;
•		outcomes and assessment standards fro	-
	as well as Home Language.		
•	identify and discuss the seven roles	of the teacher within teaching of ESL.	
•	apply didactical principles and teac	hing strategies in lesson planning and as	sessment;
•		e and teaching support material in plann	-
•	enact the applicable roles of the ed		
•		outcomes and assessment standards fro	om the NCS;
•		ples with all necessary requirements an	
•		hievement of outcomes and act with re	

	as educator.	
	hod of delivery:	
	essment Methods:	
	dule Code: ENGD416	NQF-Level:
	ENGLISH METHODOLOGY	NQ1-LEVEI.
		this module the students should be able to:
•	describe the different phases at scl	
		utcomes for each phase and grade to note progression of outcomes;
	,	ls - as addressed in outcomes – e.g. speaking, reading, etc. – in children
		comes and Assessment Standards for Intersen Phase;
		of Intermediate- and Senior phase in ESL;
	select and assess suitable learning	
	•	o be done in line with Learning Outcomes for this phase.
		work; Work Schedule and Lesson Plans for each phase, driven by different SLA
•		vork, work schedule and Lesson Plans for each phase, driven by different SLA
•	teaching strategies;	ith clustering of Learning Outcomes and Assessment Standards; as well as
•		as and Subjects and to apply sound OBE principles to Intermediate and
	Senior Phases.	as and subjects and to apply sound OBE principles to intermediate and
•		nd assessor with confidence, knowledge and practical expertise in the phases
•	Internediate and Senior;	a assessor with connuence, knowledge and practical expertise in the phases
•		naterial for their own needs as well as the demand of ESL in these phases
		preter and designer of Learning Programmes with responsibility and
•	knowledge;	preter and designer of Learning Programmes with responsibility and
•	0,	nediator of learning and teaching experiences of excellence in order for each
•	student to achieve the set outcome	
	act as guide for students to advance	
Mot	hod of delivery:	to next phase.
	essment Methods:	
	dule Code: ENGD417	NQF-Level:
	ENGLISH METHODOLOGY: SENIOR	
IVIOU	describe the different phases at scl	this module the students should be able to:
	•	
		utcomes for each phase and grade to note progression of outcomes;
		ls - as addressed in outcomes – e.g. speaking, reading, etc. – in children
•		comes and Assessment Standards for Senior- and Further Education and
	Training Phase;	
•	know specifically what is required of	
•		•
	select and assess suitable learning	material for these phases;
•	name and discuss the assessment t	material for these phases; o be done in line with Learning Outcomes for these phases.
•	name and discuss the assessment t plan a Learning Programme Frame	material for these phases;
•	name and discuss the assessment t plan a Learning Programme Frame teaching strategies;	material for these phases; o be done in line with Learning Outcomes for these phases. work; Work Schedule and Lesson Plans for each phase, driven by different SLA
•	name and discuss the assessment t plan a Learning Programme Frame teaching strategies; interpret the NCS to plan lessons w	material for these phases; o be done in line with Learning Outcomes for these phases. work; Work Schedule and Lesson Plans for each phase, driven by different SLA ith clustering of Learning Outcomes and Assessment Standards; as well as
•	name and discuss the assessment t plan a Learning Programme Frame teaching strategies; interpret the NCS to plan lessons w integration with other Learning Are	material for these phases; o be done in line with Learning Outcomes for these phases. work; Work Schedule and Lesson Plans for each phase, driven by different SLA ith clustering of Learning Outcomes and Assessment Standards; as well as as and Subjects and to apply sound OBE principles to Senior and FET Phases;
• • •	name and discuss the assessment t plan a Learning Programme Frame teaching strategies; interpret the NCS to plan lessons w integration with other Learning Are act as learning mediator, scholar an	material for these phases; o be done in line with Learning Outcomes for these phases. work; Work Schedule and Lesson Plans for each phase, driven by different SLA ith clustering of Learning Outcomes and Assessment Standards; as well as
•	name and discuss the assessment t plan a Learning Programme Frame teaching strategies; interpret the NCS to plan lessons w integration with other Learning Are act as learning mediator, scholar an Senior and FET;	material for these phases; o be done in line with Learning Outcomes for these phases. work; Work Schedule and Lesson Plans for each phase, driven by different SLA ith clustering of Learning Outcomes and Assessment Standards; as well as as and Subjects and to apply sound OBE principles to Senior and FET Phases; id assessor with confidence, knowledge and practical expertise in the phases
•	name and discuss the assessment t plan a Learning Programme Frame teaching strategies; interpret the NCS to plan lessons w integration with other Learning Are act as learning mediator, scholar an Senior and FET; select and use study methods and	material for these phases; o be done in line with Learning Outcomes for these phases. work; Work Schedule and Lesson Plans for each phase, driven by different SLA ith clustering of Learning Outcomes and Assessment Standards; as well as as and Subjects and to apply sound OBE principles to Senior and FET Phases; id assessor with confidence, knowledge and practical expertise in the phases material for their own needs as well as the demand of ESL in these phases
• • • •	name and discuss the assessment t plan a Learning Programme Frame teaching strategies; interpret the NCS to plan lessons w integration with other Learning Are act as learning mediator, scholar an Senior and FET; select and use study methods and take on the responsibility as a inter	material for these phases; o be done in line with Learning Outcomes for these phases. work; Work Schedule and Lesson Plans for each phase, driven by different SLA ith clustering of Learning Outcomes and Assessment Standards; as well as as and Subjects and to apply sound OBE principles to Senior and FET Phases; id assessor with confidence, knowledge and practical expertise in the phases
•	name and discuss the assessment t plan a Learning Programme Frame teaching strategies; interpret the NCS to plan lessons w integration with other Learning Are act as learning mediator, scholar an Senior and FET; select and use study methods and take on the responsibility as a inter knowledge;	material for these phases; o be done in line with Learning Outcomes for these phases. work; Work Schedule and Lesson Plans for each phase, driven by different SLA ith clustering of Learning Outcomes and Assessment Standards; as well as as and Subjects and to apply sound OBE principles to Senior and FET Phases; ad assessor with confidence, knowledge and practical expertise in the phases material for their own needs as well as the demand of ESL in these phases preter and designer of Learning Programmes with responsibility and
• • • • •	name and discuss the assessment t plan a Learning Programme Frame teaching strategies; interpret the NCS to plan lessons w integration with other Learning Are act as learning mediator, scholar an Senior and FET; select and use study methods and take on the responsibility as a inter knowledge; realise their own importance as a m	material for these phases; o be done in line with Learning Outcomes for these phases. work; Work Schedule and Lesson Plans for each phase, driven by different SLA ith clustering of Learning Outcomes and Assessment Standards; as well as as and Subjects and to apply sound OBE principles to Senior and FET Phases; ad assessor with confidence, knowledge and practical expertise in the phases material for their own needs as well as the demand of ESL in these phases preter and designer of Learning Programmes with responsibility and nediator of learning and teaching experiences of excellence in order for each
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Asse Moo Title	name and discuss the assessment t plan a Learning Programme Frame teaching strategies; interpret the NCS to plan lessons w integration with other Learning Are act as learning mediator, scholar an Senior and FET; select and use study methods and take on the responsibility as a inter knowledge; realise their own importance as a r student to achieve the set outcome act as guide for students to advance hod of delivery: essment Methods: tule Code: ENGD426 e : ENGLISH METHODOLOGY: INT AND	material for these phases; o be done in line with Learning Outcomes for these phases. work; Work Schedule and Lesson Plans for each phase, driven by different SLA ith clustering of Learning Outcomes and Assessment Standards; as well as as and Subjects and to apply sound OBE principles to Senior and FET Phases; id assessor with confidence, knowledge and practical expertise in the phases material for their own needs as well as the demand of ESL in these phases preter and designer of Learning Programmes with responsibility and nediator of learning and teaching experiences of excellence in order for each is; e to next phase. NQF-Level: SNR PHASE
Asse Moo Title	name and discuss the assessment t plan a Learning Programme Frame teaching strategies; interpret the NCS to plan lessons w integration with other Learning Are act as learning mediator, scholar an Senior and FET; select and use study methods and take on the responsibility as a inter knowledge; realise their own importance as a r student to achieve the set outcome act as guide for students to advance hod of delivery: <u>essment Methods:</u> Jule Code: ENGD426 E: ENGLISH METHODOLOGY: INT ANE dule Outcomes: Upon completion of	material for these phases; o be done in line with Learning Outcomes for these phases. work; Work Schedule and Lesson Plans for each phase, driven by different SLA ith clustering of Learning Outcomes and Assessment Standards; as well as as and Subjects and to apply sound OBE principles to Senior and FET Phases; id assessor with confidence, knowledge and practical expertise in the phases material for their own needs as well as the demand of ESL in these phases preter and designer of Learning Programmes with responsibility and hediator of learning and teaching experiences of excellence in order for each is; e to next phase. NQF-Level: SNR PHASE this module the student should be able to:
Asse Moo Title	name and discuss the assessment t plan a Learning Programme Frame teaching strategies; interpret the NCS to plan lessons w integration with other Learning Are act as learning mediator, scholar at Senior and FET; select and use study methods and take on the responsibility as a inter knowledge; realise their own importance as a r student to achieve the set outcome act as guide for students to advance thod of delivery: essment Methods: <u>fule Code: ENGD426</u> :: ENGLISH METHODOLOGY: INT AND fule Outcomes: Upon completion of demonstrate comprehensive know	material for these phases; o be done in line with Learning Outcomes for these phases. work; Work Schedule and Lesson Plans for each phase, driven by different SLA ith clustering of Learning Outcomes and Assessment Standards; as well as as and Subjects and to apply sound OBE principles to Senior and FET Phases; id assessor with confidence, knowledge and practical expertise in the phases material for their own needs as well as the demand of ESL in these phases preter and designer of Learning Programmes with responsibility and nediator of learning and teaching experiences of excellence in order for each is; e to next phase. NQF-Level: SNR PHASE

Intermediate- and Senior Phase: methods for assessment in this phase:

- demonstrate systematic and comprehensive skills in the planning and execution of English lessons: programmes: integration with other learning areas; interpretation of the NCS;
- . demonstrate sophisticated competence as educator and the selection of appropriate learning material and teaching strategies for the Intermediate - and Senior Phase;
- demonstrate refined and cultivated values regarding the English language teaching profession; responsibility towards students and the community:

NQF-Level:

Method of delivery:

Assessment Methods:

Module Code: ENGD427

Title: ENGLISH METHODOLOGY: SENIOR AND FET PHASE

Module Outcomes: Upon completion of this module the students should be able to:

- describe the different phases at school level for teaching English;
- . identify and discuss the Learning Outcomes for each phase and grade to note progression of outcomes;
- explain the development of the skills as addressed in outcomes e.g. speaking, reading, etc. in children;
- analyse and interpret Learning Outcomes and Assessment Standards for Senior- and Further Education and Training Phase:
- . know specifically what is required of Senior - and FET phases in ESL;
- select and assess suitable learning material for these phases:
- name and discuss the assessment to be done in line with Learning Outcomes for these phases:
- plan a Learning Programme Framework; Work Schedule and Lesson Plans for each phase, driven by different SLA teaching strategies;
- interpret the NCS to plan lessons with clustering of Learning Outcomes and Assessment Standards: as well as • integration with other Learning Areas and Subjects and to apply sound OBE principles to Senior- and FET Phases;
- . to competently take control of a class and teach ESL with success;
- act as learning mediator, scholar and assessor with confidence, knowledge and practical expertise in the phases Senior and FET;
- select and use study methods and material for their own needs as well as the demand of ESL in these phases;
- take on the responsibility as a interpreter and designer of Learning Programmes with responsibility and knowledge.
- realise their own importance as a mediator of learning and teaching experiences of excellence in order for each student to achieve the set outcomes;
- act as guide for students to advance to next phase.

Method of delivery: Assessment Methods: Module Code: ENGE111 NQF-Level: Title: ENGLISH FOR EDUCATION Module Outcomes: Upon completion of this module the students 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 students 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;
- demonstrate fundamental knowledge and understanding of didactic skills and approaches and apply this to the teaching of language and literature.
- demonstrate basic competence in the four language skills and their application in the content classroom;
- 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;
- use medium of instruction to convey content of area of specialisation by employing holistic language skills and . successfully apply principles of language across the curriculum;
- demonstrate a solid knowledge of the methodology of effective second language medium of instruction, e.g. to employ communication technology to enhance his/her own learning and the learning of others;
- demonstrate a fundamental knowledge of the principles of second language acquisition; and

•	demonstrate ability to monitor and evaluate own and students' progress	
Met	thod of delivery:	
Asse	essment Methods:	
Mo	dule Code: ENGE122	NQF-Level:
Title	E: ENGLISH FOR EDUCATION: LINGUISTICS FOR LANGUAGE TEACHERS	•
	dule Outcomes: Upon completion of this module, the student should be able	to:
•	demonstrate solid knowledge and understanding of the literary genres of p	
	literature in a variety of Afrocentric texts;	
•	demonstrate the necessary knowledge and skills in identifying, tracing and i	interpreting themes in literary genre
•	demonstrate the necessary skills to analyse and critically evaluate Afrocent.	
	environment;	
•	demonstrate the knowledge and skills needed to identify and evaluate the	values explored in Afrocentric literary
	texts;	values explored in Anocentric interary
	demonstrate the solid knowledge and necessary skills to communicate effe	ctively, both individually and in
-	groups, in English in general and specifically regarding all aspects of the tea	
	demonstrate solid knowledge of stylistic aspects of literary texts in order to	
-	language and grammar skills;	use interactive for the teaching of
	demonstrate fundamental knowledge and understanding of didactic skills a	nd approaches and apply this to the
-	teaching of language and literature;	nd approaches and apply this to the
	demonstrate fundamental knowledge, skills and values regarding literature	language and didactics of English as
-	a first and second language throughout the different educational phases.	, language and didactics of English as
Mot	thod of delivery:	
	essment Methods:	
		NOT Laurely
	dule Code: ENGE212	NQF-Level:
	E: ENGLISH: LINGUISTICS FOR THE TEACHER OF ENGLISH	
IVIO	dule Outcomes: Upon completion of this module the student should be able	
•	demonstrate a solid knowledge and understanding of the field of linguistics	and its application in the language
	classroom;	
•	critically analyse the knowledge-base of the four language skills as they per	-
•	demonstrate substantial competence in the four language skills and their a	
•	successfully access, evaluate and apply technological information in the class	
•	successfully create and maintain a learning environment that is conducive t	o effective learning;
•	successfully select, create and evaluate suitable learning resources;	
•	demonstrate a firm respect for and commitment to the language teaching p	profession; and
٠	monitor and evaluate his/her own and his/her students' progress	
Met	thod of delivery:	
Asse	essment Methods:	
Mo	dule Code: ENGE221	NQF-Level:
Title	e: ENGLISH FOR EDUCATION: LITERARY TEXT	
Mo	dule Outcomes: Upon completion of this module the student should be able	to:
•	Students are expected to demonstrate academic knowledge regarding the	genres of film, drama, novel and
	poetry.	
•	They should be able to analyse and critically evaluate literature from variou	s genres and contexts.
•	They should be able to synthesise didactic and academic knowledge inorde	r to formulate an individual approach
	to the teaching of English as a first and second language throughout the dif	ferent educational phases.
•	Students should demonstrate the ability to integrate literary and other text	s for the teaching of language and
	grammar skills and applydidactic skills and approaches to the teaching of la	
•	They should be able to communicate effectively in English in general and sp	ecifically regarding all aspects of the
	teaching-learning situation.	, , , , , , , , , , , , , , ,
Met	thod of delivery:	
-	essment Methods:	
	dule Code: ENGE311	NQF-Level:
	E ENGLISH: ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION	
-	dule Outcomes: Upon completion of this module the student should be able to	L
IVIO		
•	demonstrate profound knowledge and insight regarding the literary genres variety of texts;	

•	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 the fundamental knowledge required to access and apply technological information in the
	language classroom;
•	demonstrate substantial knowledge to select and/or create suitable learning resources;
•	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 students can identify and learn from, thus
	aiding them in dealing with similar situations in their personal lives.
Met	hod of delivery:
Asse	ssment Methods:
Mod	ule Code: ENGE321 NQF-Level:
Title	ENGLISH: CONSTRUCTION AND DECONSTRUCTION AS EDUCATIONAL TOOL
Mod	ule Outcomes: Upon 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;
•	identify, trace interpret and critically comment on writing as a complex historical, cultural process;
•	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 structural components of the narrative film
	text, such as narrative structure, <i>mise-en-scene</i> , the camera eye, editing and sound;
•	demonstrate the profound knowledge and skills needed to identify and evaluate the values explored in literary
	texts and films
•	demonstrate the fundamental knowledge required to access and apply technological information in the
	language classroom;
•	demonstrate substantial knowledge to select and/or create suitable learning resources;
•	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;
•	demonstrate an ample ability to identify themes and situations to which students can identify and learn from,
	thus aiding them in dealing with similar situations in their personal lives.
Met	hod of delivery:
Asse	ssment Methods:
Mod	ule Code: ENGF121 NQF-Level:
Title	ENGLISH MEDIUM OF INSTRUCTION
	ule Outcomes: Upon completion of this module, the student should be able to:
•	demonstrate a solid knowledge of the methodology of effective second language medium of instruction, e.g. to
	employ communication technology to enhance his/her own learning and the learning of others;
•	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 apply principles of language across the curriculum;
•	demonstrate ability to monitor and evaluate own and students' progress;
•	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;
•	demonstrate firm respect for and commitment to the language teaching profession.
Met	hod of delivery:
	ssment Methods:

Mo	dule Code: ENGF211		NQF-Level:
Titl	e: ENGLISH MEDIUM OF INSTRUC	CTION	
Mo	dule Outcomes: Upon completion of	this module, the student should be able	to:
•		e in the four macro language skills (lister	
		ned by profound knowledge of and skills	
	and General aspects of the mediun		
•	•	dge of and competence in presentational	l skills such as loudness of voice, rate
		itch, articulation and fluency, as well as a	
		entail the use of contextual cues that w	
	content, language, and cultural kno		
•		of the principles underpinning competer	nce in the methodological skills that
		ve L2MI. These include the ability to pla	
		esign suitable and appropriate materials	
		action, create a classroom atmosphere a	-
	acquisition and conceptual develop	oment, and employ fair and appropriate	assessment strategies.
Me	thod of delivery:		-
Ass	essment Methods:		
Mo	dule Code: ETED211		NQF-Level:
	e: ELECTRICAL TECHNOLOGY METHO	DOLOGY	
		is module the student should be able to:	
•		edge of the NCS policy on Electrical Tech	
	phase;		
•		in problem-based teaching approaches;	and
	-	propriate technology lessons according to	
	technology, with and without reso		o the unique methodology of
Me	thod of delivery:		
	essment Methods:		
	dule Code: ETED321		NQF-Level:
	e: ELECTRICAL TECHNOLOGY METHO	DOLOGY	NGI-Level.
	dule outcomes: On completion of thi	ic modulo the student chould be able to:	
Mo		is module the student should be able to:	
• •	demonstrate a well-rounded and s	is module the student should be able to: ystematic knowledge base regarding cur	
•	demonstrate a well-rounded and s Technology for Education;	ystematic knowledge base regarding cur	riculum development of Electrical
• •	demonstrate a well-rounded and so Technology for Education; apply and discuss suitable types of	ystematic knowledge base regarding cur assessment strategies in the different ta	riculum development of Electrical Isk types of a Technology lesson and
•	demonstrate a well-rounded and so Technology for Education; apply and discuss suitable types of demonstrate an understanding of t	ystematic knowledge base regarding cur	riculum development of Electrical Isk types of a Technology lesson and
•	demonstrate a well-rounded and so Technology for Education; apply and discuss suitable types of demonstrate an understanding of t classroom management;	ystematic knowledge base regarding cur assessment strategies in the different ta the nature and practice of organising and	riculum development of Electrical sk types of a Technology lesson and d management skills in Technology
•	demonstrate a well-rounded and so Technology for Education; apply and discuss suitable types of demonstrate an understanding of to classroom management; present and communicate the proc	ystematic knowledge base regarding cur assessment strategies in the different ta	riculum development of Electrical sk types of a Technology lesson and d management skills in Technology
•	demonstrate a well-rounded and so Technology for Education; apply and discuss suitable types of demonstrate an understanding of to classroom management; present and communicate the proof Technology; and	ystematic knowledge base regarding cur assessment strategies in the different ta the nature and practice of organising and cess of designing and compiling portfolio	riculum development of Electrical isk types of a Technology lesson and d management skills in Technology s for both learners and educators in
•	demonstrate a well-rounded and s Technology for Education; apply and discuss suitable types of demonstrate an understanding of t classroom management; present and communicate the proc Technology; and show an awareness and understan	ystematic knowledge base regarding cur assessment strategies in the different ta the nature and practice of organising and cess of designing and compiling portfolio ding of the safety aspects applicable in w	riculum development of Electrical ask types of a Technology lesson and d management skills in Technology s for both learners and educators in vorkshops, practical centres and
•	demonstrate a well-rounded and s Technology for Education; apply and discuss suitable types of demonstrate an understanding of t classroom management; present and communicate the proo Technology; and show an awareness and understan Technology classrooms which shou	ystematic knowledge base regarding cur assessment strategies in the different ta the nature and practice of organising and cess of designing and compiling portfolio	riculum development of Electrical ask types of a Technology lesson and d management skills in Technology s for both learners and educators in vorkshops, practical centres and
• • • Me	demonstrate a well-rounded and s Technology for Education; apply and discuss suitable types of demonstrate an understanding of t classroom management; present and communicate the proo Technology; and show an awareness and understan Technology classrooms which shou thod of delivery:	ystematic knowledge base regarding cur assessment strategies in the different ta the nature and practice of organising and cess of designing and compiling portfolio ding of the safety aspects applicable in w	riculum development of Electrical ask types of a Technology lesson and d management skills in Technology s for both learners and educators in vorkshops, practical centres and
• • • Me Ass	demonstrate a well-rounded and s Technology for Education; apply and discuss suitable types of demonstrate an understanding of t classroom management; present and communicate the proo Technology; and show an awareness and understan Technology classrooms which shou thod of delivery: essment Methods:	ystematic knowledge base regarding cur assessment strategies in the different ta the nature and practice of organising and cess of designing and compiling portfolio ding of the safety aspects applicable in w Id be applied through-out Technology te	riculum development of Electrical ask types of a Technology lesson and d management skills in Technology s for both learners and educators in vorkshops, practical centres and eaching and learning.
• • • Me Ass Mo	demonstrate a well-rounded and s Technology for Education; apply and discuss suitable types of demonstrate an understanding of t classroom management; present and communicate the proc Technology; and show an awareness and understan Technology classrooms which shou thod of delivery: essment Methods: dule code: ETED322	ystematic knowledge base regarding cur assessment strategies in the different ta the nature and practice of organising and cess of designing and compiling portfolio ding of the safety aspects applicable in w ild be applied through-out Technology te	riculum development of Electrical ask types of a Technology lesson and d management skills in Technology s for both learners and educators in vorkshops, practical centres and
• • • Me Ass Mo Titl	demonstrate a well-rounded and s Technology for Education; apply and discuss suitable types of demonstrate an understanding of t classroom management; present and communicate the proo Technology; and show an awareness and understan Technology classrooms which shou thod of delivery: essment Methods: dule code: ETED322 e: ELECTRICAL TECHNOLOGY METHO	ystematic knowledge base regarding cur assessment strategies in the different ta the nature and practice of organising and cess of designing and compiling portfolio ding of the safety aspects applicable in w Id be applied through-out Technology te DDOLOGY	riculum development of Electrical ask types of a Technology lesson and d management skills in Technology s for both learners and educators in vorkshops, practical centres and eaching and learning.
• • • Me Ass Mo Titl	demonstrate a well-rounded and s Technology for Education; apply and discuss suitable types of demonstrate an understanding of t classroom management; present and communicate the proo Technology; and show an awareness and understan Technology classrooms which shou thod of delivery: essment Methods: dule code: ETED322 E: ELECTRICAL TECHNOLOGY METHO dule outcomes: On completion of thi	ystematic knowledge base regarding cur assessment strategies in the different ta the nature and practice of organising and cess of designing and compiling portfolio ding of the safety aspects applicable in w Id be applied through-out Technology te DDOLOGY is module the student should be able to:	riculum development of Electrical ask types of a Technology lesson and d management skills in Technology s for both learners and educators in workshops, practical centres and eaching and learning.
• • • Me Ass Mo Titl	demonstrate a well-rounded and s Technology for Education; apply and discuss suitable types of demonstrate an understanding of t classroom management; present and communicate the proo Technology; and show an awareness and understan Technology classrooms which shou thod of delivery: essment Methods: dule code: ETED322 e: ELECTRICAL TECHNOLOGY METHOC dule outcomes: On completion of thi demonstrate an awareness and under	ystematic knowledge base regarding cur assessment strategies in the different ta the nature and practice of organising and cess of designing and compiling portfolio ding of the safety aspects applicable in w Id be applied through-out Technology te DOLOGY is module the student should be able to: derstanding of the safety aspects applica	riculum development of Electrical ask types of a Technology lesson and d management skills in Technology s for both learners and educators in workshops, practical centres and eaching and learning.
• • • Me Ass Mo Titl	demonstrate a well-rounded and s Technology for Education; apply and discuss suitable types of demonstrate an understanding of t classroom management; present and communicate the proo Technology; and show an awareness and understan Technology classrooms which shou thod of delivery: essment Methods: dule code: ETED322 e: ELECTRICAL TECHNOLOGY METHC dule outcomes: On completion of thi demonstrate an awareness and under centres and Electrical Technology for	ystematic knowledge base regarding cur assessment strategies in the different ta the nature and practice of organising and cess of designing and compiling portfolio ding of the safety aspects applicable in w ild be applied through-out Technology te boot the student should be able to: derstanding of the safety aspects applica or Education class rooms;	riculum development of Electrical esk types of a Technology lesson and d management skills in Technology s for both learners and educators in workshops, practical centres and eaching and learning. NQF-Level: ble in the workshops, practical
• • • Me Ass Mo Titl	demonstrate a well-rounded and s Technology for Education; apply and discuss suitable types of demonstrate an understanding of t classroom management; present and communicate the proo Technology; and show an awareness and understan Technology classrooms which shou thod of delivery: essmet Methods: dule code: ETED322 e: ELECTRICAL TECHNOLOGY METHC dule outcomes: On completion of thi demonstrate an awareness and und centres and Electrical Technology fo adequately design and compile por	ystematic knowledge base regarding cur assessment strategies in the different ta the nature and practice of organising and cess of designing and compiling portfolio ding of the safety aspects applicable in w ild be applied through-out Technology te boology is module the student should be able to: derstanding of the safety aspects applica or Education class rooms; tfolios for both learners and educators in	riculum development of Electrical esk types of a Technology lesson and d management skills in Technology s for both learners and educators in workshops, practical centres and eaching and learning. NQF-Level: ble in the workshops, practical n Electrical Technology for Education;
• • • Me Ass Mo Titl	demonstrate a well-rounded and s Technology for Education; apply and discuss suitable types of demonstrate an understanding of t classroom management; present and communicate the proo Technology; and show an awareness and understan Technology classrooms which shou thod of delivery: essment Methods: dule code: ETED322 e: ELECTRICAL TECHNOLOGY METHC dule outcomes: On completion of thi demonstrate an awareness and unc centres and Electrical Technology fo adequately design and compile por demonstrate a coherent and critica	ystematic knowledge base regarding cur assessment strategies in the different ta the nature and practice of organising and cess of designing and compiling portfolio ding of the safety aspects applicable in w ild be applied through-out Technology te polocogy is module the student should be able to: derstanding of the safety aspects applica or Education class rooms; tfolios for both learners and educators in I understanding of the nature and practi-	riculum development of Electrical ask types of a Technology lesson and d management skills in Technology s for both learners and educators in vorkshops, practical centres and eaching and learning. NQF-Level: ble in the workshops, practical n Electrical Technology for Education; ce of organising and management
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		ons in the applicable school curriculum; tice, fundamental knowledge of semicon	ductor materials in the use of
•	electronics; and	tice, fundamental knowledge of semicor	
•		e oscilloscope in the completion of practi	ical work sessions
Meth	nod of delivery:		
	ssment Methods:		
	ule Code: ETEE212		NQF-Level:
	ELECTRICAL TECHNOLOGY FOR EDU	JCATION	
Mod	ule outcomes: On completion of thi	s module the student should be able to:	
•		ectrical principles with specific reference	
•	demonstrate basic knowledge of el	ectrical/electronic components, in which	h the learner must show competence
	in the use, making and working prin	nciples of theses types of components in	the teaching-learning experience
	with specific reference to application	ons in the applicable school curriculum;	
•		tice, fundamental knowledge of semicon	nductor materials in the use of
	electronics; and		
٠	use measuring instruments and the	e oscilloscope in the completion of practi	ical work sessions.
	od of delivery:		
	ssment Methods:		
	ule Code: ETEE221		NQF-Level:
	ELECTRICAL TECHNOLOGY FOR EDU		
Mod		s module the student should be able to:	
•	•	e that they have basic knowledge of the	
		ge value, middle ordinate rule and phase	
		tic emf, hysteretic, direct current machin	nes, direct current starters and
	meters (analogue);	alua practical problems, and domonstrat	to competent skills in bandling
•		olve practical problems; and demonstrat	
Moth	nod of delivery:	ention to the safety aspects as prescribe	
	ssment Methods:		
ινιοα	ule Code: ETEE311	Semester 1	NOF-Level: 6/7
	ule Code: ETEE311 ELECTRICAL TECHNOLOGY FOR EDU	Semester 1 JCATION	NQF-Level: 6/7
Title	ELECTRICAL TECHNOLOGY FOR EDU	JCATION	
Title	ELECTRICAL TECHNOLOGY FOR EDU ule outcomes: On completion of thi	JCATION s module the student should be able to:	
Title	ELECTRICAL TECHNOLOGY FOR EDU ule outcomes: On completion of thi	JCATION	
Title	ELECTRICAL TECHNOLOGY FOR EDU ule outcomes: On completion of thi demonstrate in writing and practic processes;	JCATION s module the student should be able to:	electrical theories, tests and
Title	ELECTRICAL TECHNOLOGY FOR EDU ule outcomes: On completion of thi demonstrate in writing and practic processes; RLC series and parallel circuits, reso	JCATION is module the student should be able to: e that you have the basic knowledge of e	electrical theories, tests and titve components of current;
Title	ELECTRICAL TECHNOLOGY FOR EDU ule outcomes: On completion of thi demonstrate in writing and practice processes; RLC series and parallel circuits, reso methods to improve power factor a	JCATION s module the student should be able to: e that you have the basic knowledge of e onance circuits, Q-factor, active and reac	electrical theories, tests and tive components of current; se alternating current systems,
Title	ELECTRICAL TECHNOLOGY FOR EDU ule outcomes: On completion of thi demonstrate in writing and practice processes; RLC series and parallel circuits, reso methods to improve power factor a	JCATION s module the student should be able to: e that you have the basic knowledge of e onance circuits, Q-factor, active and reac as well as all phasor diagrams three-phas	electrical theories, tests and tive components of current; se alternating current systems,
Title	ELECTRICAL TECHNOLOGY FOR EDU ule outcomes: On completion of thi demonstrate in writing and practic processes; RLC series and parallel circuits, reso methods to improve power factor a alternating current measuring instr instrument transformers; the skill and knowledge to solve pro-	UCATION is module the student should be able to: e that you have the basic knowledge of e phance circuits, Q-factor, active and reac as well as all phasor diagrams three-phas ruments (analogue), single phase transfo actical problems and to demonstrate cor	electrical theories, tests and tive components of current; se alternating current systems, rmers, auto-transformers and mpetent skills in handling instruments
Title: Mod • •	ELECTRICAL TECHNOLOGY FOR EDU ule outcomes: On completion of thi demonstrate in writing and practic processes; RLC series and parallel circuits, reso methods to improve power factor a alternating current measuring instr instrument transformers; the skill and knowledge to solve pri and machines with due attention to	JCATION is module the student should be able to: e that you have the basic knowledge of e onance circuits, Q-factor, active and reac as well as all phasor diagrams three-phas uments (analogue), single phase transfo	electrical theories, tests and tive components of current; se alternating current systems, rmers, auto-transformers and mpetent skills in handling instruments
Title: Mod • • • Meth	ELECTRICAL TECHNOLOGY FOR EDU ule outcomes: On completion of thi demonstrate in writing and practic processes; RLC series and parallel circuits, resc methods to improve power factor a alternating current measuring instr instrument transformers; the skill and knowledge to solve pri- and machines with due attention to not of delivery:	UCATION is module the student should be able to: e that you have the basic knowledge of e phance circuits, Q-factor, active and reac as well as all phasor diagrams three-phas ruments (analogue), single phase transfo actical problems and to demonstrate cor	electrical theories, tests and tive components of current; se alternating current systems, rmers, auto-transformers and mpetent skills in handling instruments
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Title: Mod • • • Mot Title: Mod • • • • • •	ELECTRICAL TECHNOLOGY FOR EDU ule outcomes: On completion of thi demonstrate in writing and practic processes; RLC series and parallel circuits, resc methods to improve power factor a alternating current measuring instr instrument transformers; the skill and knowledge to solve pra- and machines with due attention to tood of delivery: ssment Methods: ule Code: ETEE321 ELECTRICAL TECHNOLOGY FOR EDU ule outcomes: On completion of thi demonstrate complete and system amplifiers and semiconductors as f to show skill in working in groups, i semiconductor according to specifi to critically analyse, evaluate, impre educational practice, taking into ac demonstrate fundamental knowled and control circuits, oscillators, in e	JCATION is module the student should be able to: te that you have the basic knowledge of e phance circuits, Q-factor, active and reac as well as all phasor diagrams three-phas ruments (analogue), single phase transfo actical problems and to demonstrate cor- to the safety aspects as prescribed in this JCATION s module the student should be able to: atic knowledge, insight and conception of ields of study in electronics; as well as individually, to design bias circ cations; ove and demonstrate your designs pract count rules and regulations; dge, insight and conception about the fui	electrical theories, tests and stive components of current; se alternating current systems, rmers, auto-transformers and mpetent skills in handling instruments subject. NQF-Level: of the functions and applications of uits and amplifier circuits with ically, and to use these skills for
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- demonstrate a fundamental knowledge and insight concerning computer principles as electronic component;
- 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

•	demonstrate that he/she can facilit	ate the specific outcomes of this modul	e in the applicable school curriculum.
Me	thod of delivery:		
Ass	essment Methods:		
Мо	dule Code: ETEE422		NQF-Level: 7
Titl	e: ELECTRICAL TECHNOLOGY FOR EDU	JCATION	
Мо	dule outcomes: On completion of this	s module the student should be able to:	
٠	demonstrate in writing and practice	e that he/she has a complete and syster	natic knowledge of the theories, tests
	and processes applicable to comple	ex RLC-circuits, graphics and analytics pr	oblem solving, all aspects of power
	including total power, and power fa	actor improvement of motors and elect	ric circuits;
٠	determine the value of the capacita	ance of motors and electric circuits, three	e-phase transformers, instrument
		itors), illumination, alternating current r	
•		practical problems and to demonstrate	
		ing the safety aspects as prescribed in t	his subject.
	thod of delivery:		
	essment Methods:		
	dule Code: GEOD321		NQF-Level:
	e: GEOGRAPHY METHODOLOGY		
Мо	dule Outcomes: Upon completion of	this module, the student should be able	e to:
•		/stematic knowledge in Geography educ	
	•	ography lesson, assessment methods, t	eaching and learning styles, methods
	and techniques and types as well a		
•		ng of Geography Education's terms, rul	
		ap new knowledge onto a given body of	
•		ncrete and abstract problems and issue	0 1 7
		ry-driven arguments in the planning of a	
	Education in the FET phase;	nation and their own ideas and opinion	s on themes related to Geography
		driven manner in all operational circun	estances and forms of
•	act in an ethically correct and value	: unven manner m an operational circun	Istalles allu forms of
	communication written and verbal		
Me	communication, written and verbal	l	
	thod of delivery:	l	
Ass	thod of delivery: essment Methods:		NOF-Level:
Ass Mo	thod of delivery: essment Methods: dule Code: GEOD411		NQF-Level:
Ass Mo Title	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY		NQF-Level:
Ass Mo Title	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co	mpletion of this module you should:	
Ass Mo Titl Mo	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and	mpletion of this module you should: systematic knowledge of Geography Ec	lucation with special reference to
Ass Mo Titl Mo	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as v	lucation with special reference to
Ass Mo Titl Mo	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl design and effectively implementat	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as v	lucation with special reference to vell as curriculum development,
Ass Mo Titl Mo	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl design and effectively implementat demonstrate the skills to evaluate of	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as v ion of learning experiences;	lucation with special reference to vell as curriculum development, ffective concerning specific learning
Ass Mo Titl Mo	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequentl	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as v ion of learning experiences; which of these elements are the most el	lucation with special reference to vell as curriculum development, ffective concerning specific learning cal and systematic manner;
Ass Mo Titl Mo •	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequentl demonstrate an ability to deal with	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as ion of learning experiences; which of these elements are the most ef y implementing these in a creative, logi	lucation with special reference to vell as curriculum development, ffective concerning specific learning cal and systematic manner; ems and issues in Geography
Ass Mo Titl Mo •	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequentl demonstrate an ability to deal with Education using evidence-based sol	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as v ion of learning experiences; which of these elements are the most ei y implementing these in a creative, logi unfamiliar concrete and abstract probl	lucation with special reference to vell as curriculum development, ffective concerning specific learning cal and systematic manner; ems and issues in Geography 5 well as demonstrating an ability to
Ass Mo Titl Mo •	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequent demonstrate an ability to deal with Education using evidence-based soi engage with journal articles, schola	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as v ion of learning experiences; which of these elements are the most ei y implementing these in a creative, logi unfamiliar concrete and abstract probl lutions and theory-driven arguments, as	lucation with special reference to vell as curriculum development, ffective concerning specific learning cal and systematic manner; ems and issues in Geography s well as demonstrating an ability to valle to present and communicate
Ass Mo Titl Mo •	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequent demonstrate an ability to deal with Education using evidence-based soi engage with journal articles, schola	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as v ion of learning experiences; which of these elements are the most ef y implementing these in a creative, logi unfamiliar concrete and abstract proble lutions and theory-driven arguments, as r reviews and primary resources and be	lucation with special reference to vell as curriculum development, ffective concerning specific learning cal and systematic manner; ems and issues in Geography s well as demonstrating an ability to valle to present and communicate
Ass Mo Titl Mo •	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequentl demonstrate an ability to deal with Education using evidence-based soi engage with journal articles, schola information and their own ideas an argument; act in an ethically correct and value	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as v ion of learning experiences; which of these elements are the most el y implementing these in a creative, logi unfamiliar concrete and abstract probl lutions and theory-driven arguments, as r reviews and primary resources and be d opinions on themes related to Geogra	lucation with special reference to vell as curriculum development, ffective concerning specific learning cal and systematic manner; ems and issues in Geography s well as demonstrating an ability to able to present and communicate aphy Education in a well structured
Ass Mo Titl Mo •	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequentl demonstrate an ability to deal with Education using evidence-based sol engage with journal articles, schola information and their own ideas an argument; act in an ethically correct and value communication, both written and v	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as v ion of learning experiences; which of these elements are the most el y implementing these in a creative, logi unfamiliar concrete and abstract probl lutions and theory-driven arguments, as r reviews and primary resources and be d opinions on themes related to Geogra	lucation with special reference to vell as curriculum development, ffective concerning specific learning cal and systematic manner; ems and issues in Geography s well as demonstrating an ability to able to present and communicate aphy Education in a well structured
Ass Mo Titl Mo • •	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequentl demonstrate an ability to deal with Education using evidence-based sol engage with journal articles, schola information and their own ideas an argument; act in an ethically correct and value communication, both written and v thod of delivery:	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as v ion of learning experiences; which of these elements are the most el y implementing these in a creative, logi unfamiliar concrete and abstract probl lutions and theory-driven arguments, as r reviews and primary resources and be d opinions on themes related to Geogra	lucation with special reference to vell as curriculum development, ffective concerning specific learning cal and systematic manner; ems and issues in Geography s well as demonstrating an ability to able to present and communicate aphy Education in a well structured
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Ass Mo Titl Mo • • • • • • • • •	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequent1 demonstrate an ability to deal with Education using evidence-based sol engage with journal articles, schola information and their own ideas an argument; act in an ethically correct and value communication, both written and v thod of delivery: essment Methods: dule Code: GEOE111	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as v ion of learning experiences; which of these elements are the most el y implementing these in a creative, logi unfamiliar concrete and abstract probl lutions and theory-driven arguments, as r reviews and primary resources and be d opinions on themes related to Geogra e-driven manner in all operational circur rerbal.	lucation with special reference to vell as curriculum development, ffective concerning specific learning cal and systematic manner; ems and issues in Geography s well as demonstrating an ability to able to present and communicate aphy Education in a well structured instances and all forms of
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Ass Mo Title Mo • • Me Ass Mo Title	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequentl demonstrate an ability to deal with Education using evidence-based sol engage with journal articles, schola information and their own ideas an argument; act in an ethically correct and value communication, both written and v thod of delivery: essment Methods: bdule Code: GEOE111 e: GEOGRAPHY EDUCATION: PHYSICA dule Outcomes: Upon completion of demonstrate a fundamental knowle	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as ion of learning experiences; which of these elements are the most el y implementing these in a creative, logi unfamiliar concrete and abstract probl lutions and theory-driven arguments, as r reviews and primary resources and be d opinions on themes related to Geogra e-driven manner in all operational circur rerbal.	lucation with special reference to vell as curriculum development, ffective concerning specific learning cal and systematic manner; ems and issues in Geography s well as demonstrating an ability to able to present and communicate aphy Education in a well structured instances and all forms of NQF-Level: KGROUND OF AFRICA AND THE RSA
Ass Mo Titl Mo • • • • • • • • • • • • • • • • • •	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequentl demonstrate an ability to deal with Education using evidence-based so engage with journal articles, schola information and their own ideas an argument; act in an ethically correct and value communication, both written and v thod of delivery: essment Methods: bdule Code: GEOE111 e: GEOGRAPHY EDUCATION: PHYSICA dule Outcomes: Upon completion of demonstrate a fundamental knowle economical trends of Africa and So	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as v ion of learning experiences; which of these elements are the most el y implementing these in a creative, logi unfamiliar concrete and abstract probl lutions and theory-driven arguments, as r reviews and primary resources and be d opinions on themes related to Geogra -driven manner in all operational circur rerbal.	lucation with special reference to vell as curriculum development, ffective concerning specific learning cal and systematic manner; ems and issues in Geography s well as demonstrating an ability to a ble to present and communicate aphy Education in a well structured instances and all forms of NQF-Level: KGROUND OF AFRICA AND THE RSA
Ass Mo Title Mo • • • Ass Mc Title Mo	thod of delivery: essment Methods: dule Code: GEOD411 e: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful co demonstrate a comprehensive and different teaching and learning styl design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequentl demonstrate an ability to deal with Education using evidence-based so engage with journal articles, schola information and their own ideas an argument; act in an ethically correct and value communication, both written and v thod of delivery: essment Methods: bdule Code: GEOE111 e: GEOGRAPHY EDUCATION: PHYSICA dule Outcomes: Upon completion of demonstrate a fundamental knowle economical trends of Africa and So	mpletion of this module you should: systematic knowledge of Geography Ec es, strategies, methods, techniques as which of these elements are the most ef y implementing these in a creative, logi unfamiliar concrete and abstract probl lutions and theory-driven arguments, as r reviews and primary resources and be d opinions on themes related to Geogra e-driven manner in all operational circur rerbal.	lucation with special reference to vell as curriculum development, ffective concerning specific learning cal and systematic manner; ems and issues in Geography s well as demonstrating an ability to a ble to present and communicate aphy Education in a well structured instances and all forms of NQF-Level: KGROUND OF AFRICA AND THE RSA

•	 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 manmade phenomena in the protection. 			
	RSA;	onship between topographic, climatologic and manmade phenomena in the		
•		in Africa, show insight and understanding concerning the problems in		
		these within the framework of his/her own view of life and the world as well		
		acquired knowledge in such a way as to display an ethically responsible		
	attitude toward Africa/South Africa			
•		nd representation techniques demonstrate a fundamental knowledge, skills,		
		kills, Cartography and representation techniques and be able to apply it in		
Mo	practice. thod of delivery:			
	essment Methods:			
	dule Code: GEOE121	NQF-Level:		
		ARY GEOGRAPHY, CLIMATOLOGY AND OCEANOGRAPHY		
	dule Outcomes: On the successful co			
•		edge of Planetary Geography, Climatology and Oceanography in context of		
	the National Curriculum;			
•		ry Geography, Climatology and oceanography that support the coherent		
	understanding of concepts, ideas, t			
•		knowledge to solve common problems within a familiar context and be able		
	to teach it to students at school us	ng appropriate technology;		
•	act in an ethically correct and value	driven manner in all operational circumstances and forms of		
	communication, written and verba	;		
•	practical section: Students must de	monstrate a fundamental knowledge, skills, understanding and insight of		
	map projections as well as synoptic	weather maps and be able to apply it in practice.		
Me	thod of delivery:			
Ass	essment Methods:			
Mo	dule Code: GEOE211	NQF-Level:		
-	e: GEOGRAPHY EDUCATION: URBAN	AND ECONOMIC GROGRAPHY		
Мо	dule Outcomes:	AND ECONOMIC GROGRAPHY		
Mo Me	dule Outcomes: thod of delivery:	AND ECONOMIC GROGRAPHY		
Mo Me Ass	dule Outcomes: thod of delivery: essment Methods:			
Mo Me Ass Mo	dule Outcomes: thod of delivery: essment Methods: dule Code: GEOE221	NQF-Level:		
Mo Me Ass Mo Title	dule Outcomes: thod of delivery: essment Methods: dule Code: GEOE221 e: GEOGRAPHY EDUCATION: GEOMO	NQF-Level: RFOLOGY AND ENVIRONMENTAL GEOGRAPHY		
Mo Me Ass Mo Titl Mo	dule Outcomes: thod of delivery: essment Methods: dule Code: GEOE221 e: GEOGRAPHY EDUCATION: GEOMO dule Outcomes: Upon completion of	NQF-Level: RFOLOGY AND ENVIRONMENTAL GEOGRAPHY this module, students should:		
Mo Me Ass Mo Titl Mo •	dule Outcomes: thod of delivery: essment Methods: dule Code: GEOE221 e: GEOGRAPHY EDUCATION: GEOMO dule Outcomes: Upon completion of demonstrate a solid knowledge ba	NQF-Level: RFOLOGY AND ENVIRONMENTAL GEOGRAPHY this module, students should: e of Urban and Economic Geography in context of the National Curriculum;		
Mo Me Ass Mo Titl Mo	dule Outcomes: thod of delivery: essment Methods: dule Code: GEOE221 e: GEOGRAPHY EDUCATION: GEOMO dule Outcomes: Upon completion of demonstrate a solid knowledge ba identify themes relevant for a dive	NQF-Level: RFOLOGY AND ENVIRONMENTAL GEOGRAPHY this module, students should: e of Urban and Economic Geography in context of the National Curriculum; se society related to personal, community and economic areas and plan		
Mo Me Ass Mo Titl Mo •	dule Outcomes: thod of delivery: essment Methods: dule Code: GEOE221 e: GEOGRAPHY EDUCATION: GEOMO dule Outcomes: Upon completion of demonstrate a solid knowledge ba identify themes relevant for a dive activities supporting coherent under	NQF-Level: RFOLOGY AND ENVIRONMENTAL GEOGRAPHY this module, students should: e of Urban and Economic Geography in context of the National Curriculum; se society related to personal, community and economic areas and plan irstanding of concepts, ideas, theories, principles and rules;		
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structured argument.		
structured argument;		
	e driven manner in all operational circur	nstances and forms of
communication, both written and		
	lemonstrate a well-rounded, systematic	
	ques to present data visually as well as t	he functioning of a Global Positioning
System (GPS) and be able to apply	these in practice.	
Method of delivery:		
Assessment Methods:		•
Module Code: GEOE321		NQF-Level:
Title: GEOGRAPHY EDUCATION: ADVAN	CED GEOMORFOLOGY AND CLIMATOLO	GY
Module Outcomes: Upon completion or	f this module, the student should:	
 demonstrate a comprehensive known 	owledge and insight regarding concepts	and the application possibilities of
South Africa's Geological History a	nd resulting landscapes, soils and hydro	logy. The student should also display a
systematic knowledge of advance	d climatological phenomena on a global	and South African context.
 analyse land forms, landscapes an 	d climatic phenomena, which reflect the	environmental conditions over time
during their origin, and evaluate the	nese within the geological time context.	
• discuss and critically evaluate the	conditions which lead to the global geolo	ogic and climatic phenomena,
 be able to work with other individ 	uals in group context in an ethically acco	untable and responsible manner
during the solving of problems cha	aracteristic of the learning contents of th	is module, and should undertake
small scale research regarding rele	evant subjects as expressed in the modul	le;
practical: GIS and GIS in teaching;	Students must demonstrate a fundamer	ntal knowledge, skills, understanding
and insight of GIS and be able to a	pply it in practice	
Method of delivery:		
Assessment Methods:		
Module Code: HISD321		NQF-Level:
Title: HISTORY METHODOLOGY		
Module Outcomes: Upon completion or	f this module, students should:	
	oherent and sound knowledge of Histor	ry methodology in context of the
		/
National Curriculum Statement;		
-	ching strategies, assessment and learnin	g and teaching support material;
 demonstrate skills of planning tea 	ching strategies, assessment and learnin lan and design teaching strategies, asses	
 demonstrate skills of planning tea 	ching strategies, assessment and learnin lan and design teaching strategies, asses	
 demonstrate skills of planning tea demonstrate the competency to p support material; 		ssment and learning and teaching
 demonstrate skills of planning tea demonstrate the competency to p support material; demonstrate values of an ethical-planning 	lan and design teaching strategies, asses	ssment and learning and teaching terpretation of historical facts to
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writing: 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; . 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: Assessment Methods: Module Code: HISE121 NOF-Level: Title: HISTORY EDUCATION: ASPECTS OF AFRICAN AND SOUTH AFRICAN HISTORY (ANTIQUITY TO 1870) Module Outcomes: Upon completion of the module, the students should: 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; demonstrate the skill of scrutinising primary and secondary sources by differentiating between, tracing and • effectively interpreting different historical sources in order to communicate these verbally or in writing; demonstrate the competency of problem solving abilities to address political, social and economic issues within the context of African and South African History from antiquity to 1870; and demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with The Manifesto on Values, Education and Democracy. Method of delivery: Assessment Methods: NQF-Level: Module Code: HISE211 Title: HISTORY EDUCATION: ASPECTS OF SOUTH AFRICAN HISTORY (1836 - 1948) Module Outcomes: Upon completion of the module, the students should: demonstrate a solid knowledge and a good understanding of aspects of the South African History, 1836 - 1948 in context of the National Curriculum Statement; demonstrate the skill of scrutinising primary and secondary sources by identifying, analyzing, interpreting and . synthesising different historical sources in order to communicate these verbally or in writing; demonstrate the competency of problem solving abilities to address political, social and economic issues within a South African context, 1836-1948; • demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with the Manifesto on Values, Education and Democracy. Method of delivery: Assessment Methods: Module Code: HISE 221 NOF-Level: Title: HISTORY EDUCATION: ASPECTS OF AFRICA AND 20TH CENTURY WORLD HISTORY (1870 - 1990) Module Outcomes: Upon completion of the module, the students should: demonstrate a solid knowledge and good understanding of aspects of African and 20th century World History (1870-1990) in the context of the National Curriculum Statement; demonstrate the skill of scrutinising primary and secondary sources by identifying, analysing, interpreting and . synthesising different historical sources in order to communicate these verbally or in writing; demonstrate the competence of problem solving abilities to address political, social and economic issues within the context of African and 20th century World History (1870-1990); and demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with The Manifesto on Values, Education and Democracy Method of delivery: Assessment Methods: Module Code: HISE 311 NQF-Level: Title: HISTORY EDUCATION: ASPECTS OF EUROPEAN AND WORLD HISTORY (1914 – 2000) Module Outcomes: Upon completion of this module, students should: demonstrate a well rounded and coherent understanding of aspects of European and World History (1914-2000) in context of the National Curriculum Statement; demonstrate the skill of scrutinising primary and secondary sources by identifying, analysing, interpreting and ٠ synthesising different historical sources in order to communicate these verbally or in writing; demonstrate the competence of problem solving abilities to address political, social and economic issues within the context of European and World History; and demonstrate values of an ethical-professional nature with regard to the interpretation of historical facts to always be true and within context as in compliance with the Manifesto on Values, Education and Democracy. Method of delivery:

Assessment Methods:		
Module Code: HISE 321		NQF-Level:
Title: HISTORY EDUCATION: ASPECTS	OF SOUTH AFRICAN HISTORY (1948 – 2000)	
Module Outcomes: Upon completion	of this module, students should:	
 demonstrate a well rounded and 	coherent understanding of aspects of Sou	th African History (1948-2000) in
context of the National Curriculu	ım Statement;	
 demonstrate the skill of scrutinis 	sing primary and secondary sources by ider	tifying, analysing, interpreting and
synthesising different historical	sources in order to communicate these ver	bally or in writing;
 demonstrate the competence of 	problem solving abilities to address politic	al, social and economic issues within
the context of the South African	History (1948-2000); and	
 demonstrate values of an ethica 	I-professional nature with regard to the int	erpretation of historical facts to
always be true and within conte	xt as in compliance with the Manifesto on N	/alues, Education and Democracy.
Method of delivery:		
Assessment Methods:		
Module Code: INTD321		NQF-Level:
Title: INFORMATION TECHNOLOGY M	ETHODOLOGY: FET PHASE	
Module Outcomes: Upon completion	of this module, the student should:	
 demonstrate integrated knowled 	dge of departmental policy documents on I	nformation Technology in the FET
phase, curriculum content and w	vork schedules in applicable learning conte	xts as well as a variety of assessment
techniques, methods and instru	ments that are applicable in Information Te	chnology;
 demonstrate practical skills in th 	e evaluation of existing examples of work s	schedules, the planning and
presentation of both theoretical	and practical lessons and the planning and	l implementation of the principles of
assessment in Information Tech	nology;	
 demonstrate the ability to integr 	rate learning contexts and work schedules i	in a lesson plan format, to
communicate it, and to impleme	ent it in practice in order to make meaningf	ul learning in Information Technology
possible; and		
 demonstrate the ability to evaluate 	ate and debate the purpose of Information	Technology as subject at school
level.		
Method of delivery:		
Assessment Methods:		
Assessment Methods: Module Code: INTD411		NQF-Level:
	ETHODOLOGY: FET PHASE	NQF-Level:
Module Code: INTD411		NQF-Level:
Module Code: INTD411 Title: INFORMATION TECHNOLOGY M Module outcomes: Upon completion		
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Module Code: INTD411 Title: INFORMATION TECHNOLOGY M Module outcomes: Upon completion • demonstrate detailed knowle Information Technology in the contexts, a variety of assessm Technology, as well as learnin of the computer centre;	of this module, the student should: dge with extensive comprehension of depa e FET phase, curriculum content and work s ent techniques, methods, and instruments	rtmental policy documents regarding schedules in appropriate learning that are appropriate to Information the organisation and administration
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Module Code: INTD411 Title: INFORMATION TECHNOLOGY M Module outcomes: Upon completion • demonstrate detailed knowle Information Technology in the contexts, a variety of assessm Technology, as well as learnin of the computer centre; • demonstrate practical skills in regarding Information Technology; • demonstrate practical skills in regarding Information Technology; • demonstrate the ability to impl meaningful learning in Inform measure learners' achieveme • demonstrate the ability to eval Method of delivery: Assessment Methods: Module Code: INTECHNOLOGY EE Module Outcomes: Upon completion • demonstrate basic knowledge al different number systems and b	of this module, the student should: dge with extensive comprehension of depa FET phase, curriculum content and work s ent techniques, methods, and instruments g material for Information Technology and the analysis, interpretation, and applicatio logy, the planning, presentation, and evalu ning, implementation, and evaluation of th ement and to apply learning contexts and ation Technology possible and to develop a nt of specific learning goals; and uate and to debate the profile of the ideal	rtmental policy documents regarding chedules in appropriate learning that are appropriate to Information the organisation and administration on of departmental documentation nation of both theoretical and he principles of assessment in work schedules in order to make appropriate learning activities to Information Technology teacher.
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Module Code: INTD411 Title: INFORMATION TECHNOLOGY M Module outcomes: Upon completion • demonstrate detailed knowle Information Technology in the contexts, a variety of assessm Technology, as well as learnin of the computer centre; • demonstrate practical skills in regarding Information Technology; • demonstrate practical skills in regarding Information Technology; • demonstrate the ability to impl meaningful learning in Inform measure learners' achieveme • demonstrate the ability to eval Method of delivery: Assessment Methods: Module Code: INTE111 Title: INFORMATION TECHNOLOGY EEC Module Outcomes: Upon completion • demonstrate basic knowledge al different number systems and b •	of this module, the student should: dge with extensive comprehension of depa e FET phase, curriculum content and work s ent techniques, methods, and instruments g material for Information Technology and the analysis, interpretation, and applicatio logy, the planning, presentation, and evalu ning, implementation, and evaluation of th lement and to apply learning contexts and ation Technology possible and to develop a to f specific learning goals; and uate and to debate the profile of the ideal DUCATION : INTRODUCTION TO COMPUTER of this module, the student should: sout computer systems and the computer of inary logic; relopment, operations with different numb	rtmental policy documents regarding chedules in appropriate learning that are appropriate to Information the organisation and administration on of departmental documentation lation of both theoretical and ne principles of assessment in work schedules in order to make appropriate learning activities to Information Technology teacher.
Module Code: INTD411 Title: INFORMATION TECHNOLOGY M Module outcomes: Upon completion demonstrate detailed knowle Information Technology in the contexts, a variety of assessm Technology, as well as learnin of the computer centre; demonstrate practical skills in regarding Information Technology; demonstrate practical skills in regarding Information Technology; demonstrate the ability to impl meaningful learning in Inform measure learners' achieveme demonstrate the ability to eval Method of delivery: Assessment Methods: Module Code: INTE111 Title: INFORMATION TECHNOLOGY EEE Module Outcomes: Upon completion demonstrate basic knowledge al different number systems and b demonstrate the ability to solve module; and	of this module, the student should: dge with extensive comprehension of depa e FET phase, curriculum content and work s ent techniques, methods, and instruments g material for Information Technology and the analysis, interpretation, and applicatio logy, the planning, presentation, and evalu ning, implementation, and evaluation of th lement and to apply learning contexts and ation Technology possible and to develop a to f specific learning goals; and uate and to debate the profile of the ideal DUCATION : INTRODUCTION TO COMPUTER of this module, the student should: sout computer systems and the computer of inary logic; relopment, operations with different numb	rtmental policy documents regarding chedules in appropriate learning that are appropriate to Information the organisation and administration on of departmental documentation pation of both theoretical and the principles of assessment in work schedules in order to make appropriate learning activities to Information Technology teacher.

Assessment Methods: NQF-Level: Module Code: INTE121 NQF-Level: Title: INFORMATION TECHNOLOGY EDUCATION: DATABASES Module Outcomes: Upon completion of this module, the student should: • demonstrate basic knowledge of the design of a database, which includes the knowledge of data integrity, security and validity; • reliably demonstrate skills with reference to the normalisation of data, design of tables, relations, queries, forms, reports and macros; • demonstrate the expertise to solve unknown well defined basic problems that are school-oriented with the aid of <i>Microsoft Access</i> ; and
Title: INFORMATION TECHNOLOGY EDUCATION: DATABASES Module Outcomes: Upon completion of this module, the student should: • demonstrate basic knowledge of the design of a database, which includes the knowledge of data integrity, security and validity; • reliably demonstrate skills with reference to the normalisation of data, design of tables, relations, queries, forms, reports and macros; • demonstrate the expertise to solve unknown well defined basic problems that are school-oriented with the aid
 Module Outcomes: Upon completion of this module, the student should: demonstrate basic knowledge of the design of a database, which includes the knowledge of data integrity, security and validity; reliably demonstrate skills with reference to the normalisation of data, design of tables, relations, queries, forms, reports and macros; demonstrate the expertise to solve unknown well defined basic problems that are school-oriented with the aid
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 security and validity; reliably demonstrate skills with reference to the normalisation of data, design of tables, relations, queries, forms, reports and macros; demonstrate the expertise to solve unknown well defined basic problems that are school-oriented with the aid
 reliably demonstrate skills with reference to the normalisation of data, design of tables, relations, queries, forms, reports and macros; demonstrate the expertise to solve unknown well defined basic problems that are school-oriented with the aid
 forms, reports and macros; demonstrate the expertise to solve unknown well defined basic problems that are school-oriented with the aid
demonstrate the expertise to solve unknown well defined basic problems that are school-oriented with the aid
 be able to apply the teaching-learning principles regarding databases.
Method of delivery:
Assessment Methods: 3 hours 1:1
Module Code: INTE211 NQF-Level:
Title: INFORMATION TECHNOLOGY EDUCATION: COMPUTER NETWORKS AND WEB PAGE DESIGN
Module Outcomes: Upon completion of this module, the student should:
demonstrate adequate knowledge of computer networks, data transmission in networks and software suitable
for web page design;
 compare different networks, media used in data communication and network topologies with one another, and
demonstrate practical skills in good web page design; and
 demonstrate skills in solving practical problems regarding computer networks and web page design; and
 be able to apply the teaching-learning principles of the relevant topics in computer networks and web page
design in practice.
Method of delivery:
Assessment Methods:
Module Code: INTE221 NQF-Level:
Title: INFORMATION TECHNOLOGY EDUCATION : INTRODUCTORY DELPHI PROGRAMMING
Module Outcomes: Upon completion of this module the student should:
 demonstrate knowledge of visual program development and object-oriented programming;
 demonstrate practical skills in algorithm design and elementary Delphi programming;
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:
Assessment Methods:
Module Code: INTE311 NQF-Level:
Title: INFORMATION TECHNOLOGY EDUCATION: INTERMEDIATE DELPHI PROGRAMMING
Module Outcomes: Upon completion of this module, the student should:
 demonstrate detailed knowledge and practical skills in the use of arrays, events, methods and parameters,
debugging and testing in Delphi programming;
 demonstrate detailed knowledge of visual program development and the integration of databases in Delphi;
 demonstrate advanced problem-solving abilities to solve problems by using Delphi programming; and
be able to apply these abilities and skills within the teaching-learning situation
Method of delivery: Assessment Methods:
Module Code: INTE321 NQF-Level:
Title: INFORMATION TECHNOLOGY EDUCATION: ADVANCED DELPHI PROGRAMMING
Module Outcomes: Upon completion of this module, the student should:
demonstrate detailed knowledge and extended comprehension of visual program development as well as the
integration of databases in an object-oriented language;
 demonstrate detailed knowledge and practical skills in the use of objects, classes and methods in Delphi
programming;
 demonstrate advanced problem-solving skills in order to solve unknown but real-life problems through Delphi
programming; and
 be able to apply these knowledge and skills within the teaching –learning situation.
Method of delivery:
Assessment Methods:

Mo	dule Code: ITEE211		NQF-Level:		
Title	e: ENGINEERING TECHNOLOGY FOR E	DUCATION			
Mo	Module outcomes: On completion of this module the student should be able to: • demonstrate a thorough knowledge and have practical skills with regard to the safe use and care of precision-				
•	demonstrate a thorough knowledg	e and have practical skills with regard to	the safe use and care of precision-		
	measuring instruments and special	tools and equipment;			
•		ans of sketches, precision-measuring inst	trument readings and identify and		
	e ,	ent applicable to Mechanical Technology	e ,		
	workshop;		5 5		
•		aterials (also composite materials) conce	rning their type (ferrous and non-		
	ferrous, alloys, plastics, etc.) and p				
•		s and application of tests (e.g. Brinell, etc) done on engineering materials:		
•		e of heat treatment processes on steel a			
	results that are obtained; and				
1	,	mes to school learners in a didactic situa	ition.		
	thod of delivery:				
-	essment Methods:				
	dule Code: ITEE221		NQF-Level:		
	e: ENGINEERING TECHNOLOGY FOR E				
-					
1010		s module the student should be able to: nd basic skills (both in writing and practic	all in the cafe use maintenance and		
•					
		tions that are applicable to the power to	ois and machinery used in		
	mechanical technology;	miliaining matheda, avalain and discuss y	why each of them is applied in		
•	•	mi joining methods, explain and discuss v			
	methods;	Il as critically evaluate the advantages an	u uisauvantages of serni joining		
	,	ed outcomes in a didactic situation to sch	ad learners both theoretically and		
			oor learners both theoretically and		
	practically (in other words in a wor	kshop in a work situation).			
	thod of delivery:				
Ass	essment Methods:				
			NOTI		
	dule Code: ITEE311		NQF-Level:		
Title	e: ENGINEERING TECHNOLOGY FOR E		NQF-Level:		
Title Mo	e: ENGINEERING TECHNOLOGY FOR E dule outcomes: On completion of this	s module the student should be able to:			
Title	e: ENGINEERING TECHNOLOGY FOR E dule outcomes: On completion of this interpret symbols, units, terminolo	s module the student should be able to: gy and procedure to apply different man			
Title Mo	e: ENGINEERING TECHNOLOGY FOR E dule outcomes: On completion of thi interpret symbols, units, terminolo cutting, filing, squaring and turning	s module the student should be able to: gy and procedure to apply different man ; (on the lathe) to make an artefact;	ufacturing methods such as drilling,		
Title Mo	E: ENGINEERING TECHNOLOGY FOR E dule outcomes: On completion of this interpret symbols, units, terminolo cutting, filing, squaring and turning critically evaluate the necessity of I	s module the student should be able to: gy and procedure to apply different man ; (on the lathe) to make an artefact; palanced work on the lathe and compare	ufacturing methods such as drilling, the advantages and disadvantages		
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Title Mo • • • • • • • • • • • • • • • • • •	ENGINEERING TECHNOLOGY FOR E dule outcomes: On completion of this interpret symbols, units, terminolo cutting, filing, squaring and turning critically evaluate the necessity of I balanced and unbalanced work wil to determine the correct procedurd distinguish between types of force perform basic tests to verify variou meters and relevant equipment; ar facilitate the above-mentioned out thod of delivery: essment Methods: dule Code: ITEE322 e: ENGINEERING TECHNOLOGY FOR E dule outcomes: On completion of this demonstrate a thorough and systel machines/technology and the char alloys, and the composition of com of these materials for the field of m demonstrate a thorough knowledg gears (calculation of revolution spe function in changing and unknown and facilitate all of the above to scl	s module the student should be able to: gy and procedure to apply different man (on the lathe) to make an artefact; aalanced work on the lathe and compare I have concerning wear and safety, as we e to do balancing; applied to mechanical components; s mechanical principles such as force, pre- nd comes to school learners in a didactic sit DUCATION s module the student should be able to: matic knowledge, and have practical skill acteristics and manufacturing of various posite materials, and to critically evaluat techanical engineering as well as everyda e regarding the safe applications of mech eds), cams, levers, threads, linkages, whe learning contexts that require responsib	ufacturing methods such as drilling, the advantages and disadvantages ill as perform calculations necessary essure and torque using gauges, uation. NQF-Level: s in the safe use of mechanical non-ferrous metals, non-ferrous te the advantages and disadvantages ay use; anical drives like belts and pulleys, eels and axles.		

Titl	AL ENGINEERING TECHNOLOGY FOR E	DUCATION	
Title: ENGINEERING TECHNOLOGY FOR EDUCATION Module outcomes: On completion of this module the student should be able to:			
 critically evaluate and discuss workshop management and maintenance, and to have acquired knowledge to 			
•			id to have acquired knowledge to
	design a workshop layout for a spe		
•		wledge base regarding the use of milling	
		critical understanding of the different m	illing cutters and simple milling
	operations;		
•		ge of the parts and use of the dividing h	ead and the application and
	calculations of direct indexing, simp	ole indexing and angular indexing, and	
•	possess the ability to function in ch	anging and unknown contexts that requ	ire responsibility and imitative to
	academically, professionally and ef	fectively communicate and facilitate the	above outcomes to school learners.
Me	thod of delivery:		
Ass	essment Methods:		
Мо	dule Code: ITEE422		NQF-Level:
Titl	e: ENGINEERING TECHNOLOGY FOR E	DUCATION	
		s module the student should be able to:	
•	•	e more advanced operations on the milling	ng machine, including differential
	indexing with the applicable calcula	•	
•	•	wledge regarding gear tool terminology,	calculations, and possess effective
		ars, helical gears and rails by making use	
	settings;		
•	0,	iple of computer-controlled and numeric	ally controlled machines identify
		e it into the different programming princ	
	and		spies and manalactaring processes,
		anging and unknown contexts that requ	ire responsibility and initiative to
-		fectively communicate and facilitate the	
Ma	thod of delivery:		above outcomes to school learners.
	essment Methods:		
Mo	dule Code: LAAC121		NQF-Level:
	e: INTRODUCTION TO LEARNING ARE		
	dule Outcomes: Upon completion of	this module, students should:	
	dule Outcomes: Upon completion of demonstrate fundamental knowle	this module, students should: dge and an informed understanding of I	
	dule Outcomes: Upon completion of demonstrate fundamental knowle in the Learning Area Arts and Cultu	this module, students should: dge and an informed understanding of I re in context of the National Curriculum	;
	dule Outcomes: Upon completion of demonstrate fundamental knowle in the Learning Area Arts and Cultu	this module, students should: dge and an informed understanding of I	;
	dule Outcomes: Upon completion of demonstrate fundamental knowle in the Learning Area Arts and Cultu apply, understand, define, identify,	this module, students should: dge and an informed understanding of I re in context of the National Curriculum	; about the main concepts and
	dule Outcomes: Upon completion of demonstrate fundamental knowle in the Learning Area Arts and Cultu apply, understand, define, identify, elements of Dance, Drama, Music a	this module, students should: dge and an informed understanding of I re in context of the National Curriculum, , classify and communicate information a	; about the main concepts and I Curriculum;
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Title	ARTS AND CULTURE METHODOLOG	GY	
Module Outcomes: On the successful completion of this module the student should be able to:			
•	• 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;		
•	critically analyse, synthesise, evaluate and present information on various assessment practices specific to Arts		
	and Culture education using IT skill		
•		ncrete and abstract problems and issues ivities in Dance, Drama and Music in the	
		orld pertaining Arts and Culture, while a	
-	and applying knowledge in practica		pplying various assessment practices
Met	thod of delivery:		
	essment Methods:		
	dule Code: LAAD411		NQF-Level:
	ELEARNING AREA ARTS AND CULTUR	RF	
-		mpletion of this module the student sho	auld be able to:
NIOC		I systematic knowledge base of didactic	
•			
_		African Visual Arts in the Intermediate Pl	
•		of play in the learning Area Arts and Cult ng area Arts and Culture in the Intermed	
•	demonstrate an ability to identify,	analyse and deal with complex and/or re	eal world problems in applying
		o-lessons and practical teaching in the L	earning Area Arts and Culture in the
	Intermediate Phase; and		
•		n well-established world view while tead	-
	-	Culture during micro-lessons and in prac	tical teaching and be aware of social
	and ethical implications of applying	g knowledge in a certain context.	
	thod of delivery:		
	essment Methods:		
Mod	dule Code: LAAD421		NQF-Level:
Title	ELEARNING AREA ARTS AND CULTU	RE	
		RE Impletion of this module the student sho	ould be able to:
	dule Outcomes: On the successful co		
	dule Outcomes: On the successful co demonstrate a comprehensive and	mpletion of this module the student sho	rent and critical understanding of
	dule Outcomes: On the successful co demonstrate a comprehensive and integrated arts education, multicul	mpletion of this module the student sho I systematic knowledge base and a cohe	rent and critical understanding of ducation;
	dule Outcomes: On the successful co demonstrate a comprehensive and integrated arts education, multicul	mpletion of this module the student sho I systematic knowledge base and a coher tural arts education and inclusive arts eo dependently evaluate different models i	rent and critical understanding of ducation;
	dule Outcomes: On the successful co demonstrate a comprehensive and integrated arts education, multicul critically analyse, synthesise and in Area Arts and Culture in the Senior demonstrate an ability to identify,	mpletion of this module the student sho I systematic knowledge base and a coher tural arts education and inclusive arts eo dependently evaluate different models i Phase; analyse and deal with complex and/or re	rent and critical understanding of ducation; for integrating the Arts in the Learning eal world problems in applying
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	dule Outcomes: On the successful co demonstrate a comprehensive and integrated arts education, multicul critically analyse, synthesise and in Area Arts and Culture in the Senior demonstrate an ability to identify, genres, which are inherently integr evaluate all opinions from your ow	mpletion of this module the student sho I systematic knowledge base and a coher tural arts education and inclusive arts ed dependently evaluate different models i Phase; analyse and deal with complex and/or re rated, such as theatre and musical storyt n well-established world view while tead	rent and critical understanding of ducation; for integrating the Arts in the Learning eal world problems in applying relling; and ching inclusive arts education in the
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Moc • • • • • • • • • • • • • • • • • • •	dule Outcomes: On the successful co demonstrate a comprehensive and integrated arts education, multicul critically analyse, synthesise and in Area Arts and Culture in the Senior demonstrate an ability to identify, genres, which are inherently integr evaluate all opinions from your ow Learning Area Arts and Culture dur implications of applying knowledge thod of delivery: essment Methods: dule Code: LAAE111 e: LEARNING AREA ARTS AND CULTUI dule Outcomes: On the successful co demonstrate fundamental and info art forms and be aware of the relat interpret and present works of art environmental concerns, nation-bu demonstrate an ability to solve wel lessons in the Intermediate and Ser works of art; demonstrate ethically responsible thod of delivery: essment Methods:	Interpretent of this module the student should be systematic knowledge base and a coher tural arts education and inclusive arts education with complex and/or refared, such as theatre and musical storyt in well-established world view while teaching micro-lessons and in practical teaching micro-lessons and in practical teaching in a certain context.	rent and critical understanding of ducation; for integrating the Arts in the Learning eal world problems in applying lelling; and ching inclusive arts education in the ng and be aware of social and ethical NQF-Level: interpret and present works in all the the applied techniques to create, rultural diversity, human rights, ween global and local cultures; ning appropriate activities and ents to create, interpret and present
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•		ge 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;		
•	•		
•		communication and expression in all the art forms on topics such as natural I issues, rituals, heritage, issues of stereotyping, discrimination and	
	prejudice, mass media and technolo	ey, -defined problems in planning appropriate activities and lessons in the	
•		ich will guide school students to communicate and express themselves	
	through Dance, Drama, Music and V		
	.	ehaviour in expressing and communicating through the Arts.	
Mo	ethod of delivery:		
-	sessment Methods:		
-	odule Code: LAAE211	NQF-Level:	
	e: LEARNING AREA ARTS AND CULTURI		
	odule Outcomes: On the successful con		
•		e and sound understanding of history of the Arts, concepts, aesthetics,	
		ifferent ways social and cultural groups engage in and convey meaning	
	through the Arts and be aware of ho		
•	-	rmation on artistic and cultural processes, products and styles in past and	
	present contexts.		
•		defined but unfamiliar problems in planning appropriate activities and	
		nior Phases which will guide school students to reflect critically and creatively	
	on artistic and cultural processes, pr	oducts and styles;	
•	compare different world views with	you own, reflecting on artistic and cultural processes, products and styles.	
Me	thod of delivery:		
Ass	sessment Methods:		
Мо	odule Code: LAAE221	NQF-Level:	
Titl	e: LEARNING AREA ARTS AND CULTUR		
Mo	dula Outraman On the sussessful con	anlation of this module you should	
	dule Outcomes: On the successful con	apietion of this module you should.	
•		e and sound understanding on the importance of personal and social	
•	demonstrate a solid knowledge base		
•	demonstrate a solid knowledge base development and the development	e and sound understanding on the importance of personal and social	
•	demonstrate a solid knowledge base development and the development towards fostering healing and natior apply personal and interpersonal ski	and sound understanding on the importance of personal and social of the ability to work individually and collaboratively in activities in the Arts n-building and be aware of how the Arts relate to cognate areas; ills in Dance, Drama, Music and Visual Arts activities pertaining to issues such	
•	demonstrate a solid knowledge base development and the development towards fostering healing and natior apply personal and interpersonal ski as using a wide variety of resources,	and sound understanding on the importance of personal and social of the ability to work individually and collaboratively in activities in the Arts n-building and be aware of how the Arts relate to cognate areas; ills in Dance, Drama, Music and Visual Arts activities pertaining to issues such developing various literacies, being adoptable to new ideas and new	
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• effectively communicate EMS didactical aspects ethically, coherently and reliable to

 students in the classroom 	situation by using individual of	or group methods.	
Method of delivery: Assessment Methods:			
Module Code: LABD321		NQF-Level:	
Title: ECONOMIC MANAGEMEN	T SCIENCE METHODOLOGY		
Module Outcomes: After compl	etion of this module the stud	lents should be able to:	
 have a finishing and system 	natic knowledge base of the	national curriculum statement of the Economic and	
Management Science in th	e intermediate phase (grade	s 4-6);	
 show an informed notion of 	of key terms, rules, concepts,	principles and theories with regard to assessment,	
teaching aids in and outsid	e the classroom and lesson p	planning;	
 use unknown and abstract 	information in this regard by	using graphs and theory driven arguments;	
 effectively use IT skills to c 	ollect, organise, critically ana	lyse and to interpret;	
-	•	ent Science didactical aspects coherently and reliable to	
	situation by using individual of	or group methods.	
Method of delivery:			
Assessment Methods:			
Module Code: LABD411		NQF-Level:	
Title: ECONOMIC MANAGEMEN			
Module Outcomes: After compl			
		Curriculum Statement applicable to the Learning Area	
	nt Sciences in the Intermedia		
	• • •	g programmes and to assess effectively;	
		mation effectively by making use of IT skills; and	
-	-	s effectively and according to ethically established norms	
	arners, making use of the Ou	tcomes Based Education method.	
Method of delivery: Assessment Methods:			
Module Code: LABD421		NQF-Level:	
Title: ECONOMIC MANAGEMEN		NQT-LEVEI.	
THE. ECONOMIC MANAGEMEN			
Modulo Outcomos: After compl		donts should be able to:	
Module Outcomes: After compl			
have a comprehensive, in-	depth and systematic knowle	edge base of the National Curriculum Statement	
 have a comprehensive, in- applicable to EMS in the Set 	depth and systematic knowle mior Phase and assessment,		
 have a comprehensive, in- applicable to EMS in the Se principles and theories in t 	depth and systematic knowle nior Phase and assessment, his regard;	edge base of the National Curriculum Statement with an informed notion of key terms, rules, concepts,	
 have a comprehensive, in- applicable to EMS in the Se principles and theories in t identify themes relevant to 	depth and systematic knowle nior Phase and assessment, his regard; the national curriculum stat	edge base of the National Curriculum Statement with an informed notion of key terms, rules, concepts, tement applicable to EMS in the Senior Phase and plan	
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Assessment Methods:		
Module Code: LAND321		NQF-Level:
Title: NATURAL SCIENCES (INTERMEDIA	TE) METHODOLOGY	•
	of this module, the student should be able	e to:
 Demonstrate a comprehensive ar 	nd systematic knowledge of the following	themes in the teaching of Natural
	E: facilitation in the Intermediary Phase, o	-
	ural Sciences Learning Area laboratory;	
_	above-mentioned themes, as well as to	plan activities that are supportive of a
	the ideas, theories, principles and rules in	
 proceed by solving problems with 	regard to the planning and presentation	of lessons and practical sessions in
the context of the above-mention	ned theoretical themes by making use of,	inter alia, appropriate technological
aids;		
 show appreciation for the contribution 	ution of indigenous knowledge systems i	n educational issues regarding the
above-mentioned contents; and		
 as facilitator, demonstrate an eth 	ically professional attitude towards the co	ontents of the Natural Sciences.
Method of delivery:		
Assessment Methods:		
Module Code: LAND411		NQF-Level:
Title: NATURAL SCIENCES (INTERMEDIA	TE) METHODOLOGY	
	of this module, the student should be able	e to:
 Motivate the value of reflective str 		
	ing practical teaching and micro lessons;	
	learning opportunities with the inclusion	of appropriate teaching-learning
strategies and all available and imp		
	earning area Natural Sciences through pla	anning, development, implementation
and evaluation;	0	3 , 1 , 1
 set about achieving the outcomes i 	n a problem solving way;	
 demonstrate good communication 	skills; and	
_	ed on a positive attitude towards the crea	ated reality
Method of delivery:	·	·
Assessment Methods:		
Module Code: LAND421		NQF-Level:
Title: NATURAL SCIENCES (SENIOR) ME	THODOLOGY	
	of this module, the student should be able	e to:
	atural Sciences classroom, one in which s	
learners;		-
 promote scientific literacy by employed 	oloying primarily scientific methods durin	g the scientific research;
	s of the learning area Natural Sciences in	
activities that will enable them to		
 plan and facilitate learners' activi 	ties in the Senior Phase by the use of app	ropriate planning instruments and
methodologies – particularly in ca	se studies, problem-based learning (PBL)	and exploratory learning; and
 integrate indigenous information 	and knowledge contents into the learning	g area Natural Sciences and nurture in
learners an appreciation for these	2.	
Method of delivery:		
Assessment Methods:		
Module Code: LANE211		NQF-Level:
Title: LEARNING AREA NATURAL SCIEN	CE	•
Module Outcomes: Upon completion of	f this module the students should:	
 have a fundamental knowledge o 	f the following themes in the learning are	a Natural Sciences: structure of
matter, classification of matter, n		
	lems within these themes as well as plan	activities that support the
, , , ,	ideas, theories, principles and rules withi	
	cerning the planning and presentation of	
	hemes by employing applicable technolo	
	contribution of indigenous knowledge sys	-
	e mentioned content and should demons	
	ne learning area Natural Sciences.	·
Method of delivery:	<i></i>	
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Module Code: INQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Outcomes: Upon completion of the module, the students should: • demonstrate fundamental knowledge and a good understanding of the place of Geography in Natural Sciences as Learning Area in the National Curriculum Statement; • demonstrate the skill of scrutinising 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, beyond earth and humankind in compliance with The Manifeston values, Education and Democracy; and • Practical section: demonstrate fundamental knowledge, understanding, insight into the types of map as well as apply skills to calculate direction, scale, distance and area using maps so as to be able to apply these in practice. Module Odde: ANE 311 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Odde: New State and describe the role played by each; • explain certain life processes and demonstrate insight into future facilitation and assessment thereof;
Module Outcomes: Upon completion of the module, the students should: • demonstrate fundamental knowledge and a good understanding of the place of Geography in Natural Sciences as Learning Area in the National Curriculum Statement; • demonstrate the skill of scrutinising 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, beyond earth and humankind in compliance with The Manifesto on Values, Education and Democracy; and • Practical section: demonstrate fundamental knowledge, understanding, insight into the types of map as well as apply skills to calculate direction, scale, distance and area using maps so as to be able to apply these in practice. Module Odce: LANE 311 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Code: LANE 311 Module Code: LANE 311 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Code: LANE 311 Module Code: LANE 311 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Code: LANE 311 Kethod of delivery: compare with one another the di
 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 scrutinising 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 scingetency 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, beyond earth and humankind in compliance with The Manifesto on Values, Education and Democracy; and Practical section: demonstrate fundamental knowledge, understanding, insight into the types of map 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: Assessment Methods: Module Cutcomes: Upon completion of the module, the students should: 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 <i>energy flow</i> and illustrate and describe it at different levels of the field of study; 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 conginance of the didactic principles discussed and demonstrate in this module; demonstrate by your lifestyle the requi
 as Learning Area in the context of the National Curriculum Statement; demonstrate the skill of scrutinising themes relevant to Planetary Geography, Climatology, Geomorphology, Oceanography and Catography and Jan 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, beyond earth and humankind in compliance with The Manifesto on Values, Education and Democracy; and Practical section: demonstrate fundamental knowledge, understanding, insight into the types of map 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: Assessment Methods: Module Code: LANE 311 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Code: LANE 311 NQF-Level: title: using thin to the concept energy flow and illustrate and describe it at different levels of the field of study; compare with one another the different facets of ecosystems and identify and describe the role played by each; demonstrate insight into ther 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 theores: Upon completion of this module the students should: use concepts such as energy, labour, power and heat in a scientific cortext; solve prob
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Oceanography and Cartography and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; Oteanostrate 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; Oteanostrate values of an ethical-professional nature with regard to interrelationships between the environment on earth, beyond earth and humankind in compliance with The Manifesto on Values, Education and Democracy; and Practical section: demonstrate fundamental knowledge, understanding, insight into the types of map 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: Assessment Methods: Module Outcomes: Upon completion of the module, the students should: explain certain life processes and demonstrate insight into future facilitation and assessment thereof; c 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 didatic principles discu
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, beyond earth and humankind in compliance with The Manifesto on Values, Education and Democracy; and Practical section: demonstrate fundamental knowledge, understanding, insight into the types of map 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: Assessment Methods: Module Outcomes: Upon completion of the module, the students should: 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 the role played by each; 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 didatic principles discussed and demonstrate in this module; demonstrate by our lifestyle the required respect for Creation. Method of delivery: Assessment Methods: Module Outcomes: Upon completion of this module the students should: 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; solve problems relevant to energy and the ution doctrine thereof critically and creatively; solve problems relevant to energy and the tuition doctrine thereof critically
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 demonstrate values of an ethical-professional nature with regard to interrelationships between the environment on earth, beyond earth and humankind in compliance with The Manifesto on Values, Education and Democracy; and Practical section: demonstrate fundamental knowledge, understanding, insight into the types of map 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: Assessment Methods: MOdule Code: LANE 311 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Outcomes: Upon completion of the module, the students should: 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 <i>energy flow</i> 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: Assessment Methods: Module Code: LANE 321 INQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Code: IANE 321 understand the value of 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
environment on earth, beyond earth and humankind in compliance with The Manifesto on Values, Education and Democracy; and Practical section: demonstrate fundamental knowledge, understanding, insight into the types of map 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: Assessment Methods: Module Code: LANE 311 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Outcomes: Upon completion of the module, the students should: 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: Assessment Methods: Module Code: LANE321 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Outcomes: Upon completion of this module the students should: use concepts such as energy, labour, power and heat in a scientific context; solve problems relating to energy sources in a responsible manner; 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
environment on earth, beyond earth and humankind in compliance with The Manifesto on Values, Education and Democracy; and Practical section: demonstrate fundamental knowledge, understanding, insight into the types of map 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: Assessment Methods: Module Code: LANE 311 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Outcomes: Upon completion of the module, the students should: 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 <i>energy flow</i> 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: Assessment Methods: Module Code: LANE321 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Outcomes: Upon completion of this module the students should: understand the value of energy sources in a responsible manner; understand the value of energy sources in a responsible manner; understand the value of energy sources in a responsible manner; solve problems relating to energy and the tuition doctrine thereof critically and creatively; solve problems relevant to energy and the tuition doctrine thereof critically and creatively; and erstand 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 rele
and Democracy; and Practical section: demonstrate fundamental knowledge, understanding, insight into the types of map 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: Assessment Methods: Module Code: LANE 311 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Outcomes: Upon completion of the module, the students should: • 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: Assessment Methods: Module Outcomes: Upon completion of this module the students should: • use concepts such as energy, labour, power and heat in a scientific context;
apply skills to calculate direction, scale, distance and area using maps so as to be able to apply these in practice. Method of delivery: Assessment Methods: Module Code: LANE 311 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Outcomes: Upon completion of the module, the students should: 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 <i>energy flow</i> 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; demonstrate by your lifestyle the required respect for Creation. Method of delivery: Assessment Methods: Module Code: LANE321 NGF-Level: Module C
apply skills to calculate direction, scale, distance and area using maps so as to be able to apply these in practice. Method of delivery: Assessment Methods: Module Code: LANE 311 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Outcomes: Upon completion of the module, the students should: 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 <i>energy flow</i> 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; demonstrate by your lifestyle the required respect for Creation. Method of delivery: Assessment Methods: Module Code: LANE321 NGF-Level: Module C
Method of delivery: Assessment Methods: Module Code: LANE 311 Title: LEARNING AREA NATURAL SCIENCE Module Outcomes: Upon completion of the module, the students should: • 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: Assessment Methods: Module Outcomes: Upon completion of this module the students should: • 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 neceesary safety and perform them in a laboratory and communicate th
Assessment Methods: NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Outcomes: Upon completion of the module, the students should: • • 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 <i>energy flow</i> 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: Assessment Methods: Module Code: LANE321 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Code:: LANE311 Module Outcomes: Upon completion of this module the students should: • • use concepts such as energy, labour, power and heat in a scientific context; • solve problems relating to energy within the context of light, so
Module Code: LANE 311 NQF-Level: Title: LEARNING AREA NATURAL SCIENCE Module Outcomes: Upon completion of the module, the students should: 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. MQF-Level: Method of delivery: Assessment Methods: Module Outcomes: Upon completion of this module the students should: use concepts such as energy, labour, power and heat in a scientific context; solve problems relating to 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;
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Assessment Methods:
Module Code: LASD211 NQF-Level:
Title: SOCIAL SCIENCES METHODOLOGY
Module Outcomes: Upon completion of this module, students should:
demonstrate a solid and sound knowledge of Social Sciences as a Learning Area in context of the National
Curriculum Statement;
 demonstrate basic skills of planning and designing an elementary lesson;
 demonstrate the competency to plan, design and present lessons utilizing all kinds of learning and teaching
support materials;
support materials;Demonstrate values of an ethical-professional nature with regard to human and environmental rights which are
support materials;

	essment Methods:		
	dule Code: LASD321		NQF-Level:
Title	SOCIAL SCIENCES METHODOLOGY		
Мо	dule Outcomes: Upon completion of	this module, the student should be able	to:
•		edge to implement and demonstrate a G	
		aluate the different teaching approaches	
		ach along with using the most appropria	te teaching aides creatively and
	effectively;		
•	-	n, implement and demonstrate a Geogr	
		s well as incorporating other learning are	
•		ting, studying and assessing an applicabl	
		ilations as part of your environmental pr	
		ciences, using the most appropriate tead	
•		professional values in lesson design and	practical teaching.
	thod of delivery:		
	essment Methods:		-
-	dule Code: LASD411		NQF-Level:
	E: SOCIAL SCIENCES METHODOLOGY		
Мо	dule Outcomes: Upon completion of		
•		coherent knowledge of Social Sciences	as a Learning Area in context of the
	National Curriculum Statement;		
•		of planning and designing and presentin	-
•		an, design and present lessons utilizing a	
	-	nd learning and teaching support materi	
•		rofessional nature in the design of learn	• • • •
	•	mental rights which are in compliance w	ith the Manifesto on Values,
	Education and Democracy.		
-	thod of delivery:		
Ass	essment Methods:		
-	dule Code: LASD421		NQF-Level:
Title	e: SOCIAL SCIENCES METHODOLOGY		
Title	e: SOCIAL SCIENCES METHODOLOGY dule Outcomes: Upon completion of	this module, the student should be able	to:
Title	e: SOCIAL SCIENCES METHODOLOGY dule Outcomes: Upon completion of Employ refined, systematic knowle	dge in the creative and systematic desig	to: n of Geography and History learning
Title	e: SOCIAL SCIENCES METHODOLOGY dule Outcomes: Upon completion of Employ refined, systematic knowle experiences and the subsequent in	dge in the creative and systematic desig plementation and demonstration of the	to: n of Geography and History learning ese areas as sub-disciplines of Social
Title	E: SOCIAL SCIENCES METHODOLOGY dule Outcomes: Upon completion of Employ refined, systematic knowle experiences and the subsequent in Sciences. This includes the employ	dge in the creative and systematic desig	to: n of Geography and History learning ese areas as sub-disciplines of Social
Title	E: SOCIAL SCIENCES METHODOLOGY dule Outcomes: Upon completion of Employ refined, systematic knowle experiences and the subsequent in Sciences. This includes the employ communication technology;	dge in the creative and systematic desig plementation and demonstration of the ment of an expansive array of teaching t	to: n of Geography and History learning ese areas as sub-disciplines of Social techniques such as information and
Title	E: SOCIAL SCIENCES METHODOLOGY dule Outcomes: Upon completion of Employ refined, systematic knowle experiences and the subsequent in Sciences. This includes the employ communication technology; Demonstrate exhaustive knowledg	dge in the creative and systematic desig pplementation and demonstration of the ment of an expansive array of teaching 1 e and applicable skills employed in the d	to: n of Geography and History learning ese areas as sub-disciplines of Social techniques such as information and lesign, implementation and
Title	E: SOCIAL SCIENCES METHODOLOGY dule Outcomes: Upon completion of Employ refined, systematic knowle experiences and the subsequent in Sciences. This includes the employ communication technology; Demonstrate exhaustive knowledg demonstration of advanced Geogra	dge in the creative and systematic desig plementation and demonstration of the ment of an expansive array of teaching 1 e and applicable skills employed in the d aphy and History lessons, whilst expertly	to: n of Geography and History learning ese areas as sub-disciplines of Social techniques such as information and lesign, implementation and r and creatively integrating other
Title	E: SOCIAL SCIENCES METHODOLOGY dule Outcomes: Upon completion of Employ refined, systematic knowle experiences and the subsequent in Sciences. This includes the employ communication technology; Demonstrate exhaustive knowledg demonstration of advanced Geogra Learning Areas. In addition, the stu	dge in the creative and systematic desig oplementation and demonstration of the ment of an expansive array of teaching f e and applicable skills employed in the d aphy and History lessons, whilst expertly dent should demonstrate an understanc	to: n of Geography and History learning ese areas as sub-disciplines of Social techniques such as information and lesign, implementation and and creatively integrating other ding of the various teaching
Title	E: SOCIAL SCIENCES METHODOLOGY dule Outcomes: Upon completion of Employ refined, systematic knowle experiences and the subsequent in Sciences. This includes the employ communication technology; Demonstrate exhaustive knowledg demonstration of advanced Geogra Learning Areas. In addition, the stu approaches concerning the Social S	dge in the creative and systematic desig pplementation and demonstration of the ment of an expansive array of teaching f e and applicable skills employed in the d apphy and History lessons, whilst expertly dent should demonstrate an understand ciences and subsequently evaluate thes	to: n of Geography and History learning ese areas as sub-disciplines of Social techniques such as information and lesign, implementation and and creatively integrating other ding of the various teaching e for the purpose of implementing
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Title	E: SOCIAL SCIENCES METHODOLOGY dule Outcomes: Upon completion of Employ refined, systematic knowle experiences and the subsequent in Sciences. This includes the employ communication technology; Demonstrate exhaustive knowledg demonstration of advanced Geogra Learning Areas. In addition, the stu approaches concerning the Social S the correct approach to learning ex teaching aids in practice; Demonstrate the competency to di tests/exams and memoranda perta	dge in the creative and systematic desig aplementation and demonstration of the ment of an expansive array of teaching f e and applicable skills employed in the d aphy and History lessons, whilst expertly dent should demonstrate an understand ciciences and subsequently evaluate thes speriences and to creatively and effective esign appropriate learning experiences,	to: n of Geography and History learning ese areas as sub-disciplines of Social techniques such as information and lesign, implementation and r and creatively integrating other ding of the various teaching e for the purpose of implementing ely employ and elucidate appropriate worksheets, assessment rubrics, s and diagrams, topographic charts
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Title Mo • • Me Ass Mo Title	E: SOCIAL SCIENCES METHODOLOGY dule Outcomes: Upon completion of Employ refined, systematic knowle experiences and the subsequent in Sciences. This includes the employ communication technology; Demonstrate exhaustive knowledg demonstration of advanced Geogra Learning Areas. In addition, the stu approaches concerning the Social S the correct approach to learning ex- teaching aids in practice; Demonstrate the competency to di tests/exams and memoranda perta and aerial photographs in accordar Apply ethical-professional values in thod of delivery: essment Methods: dule Code: LESE 111 e: LEARNER SUPPORT dule Outcomes: After completion of	dge in the creative and systematic desig pplementation and demonstration of the ment of an expansive array of teaching 1 e and applicable skills employed in the d apphy and History lessons, whilst expertly dent should demonstrate an understance ciences and subsequently evaluate thes speriences and to creatively and effective esign appropriate learning experiences, a ining to synoptic weather charts, graphe ace with OBE and geographical-didactic p learning experience design and practica the module the student should be able t edge andunderstanding of different app	to: n of Geography and History learning ese areas as sub-disciplines of Social techniques such as information and lesign, implementation and v and creatively integrating other ding of the various teaching e for the purpose of implementing ely employ and elucidate appropriate worksheets, assessment rubrics, s and diagrams, topographic charts principles; al teaching. NQF-Level:
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student support.	student support.			
Method of delivery:				
Assessment Methods:				
Module Code: LESE 121		NQF-Level:		
Title: LEARNER SUPPORT				
	the medule the student should			
Module Outcomes: After completion of				
	ledge and understanding of different cat	•		
	lifferent categories of barriers to learning			
	ell as problem solving thinking regarding	the student support process of the		
different categories of barriers to l	earning; and			
 Demonstrate an appropriate attitu 	de with regard to the ethics and correct	use of terms of barriers to learning.		
Method of delivery:				
Assessment Methods:				
Module Code: LESE 211		NQF-Level:		
Title: LEARNER SUPPORT		•		
	the module the student should be able t	0;		
	ystematic knowledge of different physica	ar and neural impairments as well as		
intellectual impairments;				
	explain the different physical and neural	impairments as well as intellectual		
impairments based on the knowled				
	ell as problem solving thinking regarding			
	irments as well as intellectual impairmen	-		
	de and understanding towards the stude	ent experiencing differend physical		
and neural impairments as well as	intellectual impairments.			
Method of delivery:				
Assessment Methods:				
Module Code: LESE 221		NQF-Level:		
Title: LEARNER SUPPORT				
Module Outcomes: Ater completion of t	be module the student should:			
	systematic knowledge of different serious	s multiple impairments as well as		
chronic illnesses;	systematic knowledge of different serious	s multiple impairments as well as		
	avalain the different carious multiple imr	airmonts as well as chronic illnesses		
	explain the different serious multiple imp	Dairments as well as chronic limesses		
	based on the knowledge obtained;			
Demonstrate critical, creative as well as problem solving thinking regarding the student support process for the differend serious multiple impairments as well as chronic illnesses (in assignments, class discussions, case				
		nments, class discussions, case		
studies, scenarios, tests and exams				
	studies and the setting of scenarios, illu			
understanding with regard to the s	tudent experiencing different serious mu	ultiple impairments as well as chronic		
illnesses.				
Method of delivery:				
Assessment Methods:				
Module Code: LESE311		NQF-Level:		
Title: LEARNER SUPPORT				
	the module the student should be able t	0:		
	systematic knowledge of different sens			
	systematic knowledge of different sens	ory impairments as well as learning		
impairments;				
Demonstrate skills to identify and explain in detail the different sensory impairments as well as learning				
	impairments based on the knowledge obtained;			
	Demonstrate critical, creative as well as problem solving thinking regarding the student support process for the			
	different sensory impairments as well as learning impairments; and			
Demonstrate an appropriate attitude toward and understanding of the student experiencing different sensory				
impairments as well as learning impairments.				
Method of delivery:				
Assessment Methods:				
Module Code: LESE 321		NQF-Level:		
Title: LEARNER SUPPORT				
	n of the module the student should be al	ple to:		

Demonstrate skills to identify and explain in detail the different psychological, emotional and behaviour problems based on the knowledge obtained. Demonstrate critical, creative as well as problem solving thinking regarding the student support process for the different psychological, emotional and behaviour problems Demonstrate an appropriate attitude and understanding towards the student experiencing different psychological emotional and behaviour problems Method of delivery: Assessment Methods: Module Code: LEWV112 NQF-Level: Ittle: LIFE SKILLS Module Code: LEWV112 NQF-Level: Understand the value and meaning of Life skills education look at obtacks in life in a new way obtain knowledge and skills to improve ones self-concept. apply self-management set goals and follow them through in a motivated manner be aware of an ethical lifestyle. Method of delivery: dostain knowledge and skills to improve ones self-concept. describe the value and meaning of interpersonal skills communicate effectively with anybody listen effectively control anger and show self-control understand the impact of peer pressure resolve problems via mediation act as a mediator be aware of different values and establish you own value system aware of different values and establish you own value system aware of low to thande a work situation Module Outcomes: Upton completion of this module, the student should be able to: describe KHTDADICLOGY Module Outcomes: Upton completion of the induce the student should be able to: describe the values and establish you own value system aware of how to hande a work situation Method of delivery: Acomprehensive and systematic knowledge of the following: the Life Sciences; the critical		problems		
Demonstrate critical, creative as well as problem solving thinking regarding the student support process for the different psychological, emotional and behaviour problems Demonstrate an appropriate attitude and understanding towards the student experiencing different psychological, emotional and behaviour problems Method of delivery: Assessment Methods: Module Code: LEWV112	•	Demonstrate skills to identify and explain in detail the different psychological, emotional and behaviour		
different psychological, emotional and behaviour problems Demonstrate an appropriate attitude and understanding towards the student experiencing different psychological, emotional and behaviour problems Method of delivery: Assessment Methods: Module Outcomes: After the completion of the module the student should be able to: understand the value and meaning of Life skills education look at yourself and others in a positive and realistic way, and function as an unique individual being in society look at yourself and others in a positive and realistic way, and function as an unique individual being in society look at yourself and others in a positive and realistic way, and function as an unique individual being in society look at yourself and others in a positive and realistic way, and function as an unique individual being in society look at yourself and others in a positive and realistic way, and function as an unique individual being in society look at yourself and others in a positive and realistic way, and function as an unique individual being in society look at obstacles in life in a new way obtain knowledge and skills to improve ones self-concept. apply self-management set goals and follow them through in a motivated manner be aware of an ethical lifestyle. Method of delivery: Assessment Methods: Module Outcomes: After the completion of the module the student should be able to: describe the value and meaning of interpersonal skills communicate effectively handle conflict situations effectively control anger and show self-control understand the impact of peer pressure resolve problems via mediation act as a mediation delivery: Assessment Methods: Module Outcomes: Upon completion of this module, the student should be able to: Acomprehensive and systematic knowledge of the following: the Life				
Demonstrate an appropriate attitude and understanding towards the student experiencing different psychological, emotional and behaviour problems Method of delivery: Assessment Methods: Module Code: LEWV112 NQF-Level: Title: LIFE SKILLS Module Code: LEWV112 Understand the value and meaning of Life skills education look at obstacles in life in a new way obtain knowledge and skills to improve ones self-concept. apply self-management set goals and follow them through in a motivated manner be avare of an ethical lifestyle. Method of delivery: Assessment Methods: Module Code: LEWV11 NQF-Level: Title: LIFE SKILLS Method of delivery: Assessment Methods: Module Code: LEWV21 NQF-Level: Title: LIFE SKILLS Module Code: LEWV21 NQF-Level: Module Code: LEWV21 NQF-Level: Module Code: LEWV21 NQF-Level: Module Code: LEWV21 NQF-Level: Module Code: LIFU321 NQF-Level: Module Code: LIF	•			
psychological, emotional and behaviour problems Method of delivery: Assessment Methods: Module Code: LEWV112 NQF-Level: Title: LIFE SIKUS Module Outcomes: After the completion of the module the student should be able to: understand the value and meaning of Life skills education look at obstacles in life in a new way obtain knowledge and skills to improve ones self-concept. apply self-management set goals and follow them through in a motivated manner be aware of an ethical lifestyle. Method of delivery: Assessment Methods: Module Outcomes: After the completion of the module the student should be able to: describe the value and meaning of interpersonal skills communicate effectively with anybody listen effectively handle continct situations effectively ounderstand the impact of peer pressure resolve problems via mediation a acta as am editor a ware of do lifterent values and etablish you own value system a ware of different values and etablish you own value system a ware of different values and etablish wou dege of the following: the Life Sciences teacher: Module Outcomes: URDONLOGY		different psychological, emotional and behaviour problems		
psychological, emotional and behaviour problems Method of delivery: Assessment Methods: Module Code: LEWV112 NQF-Level: Title: LIFE SIKUS Module Outcomes: After the completion of the module the student should be able to: understand the value and meaning of Life skills education look at obstacles in life in a new way obtain knowledge and skills to improve ones self-concept. apply self-management set goals and follow them through in a motivated manner be aware of an ethical lifestyle. Method of delivery: Assessment Methods: Module Outcomes: After the completion of the module the student should be able to: describe the value and meaning of interpersonal skills communicate effectively with anybody listen effectively handle continct situations effectively ounderstand the impact of peer pressure resolve problems via mediation a acta as am editor a ware of do lifterent values and etablish you own value system a ware of different values and etablish you own value system a ware of different values and etablish wou dege of the following: the Life Sciences teacher: Module Outcomes: URDONLOGY	•	Demonstrate an appropriate attitude and understanding towards the st	udent experiencing different	
Assessment Methods: NQF-Level: Module Code: LEWV112 NQF-Level: Title: LIFE SKLLS Module Outcomes: After the completion of the module the student should be able to: understand the value and meaning of Life skills education Iook at vourself and others in a positive and realistic way, and function as an unique individual being in society look at vourself and others in a positive and realistic way, and function as an unique individual being in society Iook at vourself and others in a positive and realistic way, and function as an unique individual being in society look at obstacles in life in a new way obtain knowledge and skills to improve ones self-concept. apply self-management set goals and follow them through in a motivated manner be aware of an ethical lifestyle. Method of delivery: Assessment Methods: MOF-Level: Module Code: LEWV211 NQF-Level: Title: LIFE SKLLS Module Code: LEWV211 NQF-Level: Control anger and show self-control understand the impact of peer pressure resolve problems via mediation a axt as mediator a axt as a mediator be aware of fulferent values and establish you own value system aware of a Life Sciences teacher: Module Code: LIFP321 NQF-Level: Title: LIFE SCIENCES METHODOLOGY <td< th=""><th></th><th></th><th></th></td<>				
Module Code: LEWV112 NQF-Level: Title: IFE SKILLS NQF-Level: Understand the value and meaning of Life skills education understand the value and meaning of Life skills education Iook at vourself and others in a positive and realistic way, and function as an unique individual being in society Iook at vourself and others in a positive and realistic way, and function as an unique individual being in society Iook at vourself and others in a positive and realistic way, and function as an unique individual being in society Iook at vourself and others in a positive and realistic way, and function as an unique individual being in society Iookat vourself and others in a positive and realistic way, and function as an unique individual being in society Iookat vourself and others in a positive and realistic way, and function as an unique individual being in society Iookat vourself and others in a positive and realistic way, and function as an unique individual being in society Addition of the module the student should be able to: Addition of the module the student should be able to: Module Outcomes: After the completion of the module the student should be able to: Inderstand the impact of peer pressure resolve problems via mediation act as a mediator be aware of altiferent values and establish you own value system Assessment Methods: <th>Met</th> <th>hod of delivery:</th> <th></th>	Met	hod of delivery:		
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 look at yourself and others in a positive and realistic way, and function as an unique individual being in society look at obstacles in life in a new way obtain knowledge and skills to improve ones self-concept. apply self-management set goals and follow them through in a motivated manner be aware of an ethical lifestyle. Method of delivery: Assessment Methods: Module Code: LEWV211 NQF-Level: describe the value and meaning of interpersonal skills communicate effectively with anybody listen effectively with anybody longer and show self-control understand the impact of peer pressure resolve problems via mediation act as a mediator be aware of different values and establish you own value system aware of how to handle a work situation Method of delivery: Assessment Methods: Module Cotemes: LIPD321 NQF-Level: Title: LIFE SCIENCES METHODOLOGY Module Cotemes: grantental 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 Life Sciences; the scientific method of research. Outcome 2 (Skills)	•			
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 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: Assessment Methods: Module Code: LIFD411 NQF-Level: 		apply to Life Sciences; mastering of the Life Sciences; the scientific meth	od of research.	
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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: Assessment Methods: Module Code: LIFD411 NQF-Level: Title: LIFE SCIENCES METHODOLOGY	•	To identify and solve problems in the above-mentioned themes; to plan	activities that support comprehensive	
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: Assessment Methods: Module Code: LIFD411 NQF-Level: Title: LIFE SCIENCES METHODOLOGY				
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Method of delivery: Assessment Methods: Module Code: LIFD411 NQF-Level: Title: LIFE SCIENCES METHODOLOGY	•			
Sciences teacher. Method of delivery: Assessment Methods: Module Code: LIFD411 NQF-Level: Title: LIFE SCIENCES METHODOLOGY	•			
Method of delivery: Assessment Methods: Module Code: LIFD411 NQF-Level: Title: LIFE SCIENCES METHODOLOGY				
Assessment Methods: Module Code: LIFD411 NQF-Level: Title: LIFE SCIENCES METHODOLOGY	Met			
Module Code: LIFD411 NQF-Level: Title: LIFE SCIENCES METHODOLOGY VIENTIAL		•		
Title: LIFE SCIENCES METHODOLOGY			NOF-Level:	
			tal 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 NCS 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:

Assessment Methods:

Module Code: LIFE111	NQF-Level:
Title: LIFE SCIENCES	

Module Outcomes: Upon completion of the module the students should:

- 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 knowlede 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:			
Assessment Methods:			
Module Code: LIFE121 NQF-Level:			
Title: LIFE SCIENCES			
Module Outcomes: Upon completion of the module the students should:			
والراوح وبالمائي ومستمست والمستمين والمستم	in order to successfully facilitate it to le	0.400.0464	

- 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.

	possess an ethically-responsible at	titude as Life Sciences teacher.	
	hod of delivery:		
	essment Methods:		
Mod	dule Code: LIFE211		NQF-Level:
Title	: LIFE SCIENCES		
Mod	dule Outcomes: Upon completion of	the module the students should have:	
•	a comprehensive knowledge of the	e following themes: Domain Eukarya (Kin	gdoms Protista and Animalia);
	Dichotomous keys; Histology (man	nmalian tissue); Human Anatomy and Ph	ysiology (terminology), Cardio-
	vascular; Lymphatic- and Immune	systems);	
•	the ability to identify and solve pro	blems, plan activities that support a con	nprehensive understanding of the
		s within the themes identified above;	
•	problem-solving skills regarding pla	anning and presentation of lessons and p	practical sessions acquired within the
		tioned above by using amongst others to	
•		n of indigenous knowledge systems in pl	-
		nt and show an ethical responsible attitu	-
Met	hod of delivery:		
	essment Methods:		
	dule Code: LIFE221		NQF-Level:
	: LIFE SCIENCES		NQF-Level.
	dule Outcomes: Upon completion of		
•		ge of the following systems of human ph	
		is exchange, excretion and osmoregulati	on, co-ordination and temperature
	regulation;		
•		the above themes and plan activities the	
	-	es, rules and principles underlying these	
•		petences regarding the planning and pre	
		theoretical themes given above by using	among other things, appropriate
	technological aids;		
•	show an appreciation for the contr	ibution made by indigenous knowledge	systems in the pharmacological and
	bioethical issues regarding the the	mes above; and	
•	demonstrate an ethically accounta	ble attitude to life sciences content.	
Met	hod of delivery:		
Asse	essment Methods:		
Mod	dule Code: LIFE311		NQF-Level:
Title	: LIFE SCIENCES		
	dule Outcomes: Upon completion of	the module the students should:	
•		wledge in the following themes: Life Scie	ences: eco-systems population
		pact on eco-forms and quantitative ecolo	
•	be able to identify and solve proble		51/
-			fideas theories and principles and
	as well as plan activities that support the comprehensive comprehension of ideas, theories and principles and rules within the themes;		
	,	ities regarding the planning and present	ation of lossons and practical sossions
•			
	within the context of the theoretical themes mentioned above by amongst others the use of suitable		
	technological aids;		
•		tribution indigenous knowledge systems	
		e ethical accountability towards the cont	ent of the Life Sciences.
Method of delivery:			
	essment Methods:		
	dule Code: LIFE321		NQF-Level:
	ELIFE SCIENCES		
Mod	dule Outcomes: Upon completion of	the module the students should:	
•	identify, formulate and solve probl	ems through critical and creative thinkin	g with regard to aspects of
	reproduction, genetics and the evo	lution theory;	

•	co-operate effectively with other learners in the completing of assignments and group assignments during t	the
	completion of this module;	

- manage time and self-regulated learning effectively during the completion of assignments, preparation for contact sessions, class tests and examinations;
- · identify and address your own learning needs and also accurately self-evaluate your own learning;
- gather, analyse, organise and critically evaluate information regarding reproduction, genetics and the evolution theory and write a report;
- communicate effectively by means of visual, data-responsive language skills in oral and written presentations of
 practical research and research assignments;
- demonstrate skills with regard to the effective and critical use of science and technology and therein indicate
 responsibility for your own safety and that of others;
- demonstrate insight into the world as a collection of related systems by realising that problem-solving does not exist in isolation;
- cultivate a responsible life style with regard to social behaviour patterns;
- · develop ethically accountable sensitivities within the context of existence; and
- develop respect for your fellow beings, life, creation and dedicated responsibility therewith

Method of delivery:

Assessment Methods:

Module Code: LIFF121	NQF-Level:
Title: LIFE SKILLS FUNDAMENTAL	

Module Outcomes: Upon completion of this module, the student should be able to:

- 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
- 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
- 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;
- 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

NQF-Level:

Method of delivery:

Assessment Methods:

Module Code: LITA122

Title: GELETTERDHEID EERSTE ADDISIONELE TAAL: AFRIKAANS Module Outcomes: Na afloop van hierdie module behoort die student:

- 'n fundamentele kennis te kan demonstreer rakende die onderrig van 'n addisionele taal (Afrikaans) in die Grondslagfase wat die onderrig van beginsels en uitkomste 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;
- probleme te kan identifiseer en oplos met betrekking tot bogenoemde temas en beplande aktiwiteite wat gebaseer is op die verstaan van temas en die gepaardgaande teoretiese beginsels;
- 'n fundamentele kennis van die beplanning en aanbieding van 'n les volgens 'n gegewe formaat en assesseringskriteria, asook die gebruik van die mees effektiewe onderrigvaardighede en assesseringstrategieë binne 'n spesifieke onderrigleer omgewing te demonstreer;
- die basiese beginsels van geletterdheid op 'n eties verantwoordbare wyse gedurende groepwerk, in die klaskamer en ook die gemeenskap kan demonstreer.

Method of delivery:			
Assessment Methods:			
Module Code: LITA123 NQF-Level:			
Title: LITERACY 1 ST ADDITIONAL LANGUAGE (ENGLISH)			
Module Outcomes: After you have completed this module, you should:			
 demonstrate a fundamental knowledge of various aspects relating to the teaching of Literacy, specifically English 			
as a first additional language in the	as a first additional language in the Foundation Phase including: the principles and outcomes as specified by the		

RNCS; specifications regarding first additional language acquisition; the Total Literacy Model and principles on which to build language learning activities; aspects of cooperative learning; the development and extension of vocabulary and designing lesson plans based on OBE principles;

- identify and solve common problems within a familiar context of the above mentioned themes and plan
 activities based on the understanding of ideas and theoretical principles of the themes;
- demonstrate a fundamental knowledge of planning and presenting a lesson in accordance with a given format
 and assessment criteria, and use the most effective instructional skills and assessment strategies for a specific
 teaching-learning environment; and
- demonstrate the basic principles of literacy in an ethically responsible manner during group work, in the classroom and in the community.

Method of delivery:

Assessment Methods:

Module Code: LITA222

Title: GELETTERDHEID EERSTE ADDISIONELE TAAL: AFRIKAANS

Module Outcomes: 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;

NQF-Level:

NQF-Level:

- 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.

Method of delivery:

Assessment Methods:

Module Code: LITA223 NQF-Level: TITLE: LITERACY FIRST ADDITIONAL LANGUAGE – ENGLISH

Module Outcomes: Upon completion of the module, the students should:

- 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:

Assessment Methods:

Module Code: LITA312

Title: GELETTERDHEID EERSTE ADDISIONELE TAAL: AFRIKAANS

Module Outcomes: 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;			
	eie idees en opinies in goed gestruktureerde argumente op 'n professionele wyse te demonstreer.			
	thod of delivery:			
	essment Methods:			
	dule Code: LITA313		NQF-Level:	
	e: LITERACY FIRST ADDITIONAL LAN			
		of this module, the students should:		
•		wledge base and sound understanding of		
		ation Phase including: the assessment sta and the teaching of spelling and dictionary	• •	
		of suitable methods; identify students' en		
		ng process and the application thereof;	if y situation to reading in the first	
•		ell-defined but unfamiliar problems using	correct procedures and appropriate	
		ntioned themes and plan activities based		
	theoretical principles of the them		.	
•	demonstrate the ability to solve	problems in relation to the planning and p	resentation of lessons and practical	
	sessions within the context of the	above mentioned theory by using basic i	nformation technology;	
٠	demonstrate own ideas and opin	ions in well-structured arguments in a pro	ofessional manner.	
Me	thod of delivery:			
Ass	essment Methods:			
Mo	dule code: LITG211	Semester 1	NQF-level: 5/6	
Titl	e: Literacy: Visual Arts			
Mo	dule outcomes: On completion of t	his module the student should be able to	:	
•	demonstrate a solid knowledge ba	ase and sound understanding of visual lite	eracy to describe art concept,	
	principles, styles, content, materia	als and techniques;		
•		the process of critical analysis and provid	le reasons for aesthetic judgements:	
	-			
	critically analyse and synthesize information on visual literacy in fine arts as applicable to EDUCATIONAL ART, explore writing and research skills in the study of educational art in the Foundation phase;			
•		ell-defined but unfamiliar problems in pla		
-			• • • •	
		on phase using the informal approach to l		
•		behaviour while reflecting on the diversi	ty of children's art in the Foundation	
	phase, within the context of a mu	Iti-cultural society.		
	thod of delivery:			
Ass	essment Methods:			
Mo	dule Code: LITG311		NQF-Level:	
Titl	e: LITERACY: VISUAL ARTS			
		completion of this module the student she		
•		and understanding of the development	stages of child art, from the scribbling	
	stage up to and including the rea	•		
•	• 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;			
	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			
	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			
Me	Method of delivery:			
-	Assessment Methods:			
M	Module Code: LITG322 NQF-Level:			
	Title: AKADEMIES HUISTAAL: ONDERBOU VIR GRONDSLAGFASE			
-	Module Outcomes: Na voltooiing van hierdie module behoort die student;			
•	• bewys te kan lewer van grondige kennis van die eieaard van kinder-, jeug- en volwasseneliteratuur en van die			
		wees om sy/haar kennis kan gebruik vir		
	vir aanwending as leermateriaal in die grondslagfase			
		elevante prosawerk as literêre teks te ka	n analiseer en evalueer	

• 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.		
	te en insig in die hantering van vakterme	e en -begrippe in die poësie te	
demonstreer deur Afrikaanse gedi	-		
	n die Afrikaanse fonetiek, morfologie, si	•	
•	skryfwerk te verbeter en om leer ten op	•	
	ondslagfase met kundigheid te kan fasil	iteer.	
Method of delivery:			
Assessment Methods:			
Module Code: LITG 323		NQF-Level:	
Title: LITERACY: ACADEMIC ENGLISH HO			
Module Outcomes: On the successful co	•		
	dge of the characteristics of children's lit	terature.	
Analyse and evaluate prose relevant			
	onceptual and aesthetic elements in rhy	mes and verses relevant to the	
Foundation Phase.			
	rphology and syntax effectively in their of	•	
	tive language acquisition in the foundat	ion phase.	
Method of delivery:			
Assessment Methods:			
Module Code: LITG413		NQF-Level:	
Title: ACADEMIC ENGLISH			
Module Outcomes: Upon completion of			
	e in the four macro language skills (liste		
•	ned by profound knowledge of and skill	s in the Interpersonal, Pedagogical	
and General aspects of the mediur			
	of and competence in presentational sk		
	h, articulation and fluency, as well as app		
	use of contextual cues that will help stu	dents to link background content,	
language, and cultural knowledge to new knowledge;			
	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 suitable and appropriate materials;			
-	- design and introduce contextual clues;		
- encourage purposeful interaction			
	nd attitudes that promote language acq	uisition and conceptual	
development, and	semant stratogies		
- employ fair and appropriate asse	ssillent strategies		
Method of delivery:			
Assessment Methods:		NOT Lowel	
Module Code: LITH112		NQF-Level:	
Title: GELETTERDHEID IN DIE HUISTAAL:			
Module Outcomes: Na afloop van hierdi			
	tkomsgebaseerde onderwys, sowel as g		
Afrikaans Huistaal in die konteks van die leerarea Tale te kan demonstreer, soos dit voorkom in die Nasionale			
Kurrikulumverklaring;			
 die vaardighede te demonstreer om gepaste metodes, prosedures en tegnieke toe te pas en te fasiliteer in die onderzie van Luister (Leorvitkome 1). Prost (Leorvitkome 2), gewel en Taelstruktuur op, gebruik (Leorvitkome 2). 			
	onderrig van Luister (Leeruitkoms 1), Praat (Leeruitkoms 2), sowel as Taalstruktuur en –gebruik (Leeruitkoms 6);		
	 probleemoplossingsvaardighede te demonstreer deur die beplanning en aanbieding van lesse tydens die orderrig van Luister (Leerwitkerse 1). Prost (Leerwitkerse 2), eeuw las Taalstruktuur en gebruik (Leerwitkerse 2). 		
	onderrig van Luister (Leeruitkoms 1), Praat (Leeruitkoms 2), sowel as Taalstruktuur en –gebruik (Leeruitkoms 6);		
waardering te toon vir die bydrae wat uitkomsgebaseerde onderwys en die Nasionale Kurrikulumverklaring			
lewer in die strewe om kwaliteit onderwys aan al die leerders van Suid-Afrika te voorsien.			
Method of delivery:			
Assessment Methods:			
Madula Cada, UTU442		NOT Level	
Module Code: LITH113		NQF-Level:	
Module Code: LITH113 Title: LITERACY IN THE HOME LANGUAG Module Outcomes: Upon completion o		NQF-Level:	

•	 be able to demonstrate a fundamental knowledge of outcomes based education, as well as relevant teaching and learning strategies in English Home Language within the context of the learning area Languages, as 			
	prescribed by the National Curriculum Statement;			
•		n skills of methods, procedures and techr		
	Listening (Learning Outcome 1), Sp	peaking (Learning Outcome 2), as	well as Language Struckture and Use	
	(Learning Outcome 6);			
•	be able to demonstrate problem s	olving skills by means of planning and pr	esenting lessons during the teaching	
	of Listening (Learning Outcome 1),	, Speaking (Learning Outcome 2), as w	ell as Language Structure and Use	
	(Learning Outcome 6);			
•	be able to show appreciation for the	he contribution that outcomes based edu	ucation and the National Curriculum	
	Statement makes in order to strive	e to provide quality education to all learn	ers in South Africa.	
Me	thod of delivery:			
Ass	essment Methods:			
Mo	dule Code: LITH222		NQF-Level:	
	E: LITERACY HOME LANGUAGE: AFRI	KAANS		
	dule Outcomes: Na voltooiing van di			
•	-	begrip van handskrif en skriftelike kommi	inikasie in die praktyk as Huistaal	
-		enering in die Grondslagfase, kan demon		
		die Nasionale Kurrikulumverklaring;	street blittle die konteks van die	
		ls met betrekking tot Handskrif en skrifte	lika kommunikasia (Laaruitkoms 4)	
-		uitkoms 5) in die praktyk kan demonstree		
•		n tegnieke te kies en toe te pas ten einde		
		ibieding van lesse tydens die onderrig van	n nandskrif, skriftelike kommunikasie	
	en dink- en redeneeraktiwiteite;			
•		ede effektief in groepsverband te kommu	inikeer.	
	thod of delivery:			
-	essment Methods:			
-	dule Code: LITH223		NQF-Level:	
Title	e: LITERACY IN THE HOME LANGUAG	ie: english		
Мо	dule Outcomes: Upon completion of	f this module, the student should:		
Mo •		f this module, the student should: nded and systematic knowledge, with a g	good understanding of perceptual	
	be able to demonstrate a well-rou			
	be able to demonstrate a well-rou development, reading readiness a	nded and systematic knowledge, with a	ge (English);	
	be able to demonstrate a well-rou development, reading readiness a be able to demonstrate essential a	nded and systematic knowledge, with a nd emergent literacy in the Home langua	ge (English);	
	be able to demonstrate a well-rou development, reading readiness a be able to demonstrate essential a reading readiness and emergent li	nded and systematic knowledge, with a nd emergent literacy in the Home langua and practical procedures and processes c	ge (English); oncerning perceptual development,	
	be able to demonstrate a well-rou development, reading readiness a be able to demonstrate essential a reading readiness and emergent li be able to demonstrate effective of	nded and systematic knowledge, with a nd emergent literacy in the Home langua and practical procedures and processes c teracy in the Home Language (English);	ge (English); oncerning perceptual development, ods, procedures and techniques to	
	be able to demonstrate a well-rou development, reading readiness a be able to demonstrate essential a reading readiness and emergent li be able to demonstrate effective of	nded and systematic knowledge, with a nd emergent literacy in the Home langua and practical procedures and processes c teracy in the Home Language (English); :hoices and application of essential meth	ge (English); oncerning perceptual development, ods, procedures and techniques to	
	be able to demonstrate a well-rou development, reading readiness at be able to demonstrate essential a reading readiness and emergent li be able to demonstrate effective c ensure the effective teaching of per Language (English);	nded and systematic knowledge, with a nd emergent literacy in the Home langua and practical procedures and processes c teracy in the Home Language (English); :hoices and application of essential meth	ge (English); oncerning perceptual development, ods, procedures and techniques to and emergent literacy in the Home	
	be able to demonstrate a well-rou development, reading readiness at be able to demonstrate essential a reading readiness and emergent li be able to demonstrate effective of ensure the effective teaching of per Language (English);	nded and systematic knowledge, with a ind emergent literacy in the Home langua and practical procedures and processes c teracy in the Home Language (English); choices and application of essential meth erceptual development, reading readines	ge (English); oncerning perceptual development, ods, procedures and techniques to and emergent literacy in the Home	
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• • • Me	be able to demonstrate a well-rou development, reading readiness at be able to demonstrate essential a reading readiness and emergent li be able to demonstrate effective of ensure the effective teaching of pe Language (English); be able to demonstrate sensitivity justifiable moral system.	nded and systematic knowledge, with a ind emergent literacy in the Home langua and practical procedures and processes c teracy in the Home Language (English); choices and application of essential meth erceptual development, reading readines	ge (English); oncerning perceptual development, ods, procedures and techniques to and emergent literacy in the Home	
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• • • Me Ass	be able to demonstrate a well-rou development, reading readiness at be able to demonstrate essential a reading readiness and emergent li be able to demonstrate effective of ensure the effective teaching of per Language (English); be able to demonstrate sensitivity justifiable moral system. thod of delivery: essment Methods: dule Code: LITH312	nded and systematic knowledge, with a nd emergent literacy in the Home langua and practical procedures and processes c teracy in the Home Language (English); choices and application of essential meth erceptual development, reading readines towards the child as a unique human be	ge (English); oncerning perceptual development, ods, procedures and techniques to is and emergent literacy in the Home ing through expression of an ethical	
• • Me Ass Mo Title	be able to demonstrate a well-rou development, reading readiness at be able to demonstrate essential a reading readiness and emergent li be able to demonstrate effective of ensure the effective teaching of pe Language (English); be able to demonstrate sensitivity justifiable moral system. thod of delivery: essment Methods:	nded and systematic knowledge, with a nd emergent literacy in the Home langua and practical procedures and processes c teracy in the Home Language (English); choices and application of essential meth erceptual development, reading readines towards the child as a unique human be KAANS	ge (English); oncerning perceptual development, ods, procedures and techniques to is and emergent literacy in the Home ing through expression of an ethical	
• • Me Ass Mo Title	be able to demonstrate a well-rou development, reading readiness al be able to demonstrate essential a reading readiness and emergent li be able to demonstrate effective of ensure the effective teaching of per Language (English); be able to demonstrate sensitivity justifiable moral system. thod of delivery: essment Methods: dule Code: LITH312 e: LITERACY HOME LANGUAGE: AFRI dule Outcomes: Na voltooiing van di	nded and systematic knowledge, with a j nd emergent literacy in the Home langua and practical procedures and processes c teracy in the Home Language (English); choices and application of essential meth erceptual development, reading readines towards the child as a unique human be knans kAANS ie module behoort die leerders:	ge (English); oncerning perceptual development, ods, procedures and techniques to s and emergent literacy in the Home ing through expression of an ethical NQF-Level:	
• • Me Ass Mo Title	be able to demonstrate a well-rou development, reading readiness at be able to demonstrate essential a reading readiness and emergent II be able to demonstrate effective of ensure the effective teaching of per Language (English); be able to demonstrate sensitivity justifiable moral system. thod of delivery: essment Methods: dule Code: LITH312 e: LITERACY HOME LANGUAGE: AFRI dule Outcomes: Na voltooiing van di 'n volronde en sistematiese kennis	nded and systematic knowledge, with a j nd emergent literacy in the Home langua and practical procedures and processes c teracy in the Home Language (English); choices and application of essential meth erceptual development, reading readines towards the child as a unique human be kAANS ie module behoort die leerders: s met goeie begrip van Perseptuele ontw	ge (English); oncerning perceptual development, ods, procedures and techniques to s and emergent literacy in the Home ing through expression of an ethical NQF-Level:	
• • Me Ass Mo Title	be able to demonstrate a well-rou development, reading readiness at be able to demonstrate essential a reading readiness and emergent li be able to demonstrate effective to ensure the effective teaching of pe Language (English); be able to demonstrate sensitivity justifiable moral system. thod of delivery: essment Methods: dule Code: LITH312 e: LITERACY HOME LANGUAGE: AFRI dule Outcomes: Na voltooiing van di 'n volronde en sistematiese kennis Aanvangslees in die Huistaal (Afril	nded and systematic knowledge, with a j nd emergent literacy in the Home langua and practical procedures and processes c teracy in the Home Language (English); shoices and application of essential meth erceptual development, reading readines towards the child as a unique human be kAANS ie module behoort die leerders: s met goeie begrip van Perseptuele ontw kaans) kan demonstreer;	ge (English); oncerning perceptual development, ods, procedures and techniques to is and emergent literacy in the Home ing through expression of an ethical NQF-Level: ikkeling, Leesgereedheid en	
• • Me Ass Mo Title	be able to demonstrate a well-rou development, reading readiness at be able to demonstrate essential a reading readiness and emergent li be able to demonstrate effective of ensure the effective teaching of pe Language (English); be able to demonstrate sensitivity justifiable moral system. thod of delivery: essment Methods: dule Code: LITH312 e: LITERACY HOME LANGUAGE: AFRI dule Outcomes: Na voltooiing van di 'n volronde en sistematiese kennis Aanvangslees in die Huistaal (Afril essensiële en praktykgerigte prose	nded and systematic knowledge, with a j nd emergent literacy in the Home langua and practical procedures and processes of teracy in the Home Language (English); shoices and application of essential meth erceptual development, reading readines towards the child as a unique human be kKAANS ie module behoort die leerders: s met goeie begrip van Perseptuele ontw kaans) kan demonstreer; edures en prosesse met betrekking tot Per	ge (English); oncerning perceptual development, ods, procedures and techniques to is and emergent literacy in the Home ing through expression of an ethical NQF-Level: ikkeling, Leesgereedheid en erseptuele ontwikkeling,	
• • Me Ass Mo Title	be able to demonstrate a well-rou development, reading readiness at be able to demonstrate essential a reading readiness and emergent li be able to demonstrate effective of ensure the effective teaching of pe Language (English); be able to demonstrate sensitivity justifiable moral system. thod of delivery: essment Methods: dule Code: LITH312 e: LITERACY HOME LANGUAGE: AFRI dule Outcomes: Na voltooiing van di 'n volronde en sistematiese kennis Aanvangslees in die Huistaal (Afril essensiële en praktykgerigte prose Leesgereedheid en Aanvangslees i	nded and systematic knowledge, with a j nd emergent literacy in the Home langua and practical procedures and processes c teracy in the Home Language (English); choices and application of essential meth erceptual development, reading readines towards the child as a unique human be KAANS ie module behoort die leerders: s met goeie begrip van Perseptuele ontw kaans) kan demonstreer; edures en prosesse met betrekking tot Pe in die Huistaal (Afrikaans) kan demonstre	ge (English); oncerning perceptual development, ods, procedures and techniques to is and emergent literacy in the Home ing through expression of an ethical NQF-Level: ikkeling, Leesgereedheid en erseptuele ontwikkeling, er;	
• • Me Ass Mo Title	be able to demonstrate a well-rou development, reading readiness at be able to demonstrate essential a reading readiness and emergent li be able to demonstrate effective of ensure the effective teaching of pe Language (English); be able to demonstrate sensitivity justifiable moral system. thod of delivery: essment Methods: dule Code: LITH312 e: LITERACY HOME LANGUAGE: AFRI dule Outcomes: Na voltooiing van di 'n volronde en sistematiese kennis Aanvangslees in die Huistaal (Afril essensiële en praktykgerigte prose Leesgereedheid en Aanvangslees i effektiewe keuse en aanwending v	nded and systematic knowledge, with a j nd emergent literacy in the Home langua and practical procedures and processes c teracy in the Home Language (English); choices and application of essential meth erceptual development, reading readines towards the child as a unique human be KAANS ie module behoort die leerders: s met goeie begrip van Perseptuele ontw kaans) kan demonstreer; edures en prosesse met betrekking tot Pe in die Huistaal (Afrikaans) kan demonstre van essensiële metodes, prosedures en te	ge (English); oncerning perceptual development, ods, procedures and techniques to ss and emergent literacy in the Home ing through expression of an ethical NQF-Level: ikkeling, Leesgereedheid en erseptuele ontwikkeling, er; egnieke te kies en toe te pas ten einde	
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• • Me Ass Mo Title	be able to demonstrate a well-rou development, reading readiness at be able to demonstrate essential a reading readiness and emergent li be able to demonstrate effective of ensure the effective teaching of pe Language (English); be able to demonstrate sensitivity justifiable moral system. thod of delivery: essment Methods: dule Code: LITH312 e: LITERACY HOME LANGUAGE: AFRI dule Outcomes: Na voltooiing van di 'n volronde en sistematiese kennis Aanvangslees in die Huistaal (Afril essensiële en praktykgerigte prose Leesgereedheid en Aanvangslees i effektiewe keuse en aanwending v effektiewe onderrig van Perseptue kan demonstreer;	nded and systematic knowledge, with a j nd emergent literacy in the Home langua and practical procedures and processes c teracy in the Home Language (English); choices and application of essential meth erceptual development, reading readines towards the child as a unique human be kAANS ie module behoort die leerders: s met goeie begrip van Perseptuele ontw kaans) kan demonstreer; edures en prosesse met betrekking tot Pe n die Huistaal (Afrikaans) kan demonstre van essensiële metodes, prosedures en to ele ontwikkeling, Leesgereedheid en Aam	ge (English); oncerning perceptual development, ods, procedures and techniques to is and emergent literacy in the Home ing through expression of an ethical NQF-Level: ikkeling, Leesgereedheid en erseptuele ontwikkeling, ier; egnieke te kies en toe te pas ten einde vangslees in die Huistaal (Afrikaans) te	
• • Me Ass Mo Title	be able to demonstrate a well-rou development, reading readiness at be able to demonstrate essential a reading readiness and emergent li be able to demonstrate effective of ensure the effective teaching of pe Language (English); be able to demonstrate sensitivity justifiable moral system. thod of delivery: essment Methods: dule Code: LITH312 e: LITERACY HOME LANGUAGE: AFRI dule Outcomes: Na voltooiing van di 'n volronde en sistematiese kennis Aanvangslees in die Huistaal (Afril essensiële en praktykgerigte prose Leesgereedheid en Aanvangslees i effektiewe keuse en aanwending v effektiewe onderrig van Perseptue kan demonstreer; sensitiwiteit teenoor die kind as un	nded and systematic knowledge, with a j nd emergent literacy in the Home langua and practical procedures and processes c teracy in the Home Language (English); choices and application of essential meth erceptual development, reading readines towards the child as a unique human be knowled behoort die leerders: s met goeie begrip van Perseptuele ontw kaans) kan demonstreer; edures en prosesse met betrekking tot Pe in die Huistaal (Afrikaans) kan demonstre van essensiële metodes, prosedures en te ele ontwikkeling, Leesgereedheid en Aam nieke wese te demonstreer deur uitdrukl	ge (English); oncerning perceptual development, ods, procedures and techniques to is and emergent literacy in the Home ing through expression of an ethical NQF-Level: ikkeling, Leesgereedheid en erseptuele ontwikkeling, ier; egnieke te kies en toe te pas ten einde vangslees in die Huistaal (Afrikaans) te	
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•	be able to demonstrate a well-rounded and systematic knowledge, with good insight, of perceptual			
	development, emergent literacy, reading readiness and reading theory in English Home language;			
•	be able to demonstrate essential and practice orientated procedures and processes in relation to perceptual development, emergent literacy, reading readiness and reading theory in English Home language;			
•	be able to demonstrate effective cl	hoices and the application of essential m	ethods, procedures and techniques	
	in order to teach perceptual develo	opment, emergent literacy, reading readi	iness and reading theory in English	
	Home language;			
•	be able to demonstrate sensitivity	towards the child as a unique human bei	ing by taking ethics and the value	
	system into consideration.			
Met	thod of delivery:			
Asse	essment Methods:			
Mo	dule Code: LITH422		NQF-Level:	
Title	: LITERACY HOME LANGUAGE: AFRI	KAANS		
Mo	dule Outcomes: Na voltooiing van die	e module behoort die leerders:		
•	'n volronde en sistematiese kennis	met goeie begrip van Leeruitkoms 3, Lee	es en Kyk in die Huistaal (Afrikaans)	
		idklaskamer in die Grondslagfase kan de		
	leerarea Tale soos dit voorkom in d	-		
•	effektiewe keuses en aanwending	van essensiële prosedures en tegnieke ty	dens leesonderrig (Leeruitkoms 3:	
	Lees en Kyk) en assessering in die p	oraktyk kan demonstreer;	•	
•		kende konkrete en abstrakte probleme e	n kwessies rakende leesonderrig	
	(Leeruitkoms 3: Lees en Kyk) en as	sessering op te kan los;		
•	eties-korrekte houdings en gedrag	te demonstreer ten opsigte van die bela	ngrikheid van	
•	goeie lees- en spelvermoëns by die	e leerder as lewenslange leerder.		
Met	thod of delivery:			
Asse	essment Methods:			
Mo	dule Code: LITH423		NQF-Level:	
Title	E: LITERACY IN THE HOME LANGUAG	E: ENGLISH		
Mo	dule Outcomes: Upon completion of	this module, the student should:		
•	demonstrate a complete and syste	matic knowledge of Learning Outcome 3	: Reading and Viewing in the Home	
	Language (English) as well as asses	sment of the Literacy classroom in the fo	undation phase, within the context	
	of the learning area Languages, as	contained in the National Curriculum Sta	tement;	
•	demonstrate efficient choices and	application of essential procedures and t	echniques during reading instruction	
	(Learning Outcome 3: Reading and	Viewing) and its assessment;		
•		familiar, concrete and abstract problems		
		eading and Viewing) and its assessment;		
•		udes and behaviour towards learners fro		
		eading and spelling ability in the child as	lifelong learner.	
	thod of delivery:			
	essment Methods:	1		
	dule Code: LLOD211		NQF-Level:	
	E: LIFE ORIENTATION METHODOLOG			
Mo		this module, the student should be able		
•	-	se of the terminology, rules, concepts, pr ntext of the National Curriculum for stude	•	
•	demonstrate an ability to interpret	, convert, evaluate and apply essential th	neories and text pertaining to the	
	presentation of the five main focus	areas of Life Orientation to students in t	the Senior phase;	
•		attained knowledge to solve well-define	•	
	pertaining to the presentation of the	ne five main focus areas of Life orientation	on, and present creative lessons for	
		the Senior phase, using appropriate tech	nological skills and giving evidence of	
1	theoretical underpinning;			
•	 act ethically responsible and 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 students in the Senior			
L	phase.			
	Method of delivery:			
	essment Methods:			
	dule Code: LLOD321		NQF-Level:	
	E: LIFE ORIENTATION METHODOLOG			
Mo	dule Outcomes: Upon 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 of the presentation of Life Orientation as learning area in context of the National Curriculum to students in the Intermediate phase;		
•	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 students in the Intermediate phase;		
•	•	attained knowledge to solve well-define	
	to the four main focus areas of Life	orientation and present creative lessor propriate technological skills and giving	s for specific application for students
	underpinning;		
•	act ethically responsible and value-	driven in all circumstances and forms o	f communication, written as well as
	orally, related to the presentation of	of the four main focus areas of Life Orie	ntation in the Intermediate phase.
Met	hod of delivery:		
	essment Methods:		
	dule Code: LLOD411		NQF-Level:
	ELIFE ORIENTATION METHODOLOG		
		this module, the student should be able	
•		systematic knowledge base of the term	
	Intermediate phase.	ertaining to the presentation of the fou	r focus areas of Life Orientation in the
•		, convert, evaluate and apply essential t	heories text methods and strategies
		fe Orientation in the Intermediate phas	· · · · ·
•		attained knowledge to solve unfamiliar,	
		lementation of Life Orientation learning	
		ical skills and giving evidence of theore	
•	act ethically responsible and value-	driven in all circumstances and forms of	f communication, written as well as
-	orally, related to the planning and	presentation of Life Orientation in the In	ntermediate phase.
	hod of delivery:		
	essment Methods: 3 hours 1:1		
	dule Code: LLOD421		NQF-Level:
Title: LIFE ORIENTATION METHODOLOGY: SNR PHASE			
Мо	dule Outcomes: Upon completion of	this module, the student should be able	
	dule Outcomes: Upon completion of demonstrate a comprehensive and	this module, the student should be able systematic knowledge base of the term	ninology, rules, concepts, principles,
Мо	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p	this module, the student should be able	ninology, rules, concepts, principles,
Мо	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase.	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five	ninology, rules, concepts, principles, focus areas of Life Orientation in the
Мо	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t	ninology, rules, concepts, principles, focus areas of Life Orientation in the
Мо	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase.	hinology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies
Мо	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the a	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t	hinology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems
Мо	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the pertaining to the planning and impl	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar,	inology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase,
Мо	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the : pertaining to the planning and impl using appropriate technological ski act ethically responsible and value-	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms or	inology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as
Mod • •	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the i pertaining to the planning and imp using appropriate technological ski act ethically responsible and value- orally, related to the planning and	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un	inology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as
Mod • • • •	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the i pertaining to the planning and impl using appropriate technological ski act ethically responsible and value- orally, related to the planning and thod of delivery:	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms or	inology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as
Mod • • Met Asse	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the a pertaining to the planning and imp using appropriate technological ski act ethically responsible and value- orally, related to the planning and i thod of delivery: essment Methods:	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms or	inology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as enior phase.
Mod • • Met Asse	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the pertaining to the planning and impl using appropriate technological ski act ethically responsible and value- orally, related to the planning and i thod of delivery: essment Methods: dule Code: LORD321	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms o presentation of Life Orientation in the S	inology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as
Mod • • Met Asse Title	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the a pertaining to the planning and impl using appropriate technological ski act ethically responsible and value- orally, related to the planning and ichod of delivery: assment Methods: dule Code: LORD321 e: LIFE ORIENTATION METHODOLOG	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning IIs and giving evidence of theoretical un driven in all circumstances and forms o presentation of Life Orientation in the S	hinology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as enior phase. NQF-Level:
Mod • • Met Asse Title	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the <i>i</i> pertaining to the planning and impl using appropriate technological ski act ethically responsible and value- orally, related to the planning and i thod of delivery: essment Methods: dule Code: LORD321 e: LIFE ORIENTATION METHODOLOGY dule Outcomes: Upon completion of	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms o presentation of Life Orientation in the S	hinology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as enior phase. NQF-Level: e to:
Mod • • Met Asse Title	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the <i>i</i> pertaining to the planning and impl using appropriate technological ski act ethically responsible and value- orally, related to the planning and p thod of delivery: essment Methods: dule Code: LORD321 E: LIFE ORIENTATION METHODOLOG dule Outcomes: Upon completion of demonstrate a well-rounded and sp	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms o presentation of Life Orientation in the S creation of Life Orientation of Life Orientation in the S creation of Life Orientation of Life Orientation in the S creation of Life Orientation of Lif	hinology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as enior phase. NQF-Level: cology, rules, concepts, principles, and
Mod • • Met Asse Title	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the <i>i</i> pertaining to the planning and impl using appropriate technological ski act ethically responsible and value- orally, related to the planning and y thod of delivery: essment Methods: dule Code: LORD321 :: LIFE ORIENTATION METHODOLOGY dule Outcomes: Upon completion of demonstrate a well-rounded and sy theories of Life Orientation as Learn	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms or presentation of Life Orientation in the S <u>creentation of Life Orientation in the S</u> <u>creentation of Life Orientation in the S</u> <u>creenta</u>	hinology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as enior phase. NQF-Level: to: hology, rules, concepts, principles, and riculum for students in the FET phase;
Mod • • Met Asse Title	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the : pertaining to the planning and imp using appropriate technological ski act ethically responsible and value- orally, related to the planning and p thod of delivery: essment Methods: dule Code: LORJ21 e: LIFE ORIENTATION METHODOLOGY dule Outcomes: Upon completion of demonstrate a well-rounded and sy theories of Life Orientation as Lear demonstrate an ability to interpret	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms o presentation of Life Orientation in the S creation of Life Orientation of Life Orientation in the S creation of Life Orientation of Life Orientation in the S creation of Life Orientation of Lif	hinology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as enior phase. NQF-Level: e to: ology, rules, concepts, principles, and riculum for students in the FET phase; heories and text pertaining to the
Mod • • Met Asse Title	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the pertaining to the planning and impl using appropriate technological ski act ethically responsible and value- orally, related to the planning and i thod of delivery: essment Methods: dule Code: LORD321 E: LIFE ORIENTATION METHODOLOGY dule Outcomes: Upon completion of demonstrate a well-rounded and sy theories of Life Orientation as Lear demonstrate an ability to interpret four main focus areas of Life Orient	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms or presentation of Life Orientation in the S convert, evaluate student should be able stematic knowledge base of the termir ning Area in context of the National Cur , convert, evaluate and apply essential t	hinology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as enior phase. NQF-Level: e to: lology, rules, concepts, principles, and riculum for students in the FET phase; heories and text pertaining to the tizenship, physical development and
Mod • • Met Asse Title	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the a pertaining to the planning and impl using appropriate technological ski act ethically responsible and value- orally, related to the planning and ichol of delivery: essment Methods: dule Code: LORD321 e: LIFE ORIENTATION METHODOLOGY dule Outcomes: Upon completion of demonstrate a well-rounded and sy theories of Life Orientation as Lear demonstrate an ability to interpret four main focus areas of Life Orient	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms o presentation of Life Orientation in the S //: FET PHASE this module, the student should be able //stematic knowledge base of the termir ning Area in context of the National Cur , convert, evaluate and apply essential t ration namely personal development, ci	hinology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as enior phase. NQF-Level: e to: heories and text pertaining to the tizenship, physical development and ET phase;
Mod • • Met Asse Title	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the <i>i</i> pertaining to the planning and impl using appropriate technological ski act ethically responsible and value- orally, related to the planning and j thod of delivery: essment Methods: dule Code: LORD321 E: LIFE ORIENTATION METHODOLOGY dule Outcomes: Upon completion of demonstrate a well-rounded and sy theories of Life Orientation as Lear demonstrate an ability to interpret four main focus areas of Life Orient four main focus areas of Life Orient four main focus areas of Life Orient four main focus the ability to use the <i>i</i> familiar context pertaining to the for	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms o presentation of Life Orientation in the S corresentation of the National Cur ty convert, evaluate and apply essential t cation namely personal development, ci the world of work for students in the F attained knowledge to solve well-define our main focus areas of Life Orientation	hinology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as enior phase. NQF-Level: NQF-Level: e to: nology, rules, concepts, principles, and riculum for students in the FET phase; heories and text pertaining to the tizenship, physical development and ET phase; d, but unfamiliar problems, within a and present creative lessons for
Mod • • Met Asse Title	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the <i>i</i> pertaining to the planning and impi using appropriate technological ski act ethically responsible and value- orally, related to the planning and thod of delivery: essment Methods: dule Code: LORD321 :: LIFE ORIENTATION METHODOLOGO dule Outcomes: Upon completion of demonstrate a well-rounded and sy theories of Life Orientation as Lear demonstrate an ability to interpret four main focus areas of Life Orient recreation as well as orientation to demonstrate the ability to use the <i>i</i> familiar context pertaining to the for specific application for students in	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms o presentation of Life Orientation in the S (: FET PHASE this module, the student should be able stematic knowledge base of the termir ning Area in context of the National Cur , convert, evaluate and apply essential t ration namely personal development, ci the world of work for students in the F attained knowledge to solve well-define	hinology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as enior phase. NQF-Level: NQF-Level: e to: nology, rules, concepts, principles, and riculum for students in the FET phase; heories and text pertaining to the tizenship, physical development and ET phase; d, but unfamiliar problems, within a and present creative lessons for
Mod • • Met Asse Title	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the <i>i</i> pertaining to the planning and impl using appropriate technological ski act ethically responsible and value- orally, related to the planning and relation theod of delivery: essment Methods: dule Code: LORD321 e: LIFE ORIENTATION METHODOLOGN dule Outcomes: Upon completion of demonstrate a well-rounded and sy theories of Life Orientation as Leard demonstrate an ability to interpret four main focus areas of Life Orient recreation as well as orientation to demonstrate the ability to use the <i>i</i> familiar context pertaining to the for specific application for students in theoretical underpinning;	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms or presentation of Life Orientation in the S <u>Crieter PHASE</u> this module, the student should be able ystematic knowledge base of the termin ning Area in context of the National Cur , convert, evaluate and apply essential t tation namely personal development, ci the world of work for students in the F attained knowledge to solve well-define our main focus areas of Life Orientation the FET phase, using appropriate techno	hinology, rules, concepts, principles, focus areas of Life Orientation in the theories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as enior phase. NQF-Level: toology, rules, concepts, principles, and riculum for students in the FET phase; heories and text pertaining to the tizenship, physical development and ET phase; ed, but unfamiliar problems, within a and present creative lessons for plogical skills and giving evidence of
Mod • • Met Asse Title	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the pertaining to the planning and impl using appropriate technological ski act ethically responsible and value- orally, related to the planning and j thod of delivery: essment Methods: dule Code: LORD321 E: LIFE ORIENTATION METHODOLOGY dule Outcomes: Upon completion of demonstrate a well-rounded and sy theories of Life Orientation as Lear demonstrate an ability to interpret four main focus areas of Life Orient recreation as well as orientation to demonstrate the ability to use the a familiar context pertaining to the for specific application for students in theoretical underpinning; act ethically responsible and value-	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms o oresentation of Life Orientation in the S <u>cristentation</u> of Life Orientation ing Area in context of the National Cur , convert, evaluate and apply essential t tration namely personal development, ci the world of work for students in the Fi attained knowledge to solve well-define our main focus areas of Life Orientation the FET phase, using appropriate technol driven in all circumstances and forms o	hinology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as enior phase. NQF-Level: to: to: to: to: to: to: to: to: to: to
Mod • • • • • • • • • • • • • • • • • • •	dule Outcomes: Upon completion of demonstrate a comprehensive and theories, methods and strategies p Senior phase. demonstrate an ability to interpret pertaining to the presentation of Li demonstrate the ability to use the pertaining to the planning and impl using appropriate technological ski act ethically responsible and value- orally, related to the planning and j thod of delivery: essment Methods: dule Code: LORD321 E: LIFE ORIENTATION METHODOLOGY dule Outcomes: Upon completion of demonstrate a well-rounded and sy theories of Life Orientation as Lear demonstrate an ability to interpret four main focus areas of Life Orient recreation as well as orientation to demonstrate the ability to use the a familiar context pertaining to the for specific application for students in theoretical underpinning; act ethically responsible and value-	this module, the student should be able systematic knowledge base of the term ertaining to the presentation of the five , convert, evaluate and apply essential t fe Orientation in the Senior phase. attained knowledge to solve unfamiliar, lementation of Life Orientation learning Ils and giving evidence of theoretical un driven in all circumstances and forms or presentation of Life Orientation in the S <u>Crieter PHASE</u> this module, the student should be able ystematic knowledge base of the termin ning Area in context of the National Cur , convert, evaluate and apply essential t tation namely personal development, ci the world of work for students in the F attained knowledge to solve well-define our main focus areas of Life Orientation the FET phase, using appropriate techno	hinology, rules, concepts, principles, focus areas of Life Orientation in the heories, text, methods and strategies concrete and abstract problems programmes for the Senior phase, derpinning; f communication, written as well as enior phase. NQF-Level: to: to: to: to: to: to: to: to: to: to

Assessment Methods:			
Module Code: LORD411	NQF-Level:		
Title: LIFE ORIENTATION METHODOLOG	Ŷ		
Module Outcomes: Upon completion of this module, the student should be able to:			
 demonstrate a comprehensive and 	d systematic knowledge base of the terminology, rules, concepts, principles,		
and theories pertaining to the pres	sentation of the four focus areas of Life Orientation in the FET phase;		
	t, convert, evaluate and apply essential theories and text pertaining to the		
presentation of Life Orientation in			
	attained knowledge to solve unfamiliar, concrete and abstract problems		
	plementation of Life Orientation learning programmes, work schedules,		
	t strategies for the FET phase, using appropriate technological skills and giving		
evidence of theoretical underpinn			
	-driven in all circumstances and forms of communication, written as well as		
	presentation of Life Orientation in the FET phase.		
Method of delivery:			
Assessment Methods:			
Module Code: LORE111	NQF-Level:		
	10TION, PERSONAL DEVELOPMENT AND WELL-BEING AND CAREER AND		
CAREER CHOICES	TO TION, I ENSONAL DEVELOT MIENT AND WELL BEING AND CAREEN AND		
	f this module, the student should be able to:		
	ledge base regarding various approaches, terminology and concepts, with		
	s of Life Orientation, namely health promotion, personal development and		
wellbeing, and career and career of			
÷			
	health promotion, personal development and wellbeing, and career choices,		
•	dards of these focus areas in the various phases, as well as to plan		
	in order to demonstrate a clear understanding of the various approaches,		
terminology and concepts within t			
	cquired knowledge to solve general problems related to lesson planning		
	to health promotion, personal development and wellbeing, and career and		
	specific assessment standards of these learning outcomes in the various		
phases; and			
	-driven in all circumstances and all forms of communication, whether written		
	nd teaching of health promotion, personal development and wellbeing, and		
career and career choices in the va	arious phases.		
Method of delivery:			
Assessment Methods:			
Module Code: LORE121	NQF-Level:		
Title: LIFE ORIENTATION			
	f this module, the student should be able to:		
	ledge base of the terminology, approaches, concepts, principles, and theories		
	e Life Orientation learning outcomes of physical development, social		
development and citizenship;			
 identify various physical developm 	ent and citizenship themes related to specific assessment standards of these		
focus areas, and effectively plan a	ctivities accordingly to demonstrate a clear understanding of the different		
approaches, terminology and conc	cepts within the context of Life Orientation;		
 demonstrate the ability to use the 	attained knowledge to solve common problems pertaining to lesson planning		
to apply a variety of physical devel	lopment, social development and citizenship themes as indicated in the		
assessment standards of these lea			
	-driven in all circumstances and forms of communication, written as well as		
	and learning of physical development, social development and citizenship		
activities.			
Method of delivery:			
Assessment Methods:			
Module Code: LORE211	NQF-Level:		
	10TION, PERSONAL DEVELOPMENT AND WELL-BEING AND CAREER AND		
CAREER CHOICES	ICTION, I ENJOYAL DEVELOFIVILINT AND WELL-DEING AND CAREER AND		
	f this module, the student should be able to		
	f this module, the student should be able to:		
 uemonstrate a solid knowledge ba 	se 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;

- 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;
- 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;
- act ethically responsible and 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:

Assessment Methods:

Assessment Methods.		
Module Code: LORE221	NQF-Level:	
Title: LIFE ORIENTATION: LIFE ORIENTATION: PHYSICAL DEVELOPMENT, SOCIAL DEVELOPMENT AND CITIZENSHIP		

Module Outcomes: Upon completion of this module, the student should be able to:

- demonstrate a solid knowledge base of the terminology, approaches, concepts, principles, and theories
 pertaining to specific aspects of the Life Orientation learning outcomes of physical development, social
 development and citizenship;
- identify various physical development, social development and citizenship themes related to 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;
- demonstrate the ability to use the attained knowledge to solve well-defined problems pertaining to lesson
 planning to apply a variety of physical development, social development and citizenship themes as indicated in
 specific assessment standards of these learning outcomes in the different phases;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as
 orally, with regard to the teaching and learning of physical development, social development and citizenship
 theme activities in the different phases.

Method of delivery:

Assessment Methods: 3 hours 1:1

Assessment Methods. 5 hours 1.1		
Module Code: LORE311		NQF-Level:
Title: LIFE ORIENTATION		

Module Outcomes: Upon completion of this module, the student should be able to:

- demonstrate a sound academic knowledge and understanding of career and career choices in order to
 communicate, facilitate, critically analyse and guide students in order to enter the world of work, relevant
 employment legislation, how to access it, and dealing with unemployment;
- apply a range of skills, evaluate own ability to prevent and manage stress, and adapt to change as part of an
 ongoing healthy lifestyle choice;
- 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;
- investigate the human and environmental factors that cause ill health, accidents, crisis and disasters, and explore appropriate to deal with them;

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:

Assessment Methods:

Assessment Methous.	
Module Code: LORE321	NQF-Level:
Title: LIFE ORIENTATION	

Module Outcomes: Upon completion of this module, the student should be able to:

 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 and citizenship in the FET phase;

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;

•	demonstrate the ability to use the attained knowledge to solve well-defined but unfamiliar problems pertaining
to lesson planning to apply a variety of physical development and citizenship themes as indicated in	
	assessment standards of these learning outcomes in the FET phase;

act ethically responsible and value-driven in all circumstances and forms of communication, written as well as
orally, with regard to the teaching and learning of physical development and citizenship theme activities in the
FET phase.

Method of delivery:			
Assessment Methods:			
Module Code: LSFP112	NQF-Level:		
Title: THEORETICAL FRAMEWORK FOR LEARNING SUPPORT IN TH	E FOUNDATION PHASE		
Module Outcomes: After completion of this module the student	should be able to:		
 understand and demonstrate basic knowledge, theory and p 	practice of learning support in local and global		
context;			
 explain fundamental knowledge and understanding of barries 	ers to learning from an ecological and eco-systemic		
perspective; and			
 demonstrate fundamental knowledge and insight into learn 	ing support in South Africa.		
Method of delivery:			
Assessment Methods:			
Module Code: LSFP122	NQF-Level:		
Title: IDENTIFICATION AND ASSESSMENT OF BARRIERS TO LEARN	ING AS WELL AS PERCEPTUAL DEVELOPMENT IN THE		
FOUNDATION PHASE			
Module Outcomes: After completion of this module the student			
 apply fundamental theoretical knowledge of different approx 			
 demonstrate solid knowledge and understanding of individu 			
 explain fundamental knowledge of assessment strategies ar 			
 demonstrate with competence solid knowledge and underst 	tanding of perceptual development and the effect		
thereof on successful learning.			
Method of delivery:			
Assessment Methods:			
Module Code: LSFP211	NQF-Level:		
Title: LEARNER SUPPORT: ASSESSMENT FOR LEARNING SUPPORT			
Module Outcomes: Upon completion of this module, the student			
Demonstrate solid knowledge of different approaches to as:			
 Demonstrate solid knowledge of individual and systemic ass 	• • • •		
Demonstrate solid knowledge of assessment strategies and			
 Demonstrate the competency to apply knowledge, basic ski 	lis and appropriate attitudes in the development of		
an assessment plan for specific barriers to learning			
Method of delivery:			
Assessment Methods: Module Code: LSFP221	NOT Lowel		
Title: LEARNER SUPPORT: INDIVIDUAL SUPPORT FOR BARRIERS TO	NQF-Level:		
(FOUNDATION PHASE)	JLEARNING		
Module Outcomes: Upon completion of this module, the student	should be able to		
 demonstrate solid knowledge of different approaches to inc 			
 demonstrate solid knowledge, skills and attitudes to develop 			
support to learners with specific barriers to learning, within			
 demonstrate competence to identify individual support for 			
the macro context			
Method of delivery:			
Assessment Methods:			
Module Code: LSFP212	NQF-Level:		
Title: LEARNER SUPPORT: ASSESSMENT FOR LEARNING SUPPORT			
Module Outcomes: After completion of this module the student			
 disclose with competence knowledge and insight regarding 			
learners;	0 • •		
 demonstrate solid knowledge and understanding regarding 	strategies that can be applied to overcome socio-		
economic barriers to learning;			

٠	demonstrate insight and knowledge regarding the different approaches to early intervention with the young			
	child; and			
•	 act with competence and understanding toward gifted learners and their learning needs. 			
Method of delivery:				
Asse	essment Methods:			
Mo	dule Code: LSFP222		NQF-Level:	
Title	ELEARNER SUPPORT: INDIVIDUAL S	JPPORT FOR BARRIERS TO LEARNING		
	(FOUNDATION PHASE)			
Mo	dule Outcomes: After completion of	this module the student should be able	to:	
•	demonstrate fundamental theoret	ical knowledge regarding spoken languag	ge, reading and writing to illustrate	
	better understanding for learners	with language barriers;		
•	illustrate understanding for the ba	rriers to learning that learners not learning	ng in their mother tongue	
	experience;			
•	demonstrate fundamental knowle	dge of underlying problems that can resu	It in mathematical learning barriers;	
	and			
٠		re and scope of challenging behaviour as	s well as to analyse the causes of it.	
	hod of delivery:			
Asse	essment Methods:			
Mo	dule Code: LSFP 311		NQF-Level:	
	ELEARNER SUPPORT FOUNDATION			
Mo	dule Outcomes: After completion of	this module, the student should be able	to:	
•	demonstrate the ability to integrat	e knowledge skills and attitudes to deve	lop Individual Educational plans for	
		rriers to learning within a support team.		
•		dge of the functions of the institutional s	support teams and the skills and	
	attitudes to collaborate in such a to			
•		processes and strategies in a school and	l classroom	
	hod of delivery:			
	essment Methods:			
	dule Code: LSFP 312		NQF-Level:	
Title	ELEARNER SUPPORT FOUNDATION	PHASE		
		this module the student should be able		
•		d to the needs and accommodation of lea		
•		d to the needs and accommodation of lea		
•		d to the needs and accommodation of lea		
•		d to the needs and accommodation of lea		
•		d to the needs and accommodation of lea	arners with severe multiple	
	disabilities;			
•		d to the needs and accommodation of lea		
•	· · · · · · · · · · · · · · · · · · ·	support to learners with above mention	ed barriers to learning;	
	hod of delivery:			
	essment Methods:			
-	dule Code: LSFP321		NQF-Level:	
	ELEARNER SUPPORT			
		this module the student should be able		
•		owledge to integrate knowledge, skills a		
		eam for learners with specific barriers to	learning as addressed in LSFP 211	
	and LSFP 221;			
•		ight, knowledge, skills and attitudes rega	irging the functions of the	
	institutional support team			
•		, evaluate and apply learning support pro	ocesses in the school and the	
	classroom.			
	Method of delivery:			
	Assessment Methods:			
Module Code: LSKA311 NQF-Level:				
	Title: LIFE SKILLS ART			
Mo		this module, the student should be able		
•	demonstrate a well-rounded and s	ystematic knowledge base of the visual l	anguage in art as applicable to the	

facilitation of creative art activities in the Foundation Phase; and of the National Curriculum Statement for the Learning Area Arts and Culture in the Foundation Phase;

- identify age-appropriate activities and techniques relevant for child art development and the connection with the facilitation of creative art activities in the Foundation Phase; and plan practical activities supporting the coherent and critical understanding of the subject didactics of art, with regard to the practice of art-teaching in the Foundation Phase;
- demonstrate applied knowledge in curriculation in the Learning Area Arts and Culture in the Foundation Phase
 to present and communicate information, ideas and opinions in well-structured arguments, giving evidence of
 visual research results directed at the facilitation of students through the integration of information
 technologies and the informal approach to lesson presentation in art;
- demonstrate ethically responsible behaviour while reflecting on the diversity within the National Curriculum for Arts and Culture in the Foundation Phase, through communication and behaviour.

Method of delivery:			
Assessment Methods:			
Module Code: LSKE321		NQF-Level:	
Title: LIFE SKILLS ENVIRONMENTAL STUE			
Module Outcomes: Upon completion of	this module, the student should be able	to:	
 demonstrate well rounded and sys 	tematic knowledge base of the environn	nent and detail knowledge of areas of	
the environment;			
 explain and apply essential proced 	ures and processes with regard to the na	ature and field of environmental	
studies;			
	nciples applicable to environmental stud		
	g experiences for Foundation Phase stud		
 demonstrate sensitivity towards na 	ature and a sense of responsibility for the	e important role people play in the	
	y expressing your own value system.		
Method of delivery:			
Assessment Methods: 2 hours 1:1			
Module Code: LSKH221		NQF-Level:	
Title: LIFE SKILLS HEALTH EDUCATION			
Module Outcomes: Upon completion of			
 demonstrate well rounded and sys 	tematic knowledge base of the environn	nent and detail knowledge of areas of	
the environment;			
 explain and apply essential proced 	ures and processes with regard to the na	ature and field of environmental	
studies;			
 demonstrate teaching learning print 	nciples applicable to environmental stud	ies and the application thereof in the	
	g experiences for Foundation Phase stud		
	ature and a sense of responsibility for the	e important role people play in the	
	y expressing your own value system.		
Method of delivery:			
Assessment Methods:			
Module Code: LSKM121		NQF-Level:	
Title: LIFE SKILLS MUSIC			
Module Outcomes: Upon completion of this module the student should be able to:			
	dge and informed understanding of some	e of the music concepts, such as	
rhythm, melody, form, texture, ten			
	vities and skills in which young students		
	play, improvisation and reading and wri	ting music and accompany school	
students on the guitar or African pe			
	II-defined problems in planning appropri	ate music activities and lessons in the	
Foundation Phase;			
	behaviour while constantly developing y	our role as a Foundation Phase music	
teacher.			
Method of delivery:			
Assessment Methods:			
Module Code: LSKM211		NQF-Level:	
Title: LIFE SKILLS MUSIC			
Module Outcomes: Upon completion of			
 demonstrate a solid knowledge bas 	se and sound understanding of music, da	ance and drama concepts and	
	150		

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;

- critically analyse and synthesise information on the implications of the development of the young student 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;
- 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
- compare world views and demonstrate own world view while continuously developing his/her role as Foundation Phase music teacher.

Method of delivery:

Assessment Methods:

Module Code: LSKN312 Title: LIFE SKILLS: NUTRITION

NQF-Level:

Module Outcomes: Upon completion of this module the students should be able to:

- 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 students; 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;
- 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 theory by using basic information technology demonstrate own ideas and opinions in well-structured arguments in a professional manner.

Method of delivery:

Assessment Methods:

Assessment Methods.
Module Code: LSKP311

Title: LIFE SKILLS PHYSICAL EDUCATION

Module Outcomes: Upon completion of this module the student should be able to:

- demonstrate a well-rounded and systematic knowledge of the perceptual and gross motor development of the Foundation Phase student;
- identify and plan a variety of movement activities supporting the coherent understanding of concepts, ideas, theories, principles and rules of movement development;
- demonstrate the ability to solve well-defined but unfamiliar problem to plan and present scientific and creative
 movement development lessons for specific application to different age and developmental groups in the
 Foundation Phase, and to identify and address perceptual and gross motor problems and other medical
 conditions related to movement;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as
 orally, related to movement development in the Foundation phase.

Method of delivery:

Assessment Methods:

Module Code: MALA211		NQF-Level:
Title: LEARNING AREA MATHEMATICS: DEVELOPMENT OF NUMBER SYSTEMS		
Module Outcomes: Upon completion of this module students should be able to:		

Module Outcomes: Upon completion of this module students should be able to:

- demonstrate basic knowledge, understanding and insight into the history of the denary number system, other bases, the extension of operations and computational procedures with natural numbers, whole numbers to integers;
- demonstrate skills to facilitate learning with understanding through the solution of real life situations (problems), implementing various computational procedures;
- 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;
- 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;

-	be competent to interpret and remediate solutions, models and representations when necessary: and			
	be competent to interpret and remediate solutions, models and representations when necessary; and			
	evaluate the value of the mathematical representations, models and solutions to problems.			
	hod of delivery:			
	ssment Methods: lule Code: MALA221		NOE Loval:	
	AREA MATHEMATICS: NUMBER S		NQF-Level:	
		f this module students should be able to		
NIOC		derstanding and insight regarding the ex		
•	•	l as advanced mental strategies (integer	•	
•		ts, procedures and processes in order to		
•		blems, reason mathematically (knowled		
		al arithmetic and represent it in various v		
•		explain, compare, demonstrate and impl		
		rrors and problems as determined by th		
	Learning Outcome 1, Numbers;	from and problems as actermined by th		
•		rning with understanding through the so	lution of real life situations	
		ing various computational procedures;		
•		nediate solutions, models and represent	ations when necessary:	
•		matical representations, models and sol		
Met	hod of delivery:		· · · · · ·	
	ssment Methods:			
	lule Code: MALA31		NQF-Level:	
		S: DATA HANDLING AND FUNCTIONAL		
		f this module students should be able to		
•		derstanding and insight regarding advan		
	•	functional relationships as well as data		
	appropriate technology;	•	5 . 5	
•	as subject specialist, understand, e	explain, compare, demonstrate and impl	ement, solve problems, use	
	calculators, as determined by the	National Curriculum Statement, Learning	g outcome 2 (Number patterns) and	
	Learning outcome 5 (data handling	g)		
•	demonstrate skills to facilitate lear	rning with understanding through the so	lution of real life situations	
	(problems), implementing various	computational procedures;		
•	be competent to interpret and rer	nediate solutions, models and represent	ations, when necessary;	
•	evaluate the validity of the mathe	matical representations, models and solu	utions to problems.	
Met	hod of delivery:			
Asse	ssment Methods:			
Mod	lule Code: MALA321		NQF-Level:	
Title	LEARNING AREA MATHEMATICS: 0	GEOMETRY - AN INVESTIGATIVE APPROA	CH	
Mod	lule Outcomes: Upon completion of	f this module students should be able to	:	
•	demonstrate basic knowledge, un	derstanding and insight regarding Euclid	ean geometry, (Learning outcome 3:	
	Measurement; and Learning outco	ome 4: Shape and space) including the di	scovering and investigations to	
	geometry using 3-D real life objects and 2-D forms;			
•	demonstrate skills to facilitate learning of geometry with understanding, through the solution of real life			
	situations (problems), implementi	ng appropriate technology;		
•	demonstrate an understanding of	the Van Hiele levels of geometrical thou	ght and to be able to apply these	
	effectively;			
•	be competent to interpret and rer	nediate geometrical solutions, models a	nd representations, when necessary;	
•	evaluate the validity of the geometrical representations, models and solutions to problems.			
Method of delivery:				
Assessment Methods:				
	lule Code: MATD211		NQF-Level:	
	: MATHEMATICS METHODOLOGY: S			
Мос		f this module, the students should be ab		
•	 demonstrate a solid knowledge of teaching-learning approaches in mathematics; 			

- demonstrate a solid knowledge of teaching-learning approaches in mathematic
 identify and motivate the role of assessment of and for mathematics learning;
- apply different teaching strategies to plan and present mathematics lessons for senior phase students;
- illustrate an appreciation for the value of mathematics in real life.

Method of delivery:

Assessment Methods:			
Module Code: MATD312		NQF-Level:	
Title: MATHEMATICS METHODOLOGY: INTERMEDIATE PHASE			
Module Outcomes: On completion of this module you should be able to:			
 demonstrate a complete and syste 	demonstrate a complete and systematic knowledge of the structure and content of the school Mathematics		
curriculum with regard to the Inter	mediate Phase Learning Outcome 1(Nur	nerical operations and relationships);	
 understand and apply learning the 	ories and aspects thereof that are releva	nt to the teaching and learning of	
Mathematics in the planning and c	ompilation of a lesson plan for a specific	grade (4-6) of this school phase (Part	
1);			
 use suitable technology, with evide 	ence of theoretical grounding, to plan an	d present Mathematics lessons for	
the Intermediate Phase; and			
 through communication and action 	n, demonstrate an appreciation of the va	lue of Mathematics in the world of	
work.			
Method of delivery:			
Assessment Methods:			
Module Code: MATD321		NQF-Level:	
Title: MATHEMATICS METHODOLOGY/ F	ET PHASE		
Module Outcomes: Upon completion of	this module the students should be able	e to:	
 demonstrate a well-rounded and st 	ystematic knowledge of the structure an	d content of the school mathematics	
curriculum with respect to the spec	cific school phase;		
 apply key concepts and procedures 	learnt and taught in school mathematic	cs to plan and compile a work	
schedule for a specific grade of this	school phase;		
 use appropriate technologies to pla 	an and present mathematics lessons for	the specific phase students, giving	
evidence of theoretical underpinni	ng;		
 demonstrate an appreciation for the 	ne value of mathematics in real life throu	igh communication and behaviour.	
Method of delivery:			
Assessment Methods:			
Module Code: MATD413		NQF-Level:	
Title: MATHEMEMATICS METHODOLOG	Y: INTERMEDIATE PHASE		
Module Outcomes: Upon completion of	this module the student should be able	to:	
 Demonstrate rounded and systema 	atic knowledge of the structure and cont	ent of the school mathematics	
	mediate Phase learning outcome 3 (Spa		
-	on plans and reflection on presentation		
 know the correct fundamental voc 	abulary in Mathematics that is required	by the NCS for learning outcomes 3	
and 4 and use it correctly and with	ease;		
 plan, analyse, test, reflect, adapt and 	nd improve lesson plans regarding learni	ing 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 Intern	nediate Phase while proving theoretical	underpinning); and	
 demonstrate an appreciation for the 	ne value of mathematics in the world of	work through communication and	
action			
Method of delivery:			
Assessment Methods:			
Module Code: MATD411		NQF-Level:	
Title: MATHEMEMATICS METHODOLOG	Y: FET		
Module Outcomes: Upon completion of	this module students should be able to:		
 demonstrate a comprehensive and 	systematic knowledge of the structure a	and content of the Mathematical	
Literacy Curriculum;	-		
 demonstrate the abilities to plan and 	nd compile a portfolio for Mathematical	Literacy, including a work schedule	
	nd self-developed learning materials;		
apply knowledge of mathematical	literacy to plan and present mathematic	al literacy lessons;	
 demonstrate an appreciation for the 	ne value of mathematics in real life throu	igh communication and behaviour in	
the class situation.			
Method of delivery:			
Assessment Methods:			
Module Code: MATD421		NQF-Level:	

Title	Title: MATHEMATICS METHODOLOGY: SENIOR PHASE				
Mod	dule Outcomes: Upon completion of	f this module the students should be able	to:		
•	demonstrate a comprehensive and	d systematic knowledge of the structure a	and content of the school		
	mathematics curriculum applicable	e to this school phase(s);			
•	demonstrate the effective use of t	echnology (calculators, graphic calculator	rs, computer programmes) and plan		
	and present mathematics lessons;				
•	demonstrate an appreciation for t	he value of mathematics in the world of v	work in communication and		
	behaviour in the class situation.				
Met	hod of delivery:				
Asse	essment Methods:				
Mod	dule Code: MATE111		NQF-Level:		
Title	MATHEMATICS FOR EDUCATION:	FUNCTIONS			
Mod	dule Outcomes: Upon completiion t	he module students should be able to:			
•	demonstrate basic knowledge, un	derstanding and insight with respect to th	ne following functions: linear		
	functions, quadratic functions, pol	ynomial functions, absolute value function	ons, rational functions, trigonometric		
	functions, exponential functions, l	ogarithmic functions and hyperbolic func	tions;		
•	demonstrate skills to model real-w	vorld situations and related problems usin	ng the mentioned functions both by		
	pen and paper methods and by ap	plying suitable computer software;			
•	be competent to interpret solution	ns produced by the abovementioned proc	cesses. Students should be able to		
	execute basic operations with the	functions, apply compound functions and	d if possible, determine the inverse of		
	the functions;				
•	use functions to model real-life sit	uations and problems evaluate whether t	the mathematical solutions are valid.		
Met	hod of delivery:				
Asse	essment Methods:				
Mod	dule Code: MATE121		NQF-Level:		
Title	: MATHEMATICS FOR EDUCATION:	ELEMENTARY STATISTICS			
Mod	dule Outcomes: Upon completion of	f this module students should:			
•	demonstrate basic knowledge and	insight with respect to elementary statis	tics and probability;		
•	demonstrate the ability to determ	ine the probability of an event using an a	ppropriate definition, as well as the		
	ability to gather, organise and rep	resent data;			
•	apply the rules of probability and s	statistics to solve real life problems and ir	nterpret data in order to draw		
	conclusions with respect to the res	search questions, and make informed dec	cisions using suitable computer		
	software calculations and any othe	er matter applicable to the teaching and f	acilitation of statistics and		
	probability at school-level;				
•		ical solutions within the context of real w			
	-	egard to how they fit into the broader fra	mework of mathematics.		
	hod of delivery:				
	essment Methods:				
	dule Code: MATE211		NQF-Level:		
		SPHERICAL AND EUCLIDEAN GEOMETRY			
Mod	dule Outcomes: After completing th				
•		derstanding and insight with respect to Eu	clidean and spherical geometry by		
	studying geometry on the plane a				
•	-	derstanding and insight with respect to de	efining and describing conic sections		
	conceptually and algebraically;				
•		spherical proofs and results of theorems			
		s between trigonometry and geometry or			
•	-	omputer software to facilitate the model	-		
•		elationship between spherical geometry a			
•	be competent in applying the theo	ory of conic sections in order to solve real	-world problems;		
•	evaluate the validity of mathemat	ical solutions to real life problems.			
	hod of delivery:				
	essment Methods:				
	dule Code: MATE221		NQF-Level:		
	MATHEMATICS FOR EDUCATION:				
Mod	dule Outcomes: After completing th				
	demonstrate calid knowladge, und	forstanding and insight with respect to pu	imbor systems, mathematical		

 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 sy calculations with polynomial functions, resolving rational polynomial quoti with sequences and series and to describe the behaviour of sequences and	ents into partial fractions, calculations
•	be competent to apply the properties of the respective number systems, p induction, model real world situations using polynomials, use applicable c	rove relationships using mathematical
	behaviour of polynomial functions and series and to model real word situations	
•	be capable to evaluate the validity of mathematical solutions within the co	
	judge the value of the topics in this module with regard to how they fit into	
	mathematics.	
Met	hod of delivery:	
Asse	essment Methods:	
Mo	dule Code: MATE311	NQF-Level:
Title	: MATHEMATICS FOR EDUCATION: CALCULUS	
Mo	fule Outcomes: After completing this module the student should:	
•	demonstrate advanced knowledge, understanding and insight with respec meanings of the derivative, the meanings of the integral, the midpoint rule	
	integral, Riemann-sums and the Fundamental Theorem of Differential and	-
•	demonstrate skill in the calculation of the derivative from the definition, the	
	rules, the calculation of a large variety of derivatives, the limit of a Rieman	n-sum and a large variety of indefinite
	and definite integrals;	
•	be competent to apply differentiation and integration to analyse the beha	
	situations and solve problems where rates of change, area, total change are	
-	be capable to evaluate the meaning and validity of his analysis or solutions situations.	s within the context of real life
Mot	hod of delivery:	
-	essment Methods:	
	dule Code: MATE321	NQF-Level:
	MATHEMATICS FOR EDUCATION: LINEAR ALGEBRA	
	dule Outcomes: After completing this module the student should:	
•	demonstrate advanced knowledge, understanding and insight with respec	t to the solution of geometrical
	problems using geometrical vectors, vector operations, the linear depende	ency 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	n matrices and the application of these
	matters within the context of real life situations;	
•	demonstrate skill in the use of applicable computer software to perform m	natrix operations and solve linear
	programs graphically;	
	be competent to solve real life problems using vectors, matrices and linear	
Mot	be capable to evaluate the validity of mathematical solutions within the co hod of delivery:	intext of real life situations.
	essment Methods:	
	dule Code: MATF221	NQF-Level:
	MATHEMATICS IN PRACTICE: NUMBERS, CALCULATIONS AND DATA HAND	
	dule Outcomes: Upon completion of this module students should be able to	
•	Demonstrate solid knowledge of numbers, number patterns and operation	
	probability;	
•	Identify number patterns in a variety of contexts, and be able to make gen	eralisations and also be able to
	gather, organise, represent data	
•	Demonstrate the ability to apply this knowledge to solve real-life problems	s in a variety of contexts, and analyse
	data from a variety of contexts and use elementary statistics to communic	ate, critically interpret and draw
	conclusions from these findings, and make forecasts based on probability	
•	Demonstrate positive attitudes towards the teaching and learning of math	ematics
Met	hod of delivery:	
-	essment Methods:	<u>. </u>
	dule Code: MATF311	NQF-Level:
	: MATHEMATICS IN PRACTICE: GEOMETRY IN ACTION	
Mo	dule Outcomes: Upon completion of this module students should be able to	
•	demonstrate well-rounded and systematic knowledge with respect to the	properties of and relationships
	between two-dimensional shapes and three-dimensional solids	

•		n of area of two-dimensional figures and	surface area and volume of three-
_	dimensional solids solution of real-l	•	the second s
•	Geometer's Sketchpad®)	enting these skills, including the use of d	ynamic computer software (e.g. The
•	,	cal solutions within the context of real-lif	e situations
-	thod of delivery:		
	essment Methods:		
-	dule Code: MATL112		NQF-Level:
	e: MATHEMATICS LITERACY: NUMBER		
Mo	· · ·	this module students should be able to:	
•	•	numbers within the context of a Mathem	
•		n which to embed the solid knowledge o	
•		ies by applying a solid knowledge of nun	nbers in the mathematisation of real-
	life situations;		
•		wledge of numbers plays as a tool to ma	ke sense of reality.
-	thod of delivery:		
-	essment Methods:		
	dule Code: MATL121		NQF-Level:
-	e: MATHEMATICAL LITERACY: EXPLOR		
Mo		this module students should be able to:	
•		edge of shape, space and measurement	within the context of a Mathematical
	Literacy Curriculum;		
•		n which to embed the fundamental know	wledge of shape, space and
	measurement;		f - h
•		ies by applying a fundamental knowledg	e of snape, space and measurement
	in the mathematisation of real-life		
•		ntal knowledge of shape, space and mea	isurement play as a tool to make
Mo	sense of reality. thod of delivery:		
	assmant Mathods:		
	essment Methods:		
Мо	dule Code: MATL212	RING NUMBERS AND RELATIONSHIPS	NQF-Level:
Mo Title	dule Code: MATL212 e: MATHEMATICAL LITERACY: EXPLOR		NQF-Level:
Mo Title	dule Code: MATL212 e: MATHEMATICAL LITERACY: EXPLOR dule Outcomes: Upon completion of	this module students should be able to:	
Mo Title Mo	dule Code: MATL212 e: MATHEMATICAL LITERACY: EXPLOR dule Outcomes: Upon completion of demonstrate a fundamental knowle		
Mo Title Mo	dule Code: MATL212 e: MATHEMATICAL LITERACY: EXPLOR dule Outcomes: Upon completion of demonstrate a fundamental knowle Literacy Curriculum;	this module students should be able to: edge of numbers and relationships withi	n the context of a Mathematical
Mo Title Mo	dule Code: MATL212 e: MATHEMATICAL LITERACY: EXPLOR dule Outcomes: Upon completion of demonstrate a fundamental knowle Literacy Curriculum; identify relevant real-life contexts in	this module students should be able to: edge of numbers and relationships withi n which to embed the fundamental know	n the context of a Mathematical wledge of numbers and relationships;
Mo Title Mo	dule Code: MATL212 e: MATHEMATICAL LITERACY: EXPLOR dule Outcomes: Upon completion of demonstrate a fundamental knowle Literacy Curriculum; identify relevant real-life contexts in demonstrate problem solving abilit	this module students should be able to: edge of numbers and relationships withi n which to embed the fundamental know ies by applying a fundamental knowledg	n the context of a Mathematical wledge of numbers and relationships;
Mo Title Mo	dule Code: MATL212 e: MATHEMATICAL LITERACY: EXPLOR dule Outcomes: Upon completion of demonstrate a fundamental knowle Literacy Curriculum; identify relevant real-life contexts in demonstrate problem solving abilit mathematisation of real-life situation	this module students should be able to: edge of numbers and relationships within in which to embed the fundamental know ies by applying a fundamental knowledg ons;	n the context of a Mathematical wledge of numbers and relationships; e of numbers and relationships in the
Mo Title Mo	dule Code: MATL212 e: MATHEMATICAL LITERACY: EXPLOR dule Outcomes: Upon completion of demonstrate a fundamental knowle Literacy Curriculum; identify relevant real-life contexts in demonstrate problem solving abilit mathematisation of real-life situatio appreciate the role that a fundame	this module students should be able to: edge of numbers and relationships withi n which to embed the fundamental know ies by applying a fundamental knowledg	n the context of a Mathematical wledge of numbers and relationships; e of numbers and relationships in the
Mo Title Mo • •	dule Code: MATL212 e: MATHEMATICAL LITERACY: EXPLOR dule Outcomes: Upon completion of demonstrate a fundamental knowle Literacy Curriculum; identify relevant real-life contexts in demonstrate problem solving abiliti mathematisation of real-life situatio appreciate the role that a fundame reality.	this module students should be able to: edge of numbers and relationships within in which to embed the fundamental know ies by applying a fundamental knowledg ons;	n the context of a Mathematical wledge of numbers and relationships; e of numbers and relationships in the
Mo Title Mo • • • •	dule Code: MATL212 e: MATHEMATICAL LITERACY: EXPLOR dule Outcomes: Upon completion of demonstrate a fundamental knowle Literacy Curriculum; identify relevant real-life contexts in demonstrate problem solving abilit mathematisation of real-life situatio appreciate the role that a fundame	this module students should be able to: edge of numbers and relationships within in which to embed the fundamental know ies by applying a fundamental knowledg ons;	n the context of a Mathematical wledge of numbers and relationships; e of numbers and relationships in the
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	Literacy Curriculum;		
•		in which to embed the well-rounded and	
•		ties by applying a well-rounded and syste	ematic knowledge of functions in the
	mathematisation of real-life situati		
•	* *	nded knowledge of functions plays as a t	ool to make sense of reality.
-	hod of delivery:		
	essment Methods:		
	lule Code: MATL321		NQF-Level:
	: MATHEMATICAL LITERACY: GEOMI		
Mod		this module students should be able to:	
•	demonstrate a well-rounded and s	ystematic knowledge of shape, space an	d measurement within the context of
	a Mathematical Literacy Curriculun		
•	identify relevant real-life contexts i	in which to embed the well-rounded and	l systematic knowledge of shape,
	space and measurement;		
•	demonstrate problem solving abilit	ties by applying a well-rounded and syste	ematic knowledge of shape, space
	and measurement in the mathema	tisation of real-life situations;	
•	appreciate the role that a well-rour	nded knowledge of shape, space and me	asurement plays as a tool to make
	sense of reality.		
Met	hod of delivery:		
Asse	ssment Methods:		
Mod	lule Code: MBLO421		NQF-Level:
Title	: MANAGING BARRIERS TO LEARNIN	IG	
Mod	lule Outcomes: On completion of th	e module the student should be able	
•	to prove that he/she possesses the	necessary knowledge and skills regardir	ng the following: knowledge of South
	African policy documents regarding	g inclusive education,	
•	the identification of barriers to lear	rning and the provision of support in the	classroom,
•	the adaptation of the curriculum a	nd assessement for barriers to learning;	
•	managing an inclusive classroom;		
•	the functioning of an ecosystemic a		
•	normal as well as deviating develop	pment of a child.	
-	hod of delivery:	pment of a child.	
		pment of a child.	
Asse	hod of delivery:	pment of a child.	NQF-Level:
Asse Mod	hod of delivery: essment Methods:		NQF-Level:
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Asse Moo · · · · · · · · · · · · · · · · · ·	hod of delivery: issment Methods: iule Code: MFPF111 : MATHEMATICS: INTRODUCTION T iule Outcomes: On completion of th acquire a sound and systematic knu understand the necessity of the hig understand the necessity of the hig understand the necessity of the hig (in context) and the application the understand what Maths, comprehe is; interpret and assess the methods/ apply teaching theories in his/ her facilitate, interpret and mediate th guide the learners at school to nurl Mathematics. hod of delivery: issment Methods: Iule Code: MFPF 121 : NUMERACY Iule Outcomes: On completion of th demonstrate knowledge and insigh demonstrate knowledge and insigh for whole numbers; build on the meaning of estimation	O FUNDAMENTAL MATHEMATICS is module, the student should: owledge of the learning of Mathematics; gher-order thoughts to understand Math gher-order thoughts to understand Math ereof; ension of numbers, classification, countin strategies, models and presentations of own knowledge of Maths with confidence e solution, presentation and modelling of ture the right attitudes and values towar is module, the student should: twith respect to the construction of me at with respect to the estimating and app or and the four main operations; ttext (real-life problems) with teaching/fi	is and solve problems (in context); is and understanding problem solving ng and our base-ten number system, learners at school; re; of true to life problems; ds the study and learning of NQF-Level: maning of whole numbers; plication of the four main operations

 solving; accommodate all learners so that 	they gain positive attitudes and values to	wards mathematics
Method of delivery:		
Assessment Methods:		
Module Code: MFPF 211		NQF-Level:
Title: NUMERACY METHODOLOGY		
Module Outcomes: On completion of t	his module. the student should:	
-	nsion of Mathematics as learning area in	the Foundation Phase:
 demonstrate the role of teaching 	•	· · · · · · · · · · · · · · · · · · ·
	s in the planning and presentation of mat	hematical lessons; and
	and solutions of real life problems;	,
	of numeracy in the classroom on an ethic	al responsible manner and to
communicate about it with learne		
Method of delivery:		
Assessment Methods:		
Module Code: MFPF 221		NQF-Level:
Title: NUMERACY METHODOLOGY		
Module Outcomes: On completion of t	his module, the student should:	
	rate with ease the nature of mathematics	s as subject specialist;
-	ht regarding the approach and applicatio	
main calculations;		
 develop the skill to demonstrate 	with ease the problem solution technique	s of the four main calculations and
estimation;		
 interpret and assess learners' me 	thods and strategies ;	
	sional manner the basic principles of num	neracy that are required in the
classroom and to communicate it	with learners and the community.	
Method of delivery:	· · · ·	
Assessment Methods:		
Module Code: MFPF 311		NQF-Level:
Module Code: MFPF 311 Title: NUMERACY		NQF-Level:
	his module, the student should:	NQF-Level:
Title: NUMERACY Module Outcomes: On completion of t	his module, the student should:	
Title: NUMERACY Module Outcomes: On completion of t • demonstrate knowledge and insignation		ion of concepts regarding fractions
Title: NUMERACY Module Outcomes: On completion of t • demonstrate knowledge and insignation	ht with respect to the meaningful extens	ion of concepts regarding fractions
Title: NUMERACY Module Outcomes: On completion of t • demonstrate knowledge and insig (common and decimal), ratios and problems;	ht with respect to the meaningful extens	ion of concepts regarding fractions p techniques to solve real-life
Title: NUMERACY Module Outcomes: On completion of t • demonstrate knowledge and insig (common and decimal), ratios and problems; • demonstrate knowledge and insig	sht with respect to the meaningful extens d percentages to assist learners to develo	ion of concepts regarding fractions p techniques to solve real-life bability;
Title: NUMERACY Module Outcomes: On completion of t • demonstrate knowledge and insig (common and decimal), ratios and problems; • demonstrate knowledge and insig	th with respect to the meaningful extens d percentages to assist learners to develo with with respect to data handling and prol untext (real-life problems) with teaching/f	ion of concepts regarding fractions p techniques to solve real-life bability;
Title: NUMERACY Module Outcomes: On completion of t • demonstrate knowledge and insig (common and decimal), ratios and problems; • demonstrate knowledge and insig • predict problems of learners in cc • interpret and assess methods/str	th with respect to the meaningful extens d percentages to assist learners to develo with with respect to data handling and prol untext (real-life problems) with teaching/f	ion of concepts regarding fractions p techniques to solve real-life bability; acilitation of problem solving;
Title: NUMERACY Module Outcomes: On completion of t • demonstrate knowledge and insig (common and decimal), ratios and problems; • demonstrate knowledge and insig • predict problems of learners in cc • interpret and assess methods/str	th with respect to the meaningful extens d percentages to assist learners to develo with with respect to data handling and prol ontext (real-life problems) with teaching/f ategies of learners;	ion of concepts regarding fractions p techniques to solve real-life bability; acilitation of problem solving;
Title: NUMERACY Module Outcomes: On completion of t demonstrate knowledge and insig (common and decimal), ratios and problems; demonstrate knowledge and insig predict problems of learners in cc interpret and assess methods/str apply with confidence his/her ma solving; and	th with respect to the meaningful extens d percentages to assist learners to develo with with respect to data handling and prol ontext (real-life problems) with teaching/f ategies of learners;	ion of concepts regarding fractions p techniques to solve real-life bability; acilitation of problem solving; to real-life problems through problem
Title: NUMERACY Module Outcomes: On completion of t demonstrate knowledge and insig (common and decimal), ratios and problems; demonstrate knowledge and insig predict problems of learners in cc interpret and assess methods/str apply with confidence his/her ma solving; and	sht with respect to the meaningful extens d percentages to assist learners to develo sht with respect to data handling and prol ontext (real-life problems) with teaching/f ategies of learners; thematic knowledge of learning theories	ion of concepts regarding fractions p techniques to solve real-life bability; acilitation of problem solving; to real-life problems through problem
Title: NUMERACY Module Outcomes: On completion of t demonstrate knowledge and insig (common and decimal), ratios and problems; demonstrate knowledge and insig predict problems of learners in cc interpret and assess methods/str. apply with confidence his/her ma solving; and accommodate all learners so that	sht with respect to the meaningful extens d percentages to assist learners to develo sht with respect to data handling and prol ontext (real-life problems) with teaching/f ategies of learners; thematic knowledge of learning theories	ion of concepts regarding fractions p techniques to solve real-life bability; acilitation of problem solving; to real-life problems through problem
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Title: NUMERACY Module Outcomes: On completion of t demonstrate knowledge and insig (common and decimal), ratios and problems; demonstrate knowledge and insig predict problems of learners in cc interpret and assess methods/str. apply with confidence his/her ma solving; and accommodate all learners so that Method of delivery: Assessment Methods: Module Code: MFPF 321	th with respect to the meaningful extens d percentages to assist learners to develo th with respect to data handling and prol intext (real-life problems) with teaching/f ategies of learners; thematic knowledge of learning theories they gain positive attitudes and values to	ion of concepts regarding fractions p techniques to solve real-life bability; acilitation of problem solving; to real-life problems through problem wards mathematics.
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Title: NUMERACY Module Outcomes: On completion of t demonstrate knowledge and insig (common and decimal), ratios and problems; demonstrate knowledge and insig predict problems of learners in cc interpret and assess methods/str. apply with confidence his/her mas solving; and accommodate all learners so that Method of delivery: Assessment Methods: Module Code: MFPF 321 Title: NUMERACY Module Outcomes: On completion of t	the with respect to the meaningful extens d percentages to assist learners to develo the with respect to data handling and pro- ontext (real-life problems) with teaching/f ategies of learners; thematic knowledge of learning theories they gain positive attitudes and values to his module, the student should: the with respect to measurement, space a	ion of concepts regarding fractions p techniques to solve real-life bability; acilitation of problem solving; to real-life problems through problem owards mathematics.
Title: NUMERACY Module Outcomes: On completion of t demonstrate knowledge and insig (common and decimal), ratios and problems; demonstrate knowledge and insig predict problems of learners in cc interpret and assess methods/str apply with confidence his/her ma solving; and accommodate all learners so that Method of delivery: Assessment Methods: Module Code: MFPF 321 Title: NUMERACY Module Outcomes: On completion of t demonstrate knowledge and insig Van Hiele's levels of development	the with respect to the meaningful extens d percentages to assist learners to develo the with respect to data handling and pro- ontext (real-life problems) with teaching/f ategies of learners; thematic knowledge of learning theories they gain positive attitudes and values to his module, the student should: the with respect to measurement, space a	ion of concepts regarding fractions p techniques to solve real-life bability; acilitation of problem solving; to real-life problems through problem wards mathematics. NQF-Level: und shape and learning theories (e.g.
Title: NUMERACY Module Outcomes: On completion of t demonstrate knowledge and insig (common and decimal), ratios and problems; demonstrate knowledge and insig predict problems of learners in cc interpret and assess methods/str. apply with confidence his/her ma solving; and accommodate all learners so that Method of delivery: Assessment Methods: Module Code: MFPF 321 Title: NUMERACY Module Outcomes: On completion of t demonstrate knowledge and insig Van Hiele's levels of development predict problems of learners in cc interpret and assess learners met	th with respect to the meaningful extens d percentages to assist learners to develo intext (real-life problems) with teaching/f ategies of learners; thematic knowledge of learning theories they gain positive attitudes and values to his module, the student should: the with respect to measurement, space a c) regarding geometry; intext (real-life problems) with teaching/f hods/strategies and representations (mod	ion of concepts regarding fractions p techniques to solve real-life bability; acilitation of problem solving; to real-life problems through problem wards mathematics. NQF-Level: Ind shape and learning theories (e.g. acilitation of problem solving; dels, pictures and diagrams);
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Title: NUMERACY Module Outcomes: On completion of t demonstrate knowledge and insig (common and decimal), ratios and problems; demonstrate knowledge and insig predict problems of learners in cc interpret and assess methods/str. apply with confidence his/her ma solving; and accommodate all learners so that Method of delivery: Assessment Methods: Module Code: MFPF 321 Title: NUMERACY Module Outcomes: On completion of t demonstrate knowledge and insig Van Hiele's levels of development predict problems of learners in cc interpret and assess learners met apply learning theories with confis solving; accommodate all learners so that	the with respect to the meaningful extenses of percentages to assist learners to develop on text (real-life problems) with teaching/fategies of learners; thematic knowledge of learning theories they gain positive attitudes and values to the student should: The student should stude student should stude	ion of concepts regarding fractions p techniques to solve real-life bability; acilitation of problem solving; to real-life problems through problem owards mathematics. NQF-Level: and shape and learning theories (e.g. acilitation of problem solving; dels, pictures and diagrams); to real-life problems through problem owards mathematics; and
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Title: NUMERACY Module Outcomes: On completion of t demonstrate knowledge and insig (common and decimal), ratios and problems; demonstrate knowledge and insig predict problems of learners in cc interpret and assess methods/str apply with confidence his/her masolving; and accommodate all learners so that Method of delivery: Assessment Methods: Module Outcomes: On completion of t demonstrate knowledge and insig Van Hiele's levels of development predict problems of learners in cc interpret and assess learners met apply learning theories with confisioning; accommodate all learners so that demonstrate knowledge and insig Van Hiele's levels of development predict problems of learners in cc interpret and assess learners met apply learning theories with confision(r); accommodate all learners so that demonstrate how and where to i mathematical concepts and skills.	the with respect to the meaningful extenses of percentages to assist learners to develop on text (real-life problems) with teaching/fategies of learners; thematic knowledge of learning theories they gain positive attitudes and values to the student should: The student should stude student should stude	ion of concepts regarding fractions p techniques to solve real-life bability; acilitation of problem solving; to real-life problems through problem owards mathematics. NQF-Level: and shape and learning theories (e.g. acilitation of problem solving; dels, pictures and diagrams); to real-life problems through problem owards mathematics; and
 Title: NUMERACY Module Outcomes: On completion of t demonstrate knowledge and insig (common and decimal), ratios and problems; demonstrate knowledge and insig predict problems of learners in cc interpret and assess methods/str. apply with confidence his/her ma solving; and accommodate all learners so that Method of delivery: Assessment Methods: Module Code: MFPF 321 Title: NUMERACY Module Outcomes: On completion of t demonstrate knowledge and insig Van Hiele's levels of development predict problems of learners in cc interpret and assess learners met apply learning theories with confis solving; accommodate all learners so that 	the with respect to the meaningful extenses of percentages to assist learners to develop on text (real-life problems) with teaching/fategies of learners; thematic knowledge of learning theories they gain positive attitudes and values to the student should: The student should stude student should stude	ion of concepts regarding fractions p techniques to solve real-life bability; acilitation of problem solving; to real-life problems through problem owards mathematics. NQF-Level: and shape and learning theories (e.g. acilitation of problem solving; dels, pictures and diagrams); to real-life problems through problem owards mathematics; and

Title	NUMERACY METHODOLOGY		
Mo	e Outcomes: On completion of this module, the student should:		
•	lemonstrate knowledge and insight regarding the methodology of fractions (ordinary and decimal);		
•	nterpret and assess learners' problems regarding the application of strategies with measurement, data-		
	andling, graphs and probability during lesson presentations;		
•	possess different skills to develop and implement didactical knowledge in a variety of learning strategies so that		
	it can lead to effective communication in the classroom;		
•	demonstrate own ideas and opinions in well constructed arguments on an ethical responsible manner.		
Met	d of delivery:		
Asse	ment Methods:		
Mo	e Code: MFPF 421 NQF-Level:		
Title	IUMERACY METHODOLOGY		
Mo	e Outcomes: On completion of this module, the student should:		
•	lemonstrate solid knowledge and insight of measurement, space and learning theories;		
•	nterpret learners' methods/strategies and presentations from different contexts be able to apply own geometry		
	nowledge in the practice;		
•	levelop further integrated applications in knowledge and abilities regarding the planning and implementation of		
	ppropriate teaching strategies so that it is suitable for a variety of learners in the classroom;		
• 0	nonstrate own ideas and opinions in well constructed arguments on an ethical responsible manner.		
Met	d of delivery:		
Asse	ment Methods:		
Mo	e Code: NFPD211 NQF-Level:		
Title	NUMERACY METHODOLOGY		
Mo	e Outcomes: Upon completion of this module, the student should:		
•	lemonstrate a solid and systematic knowledge base concerning the way in which to implement and		
	lemonstrate concepts, principles and theories of the following; calculations, place values, fractions and		
	eometry during didactic presentation of learning in Numeracy in the Foundation Phase;		
•	lemonstrate the skill and competence to develop problem solving techniques, related procedures,		
	erminologies and strategies concerning above-mentioned themes in order for effective, responsible		
	ommunication skills to be applied in the classroom;		
•	cquire problem solving skills regarding the planning and presentation of lessons during practical sessions in		
	ontext of the theory described above by means of employing applicable technological resources; and		
•	lemonstrate the basic values of numeracy that are required in the classroom context in an ethical-professional		
	nanner as well as the ability to communicate with students and the community.		
Met	d of delivery:		
Asse	ment Methods:		
Mo	e Code: NFPD311 NQF-Level:		
Title	NUMERACY METHODOLOGY		
Mo	e Outcomes: Upon completion of this module the student should:		
•	lemonstrate a refined and thorough, systematic knowledge of problem identification, should be able to apply		
	ritical and creative strategies and solutions to problems to measurement, data handling, graphs and probability		
	luring lesson presentation;		
•	ave various skills in order to develop and implement didactic knowledge in a variety of learning strategies in		
	rder to establish effective communication in class;		
•	e able to develop further, integrated applications of knowledge and skills concerning the planning and		
	mplementation of suitable teaching strategies in order to suit the variety of students in the classroom; and		
•	lemonstrate his/her own ideas and opinions in an ethically accountable manner via well structured arguments.		
Met	d of delivery:		
Asse	ment Methods:		
Mo	e code: NFPF321 Semester 2 NQF-level: 6/7		
Title	Jumeracy: More fundamental concepts in number and number patterns and data handling		
	e outcomes: On completion of this module the student should be able to:		
•	emonstrate solid knowledge and insight with respect to the meaningful extension of concepts regarding		
	actions (common and decimal), ratios and percentages, to assist learners to develop techniques to solve real-		
	e problems meaningfully;		
•	emonstrate solid knowledge and insight with respect to data handling and probability;		
•	each/facilitate through problem solving, in context, in the Foundation Phase, being able to understand,		
	terpret and assess learners' strategies;		

- be able to apply their knowledge of mathematics, making use of learning theories, facilitating the solution problems;
- be able to accommodate all learners so that they gain positive attitudes and values towards mathematics;

	demonstrate now and when to mp		
-	dule Code: NFPD421		NQF-Level:
	E: NUMERACY METHODOLOGY		
Mo	dule Outcomes: Upon completion of		
•		e and understanding of how to increase	
		equip students with knowledge necess	ary to handle the impact of the
	environment of Numeracy by mear		
•		alyse problems and to develop strategie	s to help students with specific
	problems;		
•		tegrated manner so as to effectively app	oly research conducted in the area of
	Numeracy in order for teaching to		
•		nal values required for Numeracy in the	classroom as well as the community.
	thod of delivery:		
	essment Methods:		
-	dule Code: NFPF221		NQF-Level:
Title	: NUMERACY FUNDAMENTAL CONC	EPTS IN NUMBER AND NUMBER PATTER	RNS
Mo	dule Outcomes: After completion of	this module, the student should:	
•	demonstrate an indepth knowledge	e and insight with respect to the constru	uction of meaning, whole number, as
	well as fraction algorithms, represe	entation of fractions, building understan	iding, estimating and application of
	the four main operations with who	le numbers, be able to predict the diffic	culties students might experience;
•	teach/facilitate through problem so	olving, in context, in the foundation pha	se, being able to understand interpret
	and assess students' strategies;		
•	be able to implement/apply his/he	r knowledge of mathematics making us	e of learning theories, facilitating the
	solution of problems;		
•	accommodate all students so that t	they gain positive attitudes and values t	owards mathematics;
•	demonstrate how and where to im	plement appropriate technology to dev	elop mathematical concepts and skills.
Met	thod of delivery:		
A			
ASS	essment Methods:		
	dule Code: MFPF 311		NQF-Level:
Mo			NQF-Level:
Mo	dule Code: MFPF 311	is module, the student should:	NQF-Level:
Mo	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th	is module, the student should: It with respect to the meaningful extens	
Mo	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh		sion of concepts regarding fractions
Mo	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh	t with respect to the meaningful extens	sion of concepts regarding fractions
Mo	dule Code: MFPF 311 2: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems;	t with respect to the meaningful extens	sion of concepts regarding fractions op techniques to solve real-life
Mo	dule Code: MFPF 311 2: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh	It with respect to the meaningful extens percentages to assist learners to develo	sion of concepts regarding fractions op techniques to solve real-life bability;
Mo	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in con interpret and assess methods/strat	It with respect to the meaningful extens percentages to assist learners to develo it with respect to data handling and pro text (real-life problems) with teaching/fi tegies of learners;	sion of concepts regarding fractions p techniques to solve real-life bability; facilitation of problem solving;
Mo	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in con interpret and assess methods/strat	It with respect to the meaningful extens percentages to assist learners to develo It with respect to data handling and pro Itext (real-life problems) with teaching/1	sion of concepts regarding fractions p techniques to solve real-life bability; facilitation of problem solving;
Mo	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in con interpret and assess methods/strat	It with respect to the meaningful extens percentages to assist learners to develo it with respect to data handling and pro text (real-life problems) with teaching/fi tegies of learners;	sion of concepts regarding fractions p techniques to solve real-life bability; facilitation of problem solving;
Mo	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in com interpret and assess methods/strat apply with confidence his/her math solving; and	It with respect to the meaningful extens percentages to assist learners to develo it with respect to data handling and pro text (real-life problems) with teaching/fi tegies of learners;	sion of concepts regarding fractions op techniques to solve real-life bability; facilitation of problem solving; to real-life problems through problem
Moo Title Moo • • •	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in com interpret and assess methods/strat apply with confidence his/her math solving; and	It with respect to the meaningful extens percentages to assist learners to develo it with respect to data handling and pro itext (real-life problems) with teaching/i regies of learners; nematic knowledge of learning theories	sion of concepts regarding fractions op techniques to solve real-life bability; facilitation of problem solving; to real-life problems through problem
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Moo Title Moo · · · · · · · · · · · · · · · · · ·	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in con interpret and assess methods/strat apply with confidence his/her math solving; and accommodate all learners so that t thod of delivery: essment Methods: dule Code: MFPF321	It with respect to the meaningful extens percentages to assist learners to develo it with respect to data handling and pro text (real-life problems) with teaching/f tegies of learners; nematic knowledge of learning theories hey gain positive attitudes and values to L CONCEPTS IN NUMBERS, NUMBER PA	sion of concepts regarding fractions p techniques to solve real-life bability; facilitation of problem solving; to real-life problems through problem pwards mathematics.
Moo Title Moo · · · · · · · · · · · · · · · · · ·	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in con interpret and assess methods/strat apply with confidence his/her math solving; and accommodate all learners so that t thod of delivery: essment Methods: dule Code: MFPF321 e: NUMERACY: MORE FUNDAMENTA dule Outcomes: On completion of th	It with respect to the meaningful extens percentages to assist learners to develo it with respect to data handling and pro text (real-life problems) with teaching/f tegies of learners; nematic knowledge of learning theories hey gain positive attitudes and values to L CONCEPTS IN NUMBERS, NUMBER PA	sion of concepts regarding fractions p techniques to solve real-life bability; facilitation of problem solving; to real-life problems through problem owards mathematics. NQF-Level: TTERNS AND DATA HANDLING
Moo Title Moo · · · · · · · · · · · · · · · · · ·	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in con interpret and assess methods/strat apply with confidence his/her math solving; and accommodate all learners so that t thod of delivery: essment Methods: dule Code: MFPF321 e: NUMERACY: MORE FUNDAMENTA dule Outcomes: On completion of th	It with respect to the meaningful extens percentages to assist learners to develo it with respect to data handling and pro itext (real-life problems) with teaching/f regies of learners; nematic knowledge of learning theories hey gain positive attitudes and values to L CONCEPTS IN NUMBERS, NUMBER PA is module, the student should: it with respect to measurement, space a	sion of concepts regarding fractions p techniques to solve real-life bability; facilitation of problem solving; to real-life problems through problem owards mathematics. NQF-Level: TTERNS AND DATA HANDLING
Moo Title Moo · · · · · · · · · · · · · · · · · ·	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in con interpret and assess methods/strat apply with confidence his/her math solving; and accommodate all learners so that t thod of delivery: essment Methods: dule Code: MFPF321 e: NUMERACY: MORE FUNDAMENTA dule Outcomes: On completion of th demonstrate knowledge and insigh Van Hiele's levels of development)	It with respect to the meaningful extens percentages to assist learners to develo it with respect to data handling and pro itext (real-life problems) with teaching/f regies of learners; nematic knowledge of learning theories hey gain positive attitudes and values to L CONCEPTS IN NUMBERS, NUMBER PA is module, the student should: it with respect to measurement, space a	sion of concepts regarding fractions p techniques to solve real-life bability; facilitation of problem solving; to real-life problems through problem owards mathematics. NQF-Level: TTERNS AND DATA HANDLING and shape and learning theories (e.g.
Moo Title Moo · · · · · · · · · · · · · · · · · ·	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in con interpret and assess methods/strat apply with confidence his/her math solving; and accommodate all learners so that t thod of delivery: essment Methods: dule Code: MFPF321 essment Methods: dule Outcomes: On completion of th demonstrate knowledge and insigh Van Hiele's levels of development) predict problems of learners in con	It with respect to the meaningful extens percentages to assist learners to develo it with respect to data handling and pro itext (real-life problems) with teaching/i regies of learners; nematic knowledge of learning theories hey gain positive attitudes and values to L CONCEPTS IN NUMBERS, NUMBER PA is module, the student should: it with respect to measurement, space a regarding geometry;	sion of concepts regarding fractions p techniques to solve real-life bability; facilitation of problem solving; to real-life problems through problem owards mathematics. NQF-Level: TTERNS AND DATA HANDLING and shape and learning theories (e.g. facilitation of problem solving;
Moo Title Moo · · · · · · · · · · · · · · · · · ·	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in con interpret and assess methods/strat apply with confidence his/her math solving; and accommodate all learners so that t thod of delivery: essment Methods: dule Code: MFPF321 e: NUMERACY: MORE FUNDAMENTA dule Outcomes: On completion of th demonstrate knowledge and insigh Van Hiele's levels of development) van Hiele's levels of learners in con interpret and assess learners meth	It with respect to the meaningful extens percentages to assist learners to develo it with respect to data handling and pro itext (real-life problems) with teaching/i regies of learners; nematic knowledge of learning theories hey gain positive attitudes and values to L CONCEPTS IN NUMBERS, NUMBER PA is module, the student should: it with respect to measurement, space a regarding geometry; itext (real-life problems) with teaching/i	sion of concepts regarding fractions pp techniques to solve real-life bability; facilitation of problem solving; to real-life problems through problem owards mathematics. NQF-Level: TTERNS AND DATA HANDLING and shape and learning theories (e.g. facilitation of problem solving; dels, pictures and diagrams);
Moo Title Moo · · · · · · · · · · · · · · · · · ·	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in con interpret and assess methods/strat apply with confidence his/her math solving; and accommodate all learners so that t thod of delivery: essment Methods: dule Code: MFPF321 e: NUMERACY: MORE FUNDAMENTA dule Outcomes: On completion of th demonstrate knowledge and insigh Van Hiele's levels of development) van Hiele's levels of learners in con interpret and assess learners meth	It with respect to the meaningful extens percentages to assist learners to develo it with respect to data handling and pro itext (real-life problems) with teaching/i regies of learners; nematic knowledge of learning theories hey gain positive attitudes and values to L CONCEPTS IN NUMBERS, NUMBER PA is module, the student should: it with respect to measurement, space a regarding geometry; text (real-life problems) with teaching/i ods/strategies and representations (mo	sion of concepts regarding fractions pp techniques to solve real-life bability; facilitation of problem solving; to real-life problems through problem owards mathematics. NQF-Level: TTERNS AND DATA HANDLING and shape and learning theories (e.g. facilitation of problem solving; dels, pictures and diagrams);
Moo Title Moo · · · · · · · · · · · · · · · · · ·	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in con interpret and assess methods/strat apply with confidence his/her math solving; and accommodate all learners so that t thod of delivery: essment Methods: dule Code: MFPF321 e: NUMERACY: MORE FUNDAMENTA dule Outcomes: On completion of th demonstrate knowledge and insigh Van Hiele's levels of development) predict problems of learners in con interpret and assess learners meth apply learning theories with confid solving;	It with respect to the meaningful extens percentages to assist learners to develo it with respect to data handling and pro itext (real-life problems) with teaching/i regies of learners; nematic knowledge of learning theories hey gain positive attitudes and values to L CONCEPTS IN NUMBERS, NUMBER PA is module, the student should: it with respect to measurement, space a regarding geometry; text (real-life problems) with teaching/i ods/strategies and representations (mo	sion of concepts regarding fractions p techniques to solve real-life bability; facilitation of problem solving; to real-life problems through problem owards mathematics. NQF-Level: TTERNS AND DATA HANDLING and shape and learning theories (e.g. facilitation of problem solving; dels, pictures and diagrams); to real-life problems through problem
Moo Title Moo · · · · · · · · · · · · · · · · · ·	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in con interpret and assess methods/strat apply with confidence his/her math solving; and accommodate all learners so that t thod of delivery: essment Methods: dule Code: MFPF321 e: NUMERACY: MORE FUNDAMENTA dule Outcomes: On completion of th demonstrate knowledge and insigh Van Hiele's levels of development) predict problems of learners in con interpret and assess learners meth apply learning theories with confid solving; accommodate all learners so that t	It with respect to the meaningful extens percentages to assist learners to develo it with respect to data handling and pro itext (real-life problems) with teaching/i regies of learners; nematic knowledge of learning theories hey gain positive attitudes and values to L CONCEPTS IN NUMBERS, NUMBER PA is module, the student should: it with respect to measurement, space a regarding geometry; itext (real-life problems) with teaching/i ods/strategies and representations (mo ence in his/her knowledge of geometry	sion of concepts regarding fractions p techniques to solve real-life bability; facilitation of problem solving; to real-life problems through problem owards mathematics. NQF-Level: TTERNS AND DATA HANDLING and shape and learning theories (e.g. facilitation of problem solving; rdels, pictures and diagrams); to real-life problems through problem owards mathematics; and
Moo Title Moo · · · · · · · · · · · · · · · · · ·	dule Code: MFPF 311 e: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insigh (common and decimal), ratios and problems; demonstrate knowledge and insigh predict problems of learners in con interpret and assess methods/strat apply with confidence his/her math solving; and accommodate all learners so that t thod of delivery: essment Methods: dule Code: MFPF321 e: NUMERACY: MORE FUNDAMENTA dule Outcomes: On completion of th demonstrate knowledge and insigh Van Hiele's levels of development) predict problems of learners in con interpret and assess learners meth apply learning theories with confid solving; accommodate all learners so that t	It with respect to the meaningful extens percentages to assist learners to develo it with respect to data handling and pro itext (real-life problems) with teaching/f regies of learners; nematic knowledge of learning theories hey gain positive attitudes and values to LCONCEPTS IN NUMBERS, NUMBER PA is module, the student should: it with respect to measurement, space a regarding geometry; itext (real-life problems) with teaching/f ods/strategies and representations (mo ence in his/her knowledge of geometry hey gain positive attitudes and values to	sion of concepts regarding fractions p techniques to solve real-life bability; facilitation of problem solving; to real-life problems through problem owards mathematics. NQF-Level: TTERNS AND DATA HANDLING and shape and learning theories (e.g. facilitation of problem solving; rdels, pictures and diagrams); to real-life problems through problem owards mathematics; and

Assessment Methods:		
Module Code: MTED211		NQF-Level:
Title: MECHANICAL TECHNOLOGY METH	ODOLOGY	
Module outcomes: On completion of th	is module the student should be able to:	
 demonstrate a fundamental knowl 	edge of the NCS policy of Mechanical Te	chnology in the FET Phase;
 demonstrate the knowledge and sl 	kills in problem-based teaching approach	es; and
 demonstrate the ability to plan application 	propriate technology lessons according to	o the unique methodology of
Technology, with and without reso	urces.	
Method of delivery:		
Assessment Methods:		
Module Code: MTED311		NQF-Level:
Title: MECHANICAL TECHNOLOGY METH	ODOLOGY	
Module Outcomes: On completion of th	is module the student should be able to	have fundamental knowledge and
insight as well as relevant communication	n and teaching skills to explain and demo	onstrate the following:
 curriculum development of Mecha 	nical Technology;	
 the use and application of applicat 	le assessment and tasks for the presenti	ng of Mechanical Technology;
 management of a FET Technology 	workshop; and	
teacher and learner portfolios		
Method of delivery:		
Assessment Methods:		
Module Code: MTED422		NQF-Level:
Title: MECHANICAL TECHNOLOGY METH	ODOLOGY	
Module outcomes: On completion of th	is module the student should be able to l	have fundamental knowledge and
•	n and teaching skills to explain and demo	÷
 recognition of the place, influence 	and role of Mechanical Technology	-
 planning of theoretical and practic 	al lessons in Mechanical technology	
 planning and doing of practical pro 	•.	
 planning and doing of theoretical planning 		
	,	
Method of delivery: Assessment Methods:	,	
Method of delivery:		NQF-Level:
Method of delivery: Assessment Methods: Module Code: NFPF411		NQF-Level:
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CONG	EEPTS IN SPACE AND SHAPE	NQF-Level:
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CONO Module Outcomes: After completion of	CEPTS IN SPACE AND SHAPE this module, the student should:	
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CONO Module Outcomes: After completion of edemonstrate solid knowledge and	CEPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp	
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CONO Module Outcomes: After completion of demonstrate solid knowledge and (e.g. Van Hiele's Levels of developm	CEPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry;	ace and shape and learning theories
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CONO Module Outcomes: After completion of demonstrate solid knowledge and (e.g. Van Hiele's Levels of developm demonstrate skills to teach/facilita	CEPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p	ace and shape and learning theories roblem solving, in context, in the
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CON Module Outcomes: After completion of demonstrate solid knowledge and (e.g. Van Hiele's Levels of developr demonstrate skills to teach/facilita foundation phase, being able to ur	CEPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry;	ace and shape and learning theories roblem solving, in context, in the
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CONV Module Outcomes: After completion of • demonstrate solid knowledge and (e.g. Van Hiele's Levels of developr • demonstrate skills to teach/facilita foundation phase, being able to ur (models, pictures, and diagrams);	ZEPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p iderstand, interpret and assess students'	ace and shape and learning theories roblem solving, in context, in the strategies and representations
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CON Module Outcomes: After completion of • demonstrate solid knowledge and (e.g. Van Hiele's Levels of developr • demonstrate skills to teach/facilita foundation phase, being able to ur (models, pictures, and diagrams); • be able to implement/apply his/he	CEPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p	ace and shape and learning theories roblem solving, in context, in the strategies and representations
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CON Module Outcomes: After completion of • demonstrate solid knowledge and (e.g. Van Hiele's Levels of developr • demonstrate skills to teach/facilita foundation phase, being able to ur (models, pictures, and diagrams); • be able to implement/apply his/he solution of geometrical problems;	EPTS IN SPACE AND SHAPE This module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p iderstand, interpret and assess students' r knowledge of geometry making use of	ace and shape and learning theories roblem solving, in context, in the strategies and representations learning theories, facilitating the
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CON Module Outcomes: After completion of • demonstrate solid knowledge and (e.g. Van Hiele's Levels of developr • demonstrate skills to teach/facilita foundation phase, being able to ur (models, pictures, and diagrams); • be able to implement/apply his/he solution of geometrical problems; • be able to accommodate all student	EPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p iderstand, interpret and assess students' r knowledge of geometry making use of its so that they gain positive attitudes an	ace and shape and learning theories roblem solving, in context, in the strategies and representations learning theories, facilitating the d values towards geometry;
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CONG Module Outcomes: After completion of • demonstrate solid knowledge and (e.g. Van Hiele's Levels of developr • demonstrate skills to teach/facilita foundation phase, being able to ur (models, pictures, and diagrams); • be able to implement/apply his/he solution of geometrical problems; • be able to accommodate all studer • demonstrate how and when to implement of the solution of the s	CEPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p iderstand, interpret and assess students' r knowledge of geometry making use of hts so that they gain positive attitudes an plement appropriate technology (<i>e.g.</i> , po	ace and shape and learning theories roblem solving, in context, in the strategies and representations learning theories, facilitating the d values towards geometry;
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CON Module Outcomes: After completion of • demonstrate solid knowledge and (e.g. Van Hiele's Levels of developr • demonstrate skills to teach/facilita foundation phase, being able to ur (models, pictures, and diagrams); • be able to implement/apply his/he solution of geometrical problems; • be able to accommodate all student	CEPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p iderstand, interpret and assess students' r knowledge of geometry making use of hts so that they gain positive attitudes an plement appropriate technology (<i>e.g.</i> , po	ace and shape and learning theories roblem solving, in context, in the strategies and representations learning theories, facilitating the d values towards geometry;
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CON Module Outcomes: After completion of demonstrate solid knowledge and (e.g. Van Hiele's Levels of developr demonstrate skills to teach/facilita foundation phase, being able to ur (models, pictures, and diagrams); be able to implement/apply his/he solution of geometrical problems; be able to accommodate all studer demonstrate how and when to imp programmes) to develop mathema	CEPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p iderstand, interpret and assess students' r knowledge of geometry making use of hts so that they gain positive attitudes an plement appropriate technology (<i>e.g.</i> , po	ace and shape and learning theories roblem solving, in context, in the strategies and representations learning theories, facilitating the d values towards geometry;
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CONV Module Outcomes: After completion of demonstrate solid knowledge and (e.g. Van Hiele's Levels of developr demonstrate skills to teach/facilitat foundation phase, being able to ur (models, pictures, and diagrams); be able to implement/apply his/he solution of geometrical problems; be able to accommodate all studer demonstrate how and when to imp programmes) to develop mathema	CEPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p iderstand, interpret and assess students' r knowledge of geometry making use of hts so that they gain positive attitudes an plement appropriate technology (<i>e.g.</i> , po	ace and shape and learning theories roblem solving, in context, in the strategies and representations learning theories, facilitating the d values towards geometry; icket calculator or computer
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CONV Module Outcomes: After completion of demonstrate solid knowledge and (e.g. Van Hiele's Levels of develope demonstrate skills to teach/facilitat foundation phase, being able to ur (models, pictures, and diagrams); be able to implement/apply his/he solution of geometrical problems; be able to accommodate all studer demonstrate how and when to imp programmes) to develop mathematication Method of delivery: Assessment Methods:	EPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p iderstand, interpret and assess students' r knowledge of geometry making use of nts so that they gain positive attitudes an olement appropriate technology (<i>e.g.</i> , po titcal concepts and skills.	ace and shape and learning theories roblem solving, in context, in the strategies and representations learning theories, facilitating the d values towards geometry;
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CON Module Outcomes: After completion of demonstrate solid knowledge and (e.g. Van Hiele's Levels of developr demonstrate skills to teach/facilita foundation phase, being able to ur (models, pictures, and diagrams); be able to implement/apply his/he solution of geometrical problems; be able to accommodate all studer demonstrate how and when to imp programmes) to develop mathema Method of delivery: Assessment Methods: Module Code: PACO411 Title: INTRODUCTION TO THE PERFORM	EPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p iderstand, interpret and assess students' r knowledge of geometry making use of its so that they gain positive attitudes an plement appropriate technology (<i>e.g.</i> , po titcal concepts and skills.	ace and shape and learning theories roblem solving, in context, in the strategies and representations learning theories, facilitating the d values towards geometry; icket calculator or computer
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CON Module Outcomes: After completion of demonstrate solid knowledge and (e.g. Van Hiele's Levels of developr demonstrate skills to teach/facilita foundation phase, being able to ur (models, pictures, and diagrams); be able to implement/apply his/he solution of geometrical problems; be able to accommodate all studer demonstrate how and when to imp programmes) to develop mathema Method of delivery: Assessment Methods: Module Code: PACO411 Title: INTRODUCTION TO THE PERFORM Module Outcomes: This module will ena	EPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p iderstand, interpret and assess students' r knowledge of geometry making use of its so that they gain positive attitudes an plement appropriate technology (<i>e.g.</i> , po titcal concepts and skills.	ace and shape and learning theories roblem solving, in context, in the strategies and representations learning theories, facilitating the id values towards geometry; icket calculator or computer NQF-Level: preciate and respect the heritage of
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CONV Module Outcomes: After completion of demonstrate solid knowledge and (e.g. Van Hiele's Levels of developr demonstrate skills to teach/facilita foundation phase, being able to ur (models, pictures, and diagrams); be able to implement/apply his/he solution of geometrical problems; be able to accommodate all studer demonstrate how and when to imp programmes) to develop mathemat Method of delivery: Assessment Methods: Module Code: PACO411 Title: INTRODUCTION TO THE PERFORM Module Outcomes: This module will ena our diverse culture and understand indiv	EPTS IN SPACE AND SHAPE This module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p iderstand, interpret and assess students' r knowledge of geometry making use of hts so that they gain positive attitudes an plement appropriate technology (<i>e.g.</i> , po tical concepts and skills. ING ARTS AND CULTURE hble the student (student) to discover, ap vidual-, group and cultural identity. The s	ace and shape and learning theories roblem solving, in context, in the strategies and representations learning theories, facilitating the id values towards geometry; icket calculator or computer NQF-Level: preciate and respect the heritage of student (student) should be able to
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CONV Module Outcomes: After completion of demonstrate solid knowledge and (e.g. Van Hiele's Levels of developr demonstrate skills to teach/facilita foundation phase, being able to ur (models, pictures, and diagrams); be able to implement/apply his/he solution of geometrical problems; be able to accommodate all studer demonstrate how and when to imp programmes) to develop mathemat Method of delivery: Assessment Methods: Module Code: PACO411 Title: INTRODUCTION TO THE PERFORM Module Outcomes: This module will ena our diverse culture and understand indiv	EPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p iderstand, interpret and assess students' r knowledge of geometry making use of its so that they gain positive attitudes an plement appropriate technology (<i>e.g.</i> , po titcal concepts and skills.	ace and shape and learning theories roblem solving, in context, in the strategies and representations learning theories, facilitating the id values towards geometry; icket calculator or computer NQF-Level: preciate and respect the heritage of student (student) should be able to
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Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CONK Module Outcomes: After completion of demonstrate solid knowledge and (e.g. Van Hiele's Levels of develope demonstrate skills to teach/facilitat foundation phase, being able to ur (models, pictures, and diagrams); be able to implement/apply his/hes solution of geometrical problems; be able to accommodate all studer demonstrate how and when to imp programmes) to develop mathema Method of delivery: Assessment Methods: Module Outcomes: This module will ena our diverse culture and understand indiv display a basic level of knowledge regard practical component. Method of delivery: Assessment Methods:	EPTS IN SPACE AND SHAPE This module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p iderstand, interpret and assess students' r knowledge of geometry making use of nts so that they gain positive attitudes an plement appropriate technology (<i>e.g.</i> , po itical concepts and skills. ING ARTS AND CULTURE sible the student (student) to discover, ap ridual-, group and cultural identity. The s ling selected cultural activities; comprisin	ace and shape and learning theories roblem solving, in context, in the strategies and representations learning theories, facilitating the id values towards geometry; icket calculator or computer NQF-Level: preciate and respect the heritage of student (student) should be able to ng of a theoretical as well as a
Method of delivery: Assessment Methods: Module Code: NFPF411 Title: NUMERACY: FUNDAMENTAL CONK Module Outcomes: After completion of demonstrate solid knowledge and (e.g. Van Hiele's Levels of developr demonstrate skills to teach/facilitat foundation phase, being able to ur (models, pictures, and diagrams); be able to implement/apply his/hes solution of geometrical problems; be able to accommodate all studer demonstrate how and when to imp programmes) to develop mathema Method of delivery: Assessment Methods: Module Code: PACO411 Title: INTRODUCTION TO THE PERFORM Module Outcomes: This module will ena our diverse culture and understand indiv display a basic level of knowledge regard practical component. Method of delivery: Assessment Methods: Module Code: PHSD321	EPTS IN SPACE AND SHAPE this module, the student should: insight with respect to measurement, sp ment) regarding geometry; te geometry through investigation and p iderstand, interpret and assess students' r knowledge of geometry making use of this so that they gain positive attitudes an plement appropriate technology (<i>e.g.</i> , po tical concepts and skills. ING ARTS AND CULTURE bible the student (student) to discover, ap yidual-, group and cultural identity. The s ling selected cultural activities; comprisin SY	ace and shape and learning theories roblem solving, in context, in the strategies and representations learning theories, facilitating the id values towards geometry; icket calculator or computer NQF-Level: preciate and respect the heritage of student (student) should be able to ng of a theoretical as well as a

documents applicable to the Physical Sciences, mastering of Physical Sciences and the scientific method of investigation;

- identify and solve problems within the abovementioned themes and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes;
- acquire problem solving skills concerning the planning and presentation of lessons and practical sessions within context of the above theoretical themes by employing applicable technological resources; and

NQF-Level:

NQF-Level:

 demonstrate an appreciation of the ethical-professional requirements for and responsibilities of the Physical Science teacher.

Method of delivery: Assessment Methods:

Module Code: PHSD411 Title: PHYSICAL SCIENCES METHODOLOGY

- Module Outcomes: Upon completion of this module the students should:
- Experiments at school level in the Physics and Chemistry components of Physical Sciences;
- The theory (Physics and Chemistry) associated with the experiments;
- The contextualisation of the theory and experiments in a learning and teaching environment;
- The educational theory (constructivist) on which this approach to teaching and learning is based;
- Alternative views of learners in the physical sciences.

Method of delivery:

Assessment Methods:

Module Code: PHSE111

Title: PHYSICAL SCIENCES

- Module Outcomes: Upon completion of this module, the student should:
- 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:		
Assessment Methods:		
Module Code: PHSE121		NQF-Level:
Title: PHYSICAL SCIENCES: INTRODUCTO	RY MECHANICS AND OPTICS	
Module Outcomes: Upon completion of	the module students should:	
 the description of rectilinear motio 	n and motion in a flat plane;	
 the application of Newton's laws of 	f motion in a variety of situations;	
 the scientific handling of the conce 	pts of work and energy;	
 the reflection of light and image fo 	rmation by mirrors;	
 the refraction and dispersion of light 	nt, as well as image formation by lenses;	
 Christian-based science research re 	garding the study themes contained in t	his study guide; and
 the learning facilitation of Natural S 	Science.	
Method of delivery:		
Assessment Methods:		
Module Code: PHSE211		NQF-Level:
Title: PHYSICAL SCIENCES: ADVANCED M	ECHANICS AND ELECTRICITY	
Module Outcomes: Upon completion of	the module students should:	
Outcome of knowledge		
Demonstrate a basic knowledge of	Newton's Universal Law of Gravity, rotat	ional motion, electro-statics and
electro-dynamics;		
 Outcome of skills 		
Identify and solve practice relevant	nrohlems that are related to gravity rot	ational motion of objects electro-

statics and electro-dynamics;
technology in planning and execution of lessons and practicals; Outcome of ethical behaviour Demonstrate appreciation for the contribution of local knowledge systems to the Physical Sciences and an ethical responsible attitude towards Physical Science content. Method of delivery: Assessment Methods: Module Code: PHSE221 NQF-Level:
technology in planning and execution of lessons and practicals; Outcome of ethical behaviour Demonstrate appreciation for the contribution of local knowledge systems to the Physical Sciences and an ethical responsible attitude towards Physical Science content. Method of delivery: Assessment Methods: Module Code: PHSE221 NQF-Level:
Outcome of ethical behaviour Demonstrate appreciation for the contribution of local knowledge systems to the Physical Sciences and an ethical responsible attitude towards Physical Science content. Method of delivery: Assessment Methods: Module Code: PHSE221 NQF-Level:
ethical responsible attitude towards Physical Science content. Method of delivery: Assessment Methods: Module Code: PHSE221 NQF-Level:
ethical responsible attitude towards Physical Science content. Method of delivery: Assessment Methods: Module Code: PHSE221 NQF-Level:
Assessment Methods: Module Code: PHSE221 NQF-Level:
Module Code: PHSE221 NQF-Level:
Title: PHYSICAL SCIENCES
Module Outcomes: Upon completion of the module students should:
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:
Assessment Methods:
Module Code: PHSE311 NQF-Level:
Title: PHYSICAL SCIENCES
Module Outcomes: Upon completion of this module the students should:
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,
• 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;
 acquire problem solving skills concerning the planning and presentation of lessons and practical sessions within
context of the above theoretical themes by employing applicable technological resources; and
demonstrate appreciation of the contribution of indigenous knowledge systems in the pharmacological, bio-
ethical issues relating to the abovementioned content and should demonstrate and ethically accountable
attitude towards the content of the learning area Natural Sciences.
Method of delivery:
Assessment Methods:
Module Code: PHSE321 NQF-Level:
Title: PHYSICAL SCIENCES : ELECTRICITY AND MAGNETISM; OSCILLATIONS AND WAVES
Module Outcomes: Upon completion of the module students should:
 the description and measurement of oscillations and waves; magnetic forces and fields, electromagnetic
induction and simple alternating circuits;
 the practical relevance of electromagnetic waves and the dual behaviour of light in particular;
 Christian-based scientific research regarding the learning themes contained in the module;
facilitating the learning of science.
effective group functioning with a view to completing certain assignments.
Method of delivery:
Method of delivery: Assessment Methods:
Method of delivery: Assessment Methods: Module Code: PPSE211 NQF-Level:
Method of delivery: Assessment Methods: Module Code: PPSE211 Title: PRE-PRIMARY SCHOOL EDUCATION: LITERACY
Method of delivery: Assessment Methods: Module Code: PPSE211 NQF-Level:

		establishment of an environment at th	ne nursery school which fosters		
	 students' maximum development; nossess the skill necessary to facilitate learning in early literacy by means of stories, nursery rhymes and verses 				
•	as well as art;				
•	demonstrate competence in finding solutions in the case of students' experiencing problems in the acquisition				
	of language; and				
٠	 realise the value of the development of language and art as part of early development. 				
	Method of delivery:				
	essment Methods:	1			
	dule Code: PPSE221		NQF-Level:		
		N: PREPRIMARY SCHOOL EDUCATION: N	IUMERACY AND SCIENCE		
Мо	dule Outcomes: Upon completion of				
•	demonstrate basic knowledge, und				
•	demonstrate skills to facilitate lear				
•		nediate solutions, models and represent	ations when necessary;		
•	evaluate the validity.				
	thod of delivery:				
	essment Methods:				
	dule Code: PPSE411		NQF-Level:		
	e: PRE-PRIMARY SCHOOL EDUCATION				
	dule Outcomes: Upon completion of				
•	•	the grade R student and should know h	low to curriculate for these students'		
	informal teaching-learning situatio				
•		ilitate preparatory reading, writing, spe			
•		solutions in the case of students' experi	encing problems relating to early		
	literacy and numeracy; and	a informal approach in stimulating Crad	la Distudenta		
Ma		e informal approach in stimulating Grad	le R students.		
ivie	thod of delivery:	Method of delivery:			
Acc.	accment Methods				
	essment Methods:				
Мо	dule Code: PPSE421		NQF-Level:		
Mo	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION	I: ORGANISATION AND ADMINISTRATIO			
Mo	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of	this module the student should:	DN		
Mo	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of have a well-rounded knowledge of	this module the student should: the history, theories and models in pre	DN		
Mo	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of have a well-rounded knowledge of the RSA, assessment, recording an	this module the student should: the history, theories and models in pre d reporting;	-primary schools internationally and in		
Mo	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato	this module the student should: the history, theories and models in pre d reporting; ry reading, writing and spelling and nun	-primary schools internationally and in neracy learning activities;		
Mo Titl Mo •	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display the ability to work with par	this module the student should: the history, theories and models in pre d reporting; ry reading, writing and spelling and nun ents and paraprofessional occupations;	-primary schools internationally and in neracy learning activities;		
Mo Titl Mo •	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display the ability to work with par	this module the student should: the history, theories and models in pre d reporting; ry reading, writing and spelling and nun	-primary schools internationally and in neracy learning activities;		
Mo Titl Mo •	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display the ability to work with par display knowledge in respect of the /Grade R classes;	this module the student should: the history, theories and models in pre d reporting; ry reading, writing and spelling and nun ents and paraprofessional occupations;	-primary schools internationally and in neracy learning activities; istration of the pre-primary schools		
Mo Titl Mo • •	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display the ability to work with par display knowledge in respect of the /Grade R classes;	this module the student should: the history, theories and models in pre d reporting; ry reading, writing and spelling and nun ents and paraprofessional occupations; e establishment, registration and admin	-primary schools internationally and in neracy learning activities; istration of the pre-primary schools		
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Mo Titl Mo • • • • • • • • • • • • • • • • • •	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display the ability to work with par display knowledge in respect of the /Grade R classes; demonstrate knowledge of above i thod of delivery: essment Methods: dule Code: PPSE422 e: PRE-PRIMARY SCHOOL EDUCATIO dule Outcomes: On completion of th have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display the ability to work with par display knowledge in respect of the /Grade R classes;	this module the student should: the history, theories and models in pre- d reporting; ry reading, writing and spelling and nun- ents and paraprofessional occupations; e establishment, registration and admin in diverse contexts through service learr N / PREPRIMÊRESKOOL OPVOEDKUND is module the student should be able to the history, theories and models in pre- d reporting; ry reading, writing and spelling and nun- ents and paraprofessional occupations;	-primary schools internationally and in neracy learning activities; istration of the pre-primary schools ning. NQF-Level: E .: -primary schools internationally and in neracy learning activities;		
Mo Titl Mo • • • • • • • • • • • • • • • • • •	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display the ability to work with par display knowledge in respect of the /Grade R classes; demonstrate knowledge of above i thod of delivery: essment Methods: dule Code: PPSE422 e: PRE-PRIMARY SCHOOL EDUCATIO dule Outcomes: On completion of th have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display the ability to work with par display knowledge in respect of the /Grade R classes; nonstrate knowledge of above in dive	this module the student should: the history, theories and models in pre d reporting; rry reading, writing and spelling and nun ents and paraprofessional occupations; e establishment, registration and admin in diverse contexts through service learr N / PREPRIMÊRESKOOL OPVOEDKUND is module the student should be able to the history, theories and models in pre d reporting; rry reading, writing and spelling and nun ents and paraprofessional occupations; e establishment, registration and admin	-primary schools internationally and in neracy learning activities; istration of the pre-primary schools ning. NQF-Level: E .: -primary schools internationally and in neracy learning activities;		
Mo Titl Mo • • • • • • • • • • • • • • • • • •	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display the ability to work with par display knowledge in respect of the /Grade R classes; demonstrate knowledge of above i thod of delivery: essment Methods: dule Code: PPSE422 e: PRE-PRIMARY SCHOOL EDUCATIO dule Outcomes: On completion of th have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display the ability to work with par display knowledge in respect of the /Grade R classes; nonstrate knowledge of above in diver-	this module the student should: the history, theories and models in pre d reporting; rry reading, writing and spelling and nun ents and paraprofessional occupations; e establishment, registration and admin in diverse contexts through service learr N / PREPRIMÊRESKOOL OPVOEDKUND is module the student should be able to the history, theories and models in pre d reporting; rry reading, writing and spelling and nun ents and paraprofessional occupations; e establishment, registration and admin	-primary schools internationally and in neracy learning activities; istration of the pre-primary schools ning. NQF-Level: E .: -primary schools internationally and in neracy learning activities;		
Mo Titl Mo • • • • • • • • • • • • • • • • • •	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display the ability to work with par display knowledge in respect of the /Grade R classes; demonstrate knowledge of above i thod of delivery: essment Methods: dule Code: PPSE422 e: PRE-PRIMARY SCHOOL EDUCATIO dule Outcomes: On completion of th have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display the ability to work with par display knowledge in respect of the /Grade R classes; nonstrate knowledge of above in dive thod of delivery: essment Methods:	this module the student should: the history, theories and models in pre d reporting; rry reading, writing and spelling and nun ents and paraprofessional occupations; e establishment, registration and admin in diverse contexts through service learr N / PREPRIMÊRESKOOL OPVOEDKUND is module the student should be able to the history, theories and models in pre d reporting; rry reading, writing and spelling and nun ents and paraprofessional occupations; e establishment, registration and admin	-primary schools internationally and in neracy learning activities; istration of the pre-primary schools ning. NQF-Level: E -primary schools internationally and in neracy learning activities; istration of the pre-primary schools		
Mo Titl Mo • • • • • • • • • • • • • • • • • •	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display knowledge in respect of the /Grade R classes; demonstrate knowledge of above i thod of delivery: essment Methods: dule Code: PPSE422 e: PRE-PRIMARY SCHOOL EDUCATIO dule Outcomes: On completion of th have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display the ability to work with par display knowledge in respect of the /Grade R classes; nonstrate knowledge of above in dive thod of delivery: essment Methods: dule Ode: RESF411	this module the student should: the history, theories and models in pre d reporting; rry reading, writing and spelling and nun ents and paraprofessional occupations; e establishment, registration and admin in diverse contexts through service learr N / PREPRIMÊRESKOOL OPVOEDKUND is module the student should be able to the history, theories and models in pre d reporting; rry reading, writing and spelling and nun ents and paraprofessional occupations; e establishment, registration and admin	-primary schools internationally and in neracy learning activities; istration of the pre-primary schools ning. NQF-Level: E .: -primary schools internationally and in neracy learning activities;		
Mo Titl Mo • • • • • • • • • • • • • • • • • •	dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display the ability to work with par display knowledge in respect of the /Grade R classes; demonstrate knowledge of above i thod of delivery: essment Methods: dule Code: PPSE422 e: PRE-PRIMARY SCHOOL EDUCATIO dule Outcomes: On completion of th have a well-rounded knowledge of the RSA, assessment, recording an display skills to facilitate preparato display kine ability to work with par display knowledge in respect of the /Grade R classes; nonstrate knowledge of above in dive 	this module the student should: the history, theories and models in pre d reporting; rry reading, writing and spelling and nun ents and paraprofessional occupations; e establishment, registration and admin in diverse contexts through service learr N / PREPRIMÊRESKOOL OPVOEDKUND is module the student should be able to the history, theories and models in pre d reporting; rry reading, writing and spelling and nun ents and paraprofessional occupations; e establishment, registration and admin	-primary schools internationally and in neracy learning activities; istration of the pre-primary schools ning. NQF-Level: primary schools internationally and in neracy learning activities; istration of the pre-primary schools		

•	Demonstrate sys	stematic and	comprehensive	knowledge of	educational	research;
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- Writing and referencing academic literature in the form of a literature review; Demonstrate the ability to design practical research questions: •

		ional research in curriculum developmer	nt and professional development in
	eaching		
	d of delivery:		
	ment Methods:		
	e Code: RESF421		NQF-Level:
	ESEARCH PROJECT		
MODU	LE OUTCOMES: On completion of	this module the student should be able t	:0:
• 1	Demonstrate systematic and com	prehensive knowledge of research metho	dology relevant to the field of
	education;	inclusive knowledge of research metho	dology relevant to the new of
	Plan scientific research applicable	to the field of education:	
		d write a research proposal relevant to t	he field of education using
	appropriate technology;		
		thical principles when conducting resear	ch in the field of education.
	d of delivery:		
	ment Methods:		
	e Code: RSTO421		NQF-Level:
	ELIGIOUS STUDIES		
		s module the student should be able to:	
		stematic knowledge of the national poli	
		lerstanding of a variety of religions, refle	
	•	society in South Africa and apply such ins	
	esearch religion as a social phenor		
	d of delivery:		
	ment Methods:		
	e Code: SESE121		NQF-Level:
	NTRODUCTION TO LEARNING ARE		NQT-LEVEI.
		this module, the student should be able	to:
	•	damental knowledge base of important	
	eference to the learning area Econ	•	terms, principles and theories with
	•	an informed understanding of the key as	nects related to Rusiness Studies
-	accounting, Economics and entrep	• ,	
		lividually or as part of a group and creati	vely solve problems in future
	rientated business fields; and	initiating of as part of a group and creat	
		ntly and reliably to the students in the F	MS class according to set norms and
-	 present related information coherently and reliably to the students in the EMS class according to set norms and values. 		
	d of delivery:		
	ment Methods:		
	e Code: SLOE111		NQF-Level:
	NTRODUCTION TO LEARNING ARE	A LIFE ORIENTATION	
	e Outcomes: Upon completion of		to:
	emonstrate a fundamental knowl	edge base of the terminology, rules, cond	cepts, principles, and theories of Life
0	emonstrate a fundamental knowl prientation as Learning Area in con		cepts, principles, and theories of Life
С р	emonstrate a fundamental knowle prientation as Learning Area in con hase;	edge base of the terminology, rules, cond text of the National Curriculum for learn	cepts, principles, and theories of Life ers in the Intermediate and Senior
C p • d	emonstrate a fundamental knowle prientation as Learning Area in con hase; emonstrate an ability to interpret	edge base of the terminology, rules, conc text of the National Curriculum for learn , convert, evaluate and apply essential th	cepts, principles, and theories of Life ers in the Intermediate and Senior neories and text pertaining to the five
C p d m	emonstrate a fundamental knowle prientation as Learning Area in con hase; lemonstrate an ability to interpret nain focus areas of Life Orientation	edge base of the terminology, rules, conc text of the National Curriculum for learn , convert, evaluate and apply essential th n for learners in the Intermediate and Se	cepts, principles, and theories of Life ers in the Intermediate and Senior neories and text pertaining to the five nior phase;
O p d m	emonstrate a fundamental knowle prientation as Learning Area in con hase; lemonstrate an ability to interpret nain focus areas of Life Orientation lemonstrate the ability to use the a	edge base of the terminology, rules, conc text of the National Curriculum for learn , convert, evaluate and apply essential th n for learners in the Intermediate and Se attained knowledge to solve common pro	cepts, principles, and theories of Life ers in the Intermediate and Senior heories and text pertaining to the five nior phase; oblems within a familiar context
C p d m d p	emonstrate a fundamental knowle prientation as Learning Area in con hase; lemonstrate an ability to interpret ain focus areas of Life Orientation lemonstrate the ability to use the ertaining to the five main focus ar	edge base of the terminology, rules, conc text of the National Curriculum for learn , convert, evaluate and apply essential th n for learners in the Intermediate and Se attained knowledge to solve common pr eas of Life orientation and present creat	cepts, principles, and theories of Life ers in the Intermediate and Senior meories and text pertaining to the five nior phase; oblems within a familiar context ive lessons for specific application for
O p d n d p le	emonstrate a fundamental knowle prientation as Learning Area in con hase; emonstrate an ability to interpret nain focus areas of Life Orientation emonstrate the ability to use the ertaining to the five main focus ar earners in the Intermediate and Se	edge base of the terminology, rules, conc text of the National Curriculum for learn , convert, evaluate and apply essential th n for learners in the Intermediate and Se attained knowledge to solve common pro	cepts, principles, and theories of Life ers in the Intermediate and Senior meories and text pertaining to the five nior phase; oblems within a familiar context ive lessons for specific application for
O P d m d l f t	emonstrate a fundamental knowle prientation as Learning Area in con hase; lemonstrate an ability to interpret nain focus areas of Life Orientation emonstrate the ability to use the ertaining to the five main focus ar earners in the Intermediate and Se heoretical underpinning;	edge base of the terminology, rules, conc text of the National Curriculum for learn , convert, evaluate and apply essential th n for learners in the Intermediate and Se attained knowledge to solve common pr eas of Life orientation and present creat nior phase, using appropriate technolog	cepts, principles, and theories of Life ers in the Intermediate and Senior neories and text pertaining to the five nior phase; oblems within a familiar context ive lessons for specific application for ical skills and giving evidence of
O P d m d p le t t	emonstrate a fundamental knowle prientation as Learning Area in con hase; lemonstrate an ability to interpret nain focus areas of Life Orientation lemonstrate the ability to use the ertaining to the five main focus ar earners in the Intermediate and Se heoretical underpinning; ct ethically responsible and value-	edge base of the terminology, rules, conc text of the National Curriculum for learn , convert, evaluate and apply essential th n for learners in the Intermediate and Se attained knowledge to solve common pr eas of Life orientation and present creat nior phase, using appropriate technolog driven in all circumstances and forms of	cepts, principles, and theories of Life ers in the Intermediate and Senior heories and text pertaining to the five nior phase; oblems within a familiar context ive lessons for specific application for ical skills and giving evidence of communication, written as well as
O P d m d le t t e a o	emonstrate a fundamental knowle prientation as Learning Area in con hase; lemonstrate an ability to interpret nain focus areas of Life Orientation lemonstrate the ability to use the ertaining to the five main focus ar earners in the Intermediate and Se heoretical underpinning; ct ethically responsible and value-	edge base of the terminology, rules, conc text of the National Curriculum for learn , convert, evaluate and apply essential th n for learners in the Intermediate and Se attained knowledge to solve common pr eas of Life orientation and present creat nior phase, using appropriate technolog	cepts, principles, and theories of Life ers in the Intermediate and Senior heories and text pertaining to the five nior phase; oblems within a familiar context ive lessons for specific application for ical skills and giving evidence of communication, written as well as
O p d d p le t t e a o Metho	emonstrate a fundamental knowle prientation as Learning Area in con hase; emonstrate an ability to interpret nain focus areas of Life Orientation emonstrate the ability to use the a ertaining to the five main focus ar arners in the Intermediate and Se heoretical underpinning; ct ethically responsible and value- rally, related to the five main focu	edge base of the terminology, rules, conc text of the National Curriculum for learn , convert, evaluate and apply essential th n for learners in the Intermediate and Se attained knowledge to solve common pr eas of Life orientation and present creat nior phase, using appropriate technolog driven in all circumstances and forms of	cepts, principles, and theories of Life ers in the Intermediate and Senior heories and text pertaining to the five nior phase; oblems within a familiar context ive lessons for specific application for ical skills and giving evidence of communication, written as well as

Title: INTRODUCTION TO LEARNING AREA NATURAL SCIENCES

Module Outcomes: Upon completion of this module the students should:

- Understand the scope of the Learning Area: Natural Sciences regarding the fields of knowledge as explained and circumscribed in the NCS;
- apply the possibilities that the Learning Area: Natural Sciences open up for teachers in OBE context;
- demonstrate a basic knowledge and didactic skills with specific reference to practical work regarding the contents of the Learning Area: Natural Sciences;
- show skills to expand knowledge in view of curriculation;
- show insight into the organisation and management of the school laboratory;
- 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
- reflect values and demonstrate an ethically responsible attitude towards Natural Sciences.

Method of delive	/ery:
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Assessment Methods:		
Module Code: SOCF 121		NQF-Level:
Title: SESOTHO COMMUNICATION FOR	MOTHER TONGLIE SPEAKERS	

Inte: SESUTHO COMMUNICATION FOR MOTHER TONGUE SPEAKERS

- Module Outcomes: On completion of this module the student should be able to:
 demonstrate knowledge of advanced vocabulary, functions, grammar and Sesotho skills in selected situations and should construct knowledge of various aspects of Sesotho culture;
- be able to apply the advanced vocabulary, functions, grammar and skills in order to form commands, requests and basic dialogues;
- demonstrate advanced reading, listening, writing and speaking skills in Setswana within the school situation; and
- understand Sesotho 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.
- Sepheto sa mojulu: Pheletsong ya mojulo ona baithuti ba tshwanela ho kgona ho:
- bontsha tsebo e kenelletseng ya tlotlontswe, tshebediso, kwahollopuo le tshebediso ya Sesotho dibakeng tse fapaneng mme ba kgone le ho bopa tsebo ya mekga e fapaneng ya moetlo wa Sesotho;
- sebedisa tsebo e kenelletseng ya tlotlontswe, tshebediso, kwahollopuo, le bokgoni hore ho tle ho kgonahale ho bopa ditaelo, dikopo le puisano ya motheo;
- bontsha tsebo e kenelletseng ya bokgoni ba ho bala, ho mamela, ho ngola le ho bua Sesotho sekolong; le
- utlwisisa puo ya Sesotho le moetlo hore ho tle ho kgonahale ho ka ikemela ka hara memetlo e fapaneng sekolong mme o itshwara ka tsela e nepahetseng e hlomphang diphapang tse tseng meetlong nakong ya ha o ruta

Method of delivery:		
Assessment Methods:		
Module Code: SOCF 122	NQF-Level:	
Title: SESOTHO COMMUNICATION FOR SECOND LANGUAGE SPEAKERS		
Module Outcomes: On completion of this module the student should be able to:		
 demonstrate knowledge of basic version 	ocabulary, functions, grammar and Sesotho skills in selected situations and	

- demonstrate knowledge of basic vocabulary, functions, grammar and Sesotho skills in selected situations and should construct knowledge of various aspects of Sesotho culture;
- be able to apply the basic vocabulary, functions, grammar and skills in order to form commands, requests and basic dialogues;
- · demonstrate basic reading, listening, writing and speaking skills in Sesotho within the school situation; and
- understand Sesotho 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

Sepheto sa mojulu: Pheletsong ya mojulo ona baithuti ba tshwanela ho kgona ho:

- bontsha tsebo e kenelletseng ya tlotlontswe, tshebediso, kwahollopuo le tshebediso ya Sesotho dibakeng tse fapaneng mme ba kgone le ho bopa tsebo ya mekga e fapaneng ya moetlo wa Sesotho;
- sebedisa tsebo e kenelletseng ya tlotlontswe, tshebediso, kwahollopuo, le bokgoni hore ho tle ho kgonahale ho bopa ditaelo, dikopo le puisano ya motheo;
- bontsha tsebo e kenelletseng ya bokgoni ba ho bala, ho mamela, ho ngola le ho bua Sesotho sekolong; le
- utlwisisa puo ya Sesotho le moetlo hore ho tle ho kgonahale ho ka ikemela ka hara memetlo e fapaneng sekolong mme o itshwara ka tsela e nepahetseng e hlomphang diphapang tse tseng meetlong nakong ya ha o

ruta	
Method of delivery:	
Assessment Methods:	
Module Code: SPSO411	NQF-Level:
Title: SPORT STUDIES	
 demonstrate a comprehensive leve activities, comprising theoretical as demonstrate knowledge and applic development; sports physiology, ph and obtain a certificate in coaching 	cation skills in the theoretical components pertaining to sport (motor hilosophy and management) in the practical coaching situation;
Method of delivery:	
Assessment Methods:	
Module Code: SSSE111	NQF-Level:
Title: INTRODUCTION TO LEARNING ARE	
Module Outcomes: Upon completion of	
 context of the National Curriculum demonstrate the skill of scrutinising multicultural community and plan a order to communicate these verbal demonstrate the competence of pr two disciplines of the Learning Area theoretical underpinning; and demonstrate values of an ethical-pi environment and society as in com 	g themes relevant to Geography and History related to the environment and activities supporting the coherent understanding of concepts and issues in
Assessment Methods:	
Module Code: STEE121	NQF-Level:
Title: INTRODUCTION TO LEARNING ARE Module Outcomes: Upon completion of	A TECHNOLOGY this module the student should be able to:
• demonstrate a basic knowledge of explaining the definition, purpose,	the learning area Technology in the South African school system by unique properties and scope of the learning area; owledge of all three learning outcomes and assessment standards of the

demonstrate the principles of outcomes based assessment as applied in the learning area Technology.

Method of delivery:

Assessment Methods: Module Code: TECD211

Title: LEARNING AREA TECHNOLOGY METHODOLOGY

Module Outcomes: Upon completion of this module the student should:

- demonstrate a fundamental knowledge of the NCS policy for the learning area Technology;
- explain the rationale of Technology education in schools, as well as the realities faced by South African schools regarding the teaching of Technology;
- demonstrate the ability to plan appropriate technology lessons according to the unique methodology of Technology; and
- apply his/her knowledge of the types of assessment used in Technology lessons.

Method of delivery:

Assessment Methods:

Module Code: TECD321

NQF-Level:

NQF-Level:

Title: LEARNING AREA TECHNOLOGY METHODOLOGY

Module Outcomes: Upon completion of this module, the student should:

demonstrate a solid knowledge of the NCS policy for the learning area Technology in the Intermediate Phase;

 apply his/her 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;

demonstrate appropriate knowledge of the types of assessment used in Technology lessons by applying it in the

Intermediate Phase;				
 use creative and critical thinking in the choice of, design and making of appropriate media for Technology 				
teaching; and				
 apply appropriate knowledge and 	skills in practical teaching.			
Method of delivery:				
Assessment Methods:				
Module Code: TECD411		NQF-Level:		
Title: LEARNING AREA TECHNOLOGY MI	THODOLOGY			
Module Outcomes: Upon completion or				
	systematic knowledge base regarding cur	riculum development in the learning		
area Technology;				
	assessment strategies in the different ta	ask types of a Technology lesson:		
	the nature and practice of organising and			
classroom management;				
_	present and communicate the process of designing and compiling			
portfolios for both students and e				
	iderstanding of the safety aspects application	able to workshops, practical centres		
	nould be applied throughout technology			
Method of delivery:		5		
Assessment Methods:				
Module Code: TECD421		NQF-Level:		
Title: LEARNING AREA TECHNOLOGY MI				
Module Outcomes: Upon completion or				
	ng curriculum development in the learning	ng area Technology for the Senior		
	f teaching and assessment strategy in the			
lesson;				
	al understanding of the nature and pract	ice of organising and management		
	nagement, with specific reference to wor			
conducting of practical lessons in t		ishopo for the planning and		
	grate the knowledge and skills acquired i	in the prerequisite modules in the		
compilation and presentation of a				
Method of delivery:				
Assessment Methods:				
Module Code: TECE211		NQF-Level:		
Title: LEARNING AREA TECHNOLOGY FO	DR EDUCATORS			
 Module Outcomes: Upon completion of this module, students should: demonstrate a fundamental knowledge of the learning area Technology in the South African school system by 				
	ique properties and scope of the learning			
	owledge of the design process as applied			
	relevance of the design process in teachi			
	information and communication techno			
use information in the most appro				
Method of delivery:	p			
Assessment Methods: 3 hours 1:1				
Module Code: TECE221		NQF-Level:		
Title: LEARNING AREA TECHNOLOGY: CO	MMUNICATION AND STRUCTURES			
	f this module, the student should demon	strate:		
	gical process (design process) as applied i			
	ctures and relevant mechanisms, as well	-		
resistant materials;	ctures and relevant mechanisms, as wen			
,	raphic and information communication ir	technological product design: and		
	nes can be applied in problem based teac			
indigenous technology.	ies can be applied in problem based teac	and with reference to		
Method of delivery:				
Assessment Methods:				
Module Code: TECE311		NQF-Level:		
Title: LEARNING AREA TECHNOLOGY: PI	ROCESSING	1		
	f this module, the student should be able			

Module Outcomes: Upon completion of this module, the student should be able to

•	demonstrate a well rounded knowledge and understanding of processing of materials as part of the
	technological process;

- apply specialist knowledge of the character and uses of soft materials;
- demonstrate a good understanding of the role of biotechnology in modern society;
- interpret and apply the above mentioned outcomes in problem based teaching and with reference to indigenous technology.

Met	hod of delivery:			
	essment Methods:			
Mo	dule Code: TECE321		NQF-Level:	
Title	LEARNING AREA TECHNOLOGY: SY	STEMS AND CONTROL		
Mo	dule Outcomes: Upon completion of	this module, the student should be able	e to:	
•		regarding the different types of control		
•	analyse, compare, integrate and ev	valuate electrical, mechanical, pneumati	c and hydraulic control systems;	
•	design and build his/her own contr	rol system to solve a specific problem;		
•	identify and use indigenous contro	l systems; and		
•	successfully facilitate control syste	ms to school students.		
Met	hod of delivery:			
Asse	essment Methods:			
Mo	dule Code: TEWE111		NQF-Level:	
Title	: WELDING TECHNOLOGY	•		
Mo	dule Outcomes: On completion of th	is module the student should be able to		
•	demonstrate a basic knowledge, co	oncept and insight regarding all contextu	al ideas and processes of safety	
	measurements and good house ho	Iding in welding technology;		
•	practically demonstrate and descri	be the uses and maintenance of specific	hand tools and machinery;	
•	describe the construction, characted	eristics, treatment, protection and tests	of different kinds of engineering	
	materials;			
٠	practically describe and demonstra	ate all related concepts of oxyacetylene	welding;	
٠	use the correct terminology throug	gh all welding and theoretically exercises	;;	
•	apply SI units and symbols, as well	as SANS standards;		
•	use the correct welding symbols in			
•	comprehensively describe all tests	on joints;		
•	describe and practically demonstra	e :		
•	make joints by using different kind	s of joint techniques;		
•	inspect all joints visually;			
•	 describe and execute all safety measures concerning welding technology in terms of the Occupational Health and Safety Act; 			
•		ner in the workshop and guide learners	to operate with the necessary	
	responsibility towards co-learners	, ,		
Met	hod of delivery:			
Asse	essment Methods:			
Mo	dule Code: TTED111		NQF-Level:	
Title	: TECHNICAL TECHNOLOGY	·		
Mo	dule Outcomes: On completion of th	is module the student should be able to		
•	explain the rationale of Technology	y education in schools, as well as the rea	lities faced by South African schools	
	regarding the teaching of technolo	gy in the GET and FET phases;		
٠	demonstrate a basic knowledge of	f the NCS policy for the learning area Teo	chnology in the Senior Phase; and	
•	demonstrate the ability to plan app	propriate technology lessons according t	o the unique methodology of	
	technology with knowledge of the	technological process.		
Met	hod of delivery:			
	essment Methods:			
Mo	dule Code: VTEE212		NQF-Level:	
	: MECHANICAL TECHNOLOGY FOR E			
		is module the student should be able to		
insi		on and teaching skills to explain and dem	onstrate the following:	
•	auto electricity and the basic elect			
•	• • • •	g systems, carburettors, fuel pumps, clut	ches, braking systems and braking aid	
	units			

 basic maintenance 	
Method of delivery:	
Assessment Methods:	
Module Code: VTEE222	NQF-Level:
Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE	
Module Outcomes: On completion of this module the student should be	be able to have fundamental knowledge and
insight as well as relevant communication and teaching skills to explain	•
 mechanical and general. forces, moments and frameworks; 	Ũ
 the application of pneumatics and hydraulics in air brakes and air 	suspension:
 driving shafts, joints, gears and manual gear boxes. 	
Method of delivery:	
Assessment Methods:	
Module Code: VTEE312	NOF-Level:
Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE	
Module Outcomes: On completion of this module the student should be	be able to have fundamental knowledge and
insight as well as relevant communication and teaching skills to explain	•
 final drive, drive line layouts and combinations; 	
 cylinder heads layouts, valve timing and volumetric efficiency; 	
 electrical systems like speed control, flicker light assemblies, wip 	er assemblies and conventional ignition
systems	er ussentslies und conventional ignition
Method of delivery:	
Assessment Methods:	
Module Code: VTEE322	NQF-Level:
Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE	1101-12021.
Module Outcomes: On completion of this module the student should b	he able to have fundamental knowledge and
insight as well as relevant communication and teaching skills to explain	•
 the layout and compilation of suspension and steering systems; 	rand demonstrate the following.
 the theory, pro's and con's of the different wheel alignment angle 	0.51
 fuel technology including octane value, RON-value, detonation ar 	
 electrical components like air conditioning, alternators and generative statistical sectors. 	ators.
Method of delivery:	
Assessment Methods:	
Module code: VTEE412	NQF-Level:
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE	
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should be an example.	be able to have fundamental knowledge and
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explain	be able to have fundamental knowledge and
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explain • the planning of projects;	be able to have fundamental knowledge and
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explain • the planning of projects; • advanced braking systems and traction control;	be able to have fundamental knowledge and and demonstrate the following:
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explain • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection,	be able to have fundamental knowledge and and demonstrate the following:
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explain • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection, Method of delivery:	be able to have fundamental knowledge and and demonstrate the following:
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explain • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods:	be able to have fundamental knowledge and and demonstrate the following: hydraulic clutching and automatic transmission
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explain • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422	be able to have fundamental knowledge and and demonstrate the following:
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should linsight as well as relevant communication and teaching skills to explain the planning of projects; advanced braking systems and traction control; power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE	be able to have fundamental knowledge and and demonstrate the following: hydraulic clutching and automatic transmission
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should linsight as well as relevant communication and teaching skills to explain • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module outcomes: On completion of this module the student should b	be able to have fundamental knowledge and n and demonstrate the following: hydraulic clutching and automatic transmission NQF-Level: e able to have fundamental knowledge and
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should linsight as well as relevant communication and teaching skills to explair • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module outcomes: On completion of this module the student should b insight as well as relevant communication and teaching skills to explair	be able to have fundamental knowledge and h and demonstrate the following: hydraulic clutching and automatic transmission NQF-Level: He able to have fundamental knowledge and
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should linsight as well as relevant communication and teaching skills to explair • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module outcomes: On completion of this module the student should b insight as well as relevant communication and teaching skills to explair	be able to have fundamental knowledge and h and demonstrate the following: hydraulic clutching and automatic transmission NQF-Level: He able to have fundamental knowledge and
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should linsight as well as relevant communication and teaching skills to explair • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module outcomes: On completion of this module the student should b insight as well as relevant communication and teaching skills to explair	be able to have fundamental knowledge and h and demonstrate the following: hydraulic clutching and automatic transmission NQF-Level: He able to have fundamental knowledge and
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should linsight as well as relevant communication and teaching skills to explair • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module outcomes: On completion of this module the student should b insight as well as relevant communication and teaching skills to explair	be able to have fundamental knowledge and h and demonstrate the following: hydraulic clutching and automatic transmission NQF-Level: He able to have fundamental knowledge and
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should l insight as well as relevant communication and teaching skills to explair the planning of projects; advanced braking systems and traction control; power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module code: On completion of this module the student should b insight as well as relevant communication and teaching skills to explair Module outcomes: On completion of this module the student should b insight as well as relevant communication and teaching skills to explair Module outcomes: On completion of this module the student should b insight as well as relevant communication and teaching skills to explair engine mathematics, engine balance, engine design and outlay; air pollution and four wheel drive; 	be able to have fundamental knowledge and n and demonstrate the following: hydraulic clutching and automatic transmission NQF-Level: e able to have fundamental knowledge and
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explain • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explain • engine mathematics, engine balance, engine design and outlay; • air pollution and four wheel drive; • forces and structures	be able to have fundamental knowledge and a and demonstrate the following: hydraulic clutching and automatic transmission NQF-Level: e able to have fundamental knowledge and
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explair • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explair • engine mathematics, engine balance, engine design and outlay; • air pollution and four wheel drive; • forces and structures • turbines, retarders and. Electronic ignition	be able to have fundamental knowledge and and demonstrate the following: hydraulic clutching and automatic transmission NQF-Level: he able to have fundamental knowledge and and demonstrate the following: NQF-Level:
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explain • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explain • engine mathematics, engine balance, engine design and outlay; • air pollution and four wheel drive; • forces and structures • turbines, retarders and. Electronic ignition	be able to have fundamental knowledge and and demonstrate the following: hydraulic clutching and automatic transmission NQF-Level: he able to have fundamental knowledge and and demonstrate the following: NQF-Level: Y
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should linsight as well as relevant communication and teaching skills to explair the planning of projects; advanced braking systems and traction control; power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module outcomes: On completion of this module the student should b inght as well as relevant communication and teaching skills to explair engine mathematics, engine balance, engine design and outlay; air pollution and four wheel drive; forces and structures turbines, retarders and. Electronic ignition Module Code: WSKT121 Title: MATHEMATICS: INTRODUCTORY ALGEBRA FOR FET TECHNOLOGY	be able to have fundamental knowledge and a and demonstrate the following: hydraulic clutching and automatic transmission NQF-Level: re able to have fundamental knowledge and a and demonstrate the following: NQF-Level: Y be able to:
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should linsight as well as relevant communication and teaching skills to explair • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module outcomes: On completion of this module the student should b insight as well as relevant communication and teaching skills to explair • engine mathematics, engine balance, engine design and outlay; • air pollution and four wheel drive; • forces and structures • turbines, retarders and. Electronic ignition Module Code: WSKT121 Title: MATHEMATICS: INTRODUCTORY ALGEBRA FOR FET TECHNOLOG' Module Outcomes: On completion of this module the student should b	be able to have fundamental knowledge and a and demonstrate the following: hydraulic clutching and automatic transmission NQF-Level: re able to have fundamental knowledge and a and demonstrate the following: NQF-Level: Y be able to:
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should linsight as well as relevant communication and teaching skills to explair the planning of projects; advanced braking systems and traction control; power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module outcomes: On completion of this module the student should binsight as well as relevant communication and teaching skills to explair engine mathematics, engine balance, engine design and outlay; air pollution and four wheel drive; forces and structures turbines, retarders and. Electronic ignition Module Code: WSKT121 Title: MATHEMATICS: INTRODUCTORY ALGEBRA FOR FET TECHNOLOG Module Outcomes: On completion of this module the student should be	be able to have fundamental knowledge and and demonstrate the following: hydraulic clutching and automatic transmission NQF-Level: e able to have fundamental knowledge and and demonstrate the following: NQF-Level: Y be able to: ing elementary algebraic operations, a variety
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explair • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module code: VTEE422 Module outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explair • engine mathematics, engine balance, engine design and outlay; • air pollution and four wheel drive; • forces and structures • turbines, retarders and. Electronic ignition Module Outcomes: On completion of this module the student should I Title: MATHEMATICS: INTRODUCTORY ALGEBRA FOR FET TECHNOLOGY Module Outcomes: On completion of this module the student should I • demonstrate basic knowledge, understanding and insight regardi of equations, vectors and complex numbers;	be able to have fundamental knowledge and a and demonstrate the following: hydraulic clutching and automatic transmission NQF-Level: te able to have fundamental knowledge and a and demonstrate the following: NQF-Level: Y be able to: ing elementary algebraic operations, a variety ic operations, solving a variety of equations,
Module code: VTEE412 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module Outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explair • the planning of projects; • advanced braking systems and traction control; • power steering systems, different control systems, fuel injection, Method of delivery: Assessment Methods: Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module code: VTEE422 Title: MECHANICAL TECHNOLOGY FOR EDUCATION: VEHICLE Module outcomes: On completion of this module the student should be insight as well as relevant communication and teaching skills to explair • engine mathematics, engine balance, engine design and outlay; • in pollution and four wheel drive; • forces and structures • turbines, retarders and. Electronic ignition Module Code: WSKT121 Title: MATHEMATICS: INTRODUCTORY ALGEBRA FOR FET TECHNOLOG Module Outcomes: On completion of this module the student should 1 • demonstrate basic knowledge, understanding and insight regarding of equations, vectors and complex numbers; • demo	be able to have fundamental knowledge and a and demonstrate the following: hydraulic clutching and automatic transmission NQF-Level: The able to have fundamental knowledge and a and demonstrate the following: NQF-Level: Y be able to: Ing elementary algebraic operations, a variety ic operations, solving a variety of equations, rith complex numbers;

 fields of study; and be capable of evaluating the meaning, validity and accuracy of mathematical solutions within the context of real world involve from the technical and excertific fields of study. 				
world situations from the technical and scientific fields of study				
Method of delivery:				
Assessment Methods:		NOT Level		
Module Code: WSKT212		NQF-Level:		
Title: FUNCTIONS AND TRIGONOMETR				
	his module the student should be able to			
•	derstanding and insight regarding modell			
functions, Cartesian as well as polar coordinate systems, polar curves, Cartesian curves, conic sections as well as				
loci and trigonometry;	I world situations and problems, basis as	abutical geometry, skatching and		
	 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 in		iprical solution of systems of		
	-mentioned skills practically and to mode	I real-world situations from the		
	udy and solve associated problems; and			
	ning, validity and accuracy of mathematic	al models and calculations as applied		
	technical and scientific fields of study.	ai models and calculations as applied		
Method of delivery:	cerimear and selentine news or study.			
Assessment Methods:				
Module Code: WSKT222		NQF-Level:		
Title: CALCULUS FOR FET TECHNOLOGY	,			
	his module the student should be able to			
	knowledge, understanding and insight re			
derivative and the integral of a fu				
-	n of the derivative from the definition, th	e calculation of a variety of		
	ules, application of the midpoint rule and			
indefinite as well as definite integ		the calculation of a variety of		
	ition and integration in order to analyse t	he behaviour of physical processes		
	the technical and scientific fields of study			
change, area, total change and vo		and solve problems where fates of		
	ning and validity of his analysis or solution	ns within the context of real-world		
situations from the technical and	• • •	is within the context of real world		
Method of delivery:	·····,			
Assessment Methods:				
Module Code: WVOS 221		NQF-Level:		
Title: UNDERSTANDING THE EDUCATIO	NAL WORLD			
Module Outcomes: On completion of t				
	ase of a selection of world views and ide	ologies and demonstrate their critical		
-	to compare the nature and function, as w	•		
manifestations of these world vie				
 have the ability to understand the 	interrelatedness of phenomena such as	occurs in natural and social systems,		
	yse and evaluate real life problems or cas			
	hange, human rights, HIV-AIDS, power ab			
etc.;				
 be able to articulate their persona 	al world view and use it as a point of depa	arture for arguing and communicating		
feasible solutions to core issues a	nd problems of our time in a typical acad	emic manner		
Method of delivery:				
Assessment Methods:				
Module Code: WVOS 311		NQF-Level:		
Title: MAIN CURRENTS IN THE PHILOSC	PHY OF EDUCATION			
Module Outcomes: On completion of t	his module, students should:			
 have a solid and systematic know 	ledge of the most important foundationa	l issues in the relevant field of study		
and demonstrate a critical unders	tanding of the meta-theoretical assumpt	ions underscoring foundational issues;		
 demonstrate knowledge and a cri 	tical understanding of specific forms of e	thics that apply to the field of study,		
such as a personalised code of co	nduct or the general human rights charte	r, and be able to apply such forms of		
ethics discriminately to analyse, e	valuate and pose possible solutions to so	me current themes or issues salient		
to the field of study;				

 demonstrate the ability to analyse, synthesise and critique the assumptions on which a chosen theme or issue is based, formulate a personal opinion about the theme or issue that gives evidence of a personal coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in an evidence-based report written in a typically academic format

Method of delivery:

Assessment Methods:

OV.4.2

MODULE OUTCOMES FOR THE ADVANCED CERTIFICATE IN EDUCATION (ACE)

Module Code: AGSK 512 (16)		NQF-Level:	
Title: AFRICAN HISTORY		-	
Module Outcomes: After completion of this module the student should:			
 have knowledge of and insight into aspects of African history required by a history teacher in the General 			
• •	Education and Training and Further Education and Training phases. These aspects include: selected facets of the		
•	precolonial history of the continent, colonialism in Africa and the liberation struggle, the process of		
decolonisation, political and socio-economic trends in postcolonial Africa, and Africa's international relations			
during the Cold War.			
 develop a critical attitude with re 	develop a critical attitude with regard to different historical interpretations and acquire basic skills in the		
processing and communication of	historical knowledge.		
 The content of this module forms 	the knowledge base for the VGAK 511 his	story didactics module. Together the	
	ate knowledge of the subject with didaction	cal principles and methods for history	
teachers.			
Method of delivery:			
Assessment Methods:			
Module Code: NVMI521 (8)		NQF-Level:	
Title: INTRODUCTION TO RESEARCH MI			
	his module, the students should be able t	0:	
 Explain the concept of educational 			
	ose statement, significance of the study;		
Conduct a review of the literature			
	and quantitative research approaches to	-	
	edures, select population and apply samp		
	ls/instruments and data collection procee	lures;	
	escriptive and inferential statistics;		
	I references in the correct format.		
Method of delivery:			
Assessment Methods:			
		NQF-Level:	
Module Code: EUCE 511 (8)			
Title: COMPUTER USAGE FOR EDUCATO		-	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully of] DRS ompleting the module the student must b	-	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully o efine a computer;	ompleting the module the student must b	-	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully c • define a computer; • name and describe the various co	ompleting the module the student must b omponents of a computer;	-	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully of define a computer; name and describe the various condemonstrate the effective and effe	ompleting the module the student must to proponents of a computer; icient use of:	-	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully of define a computer; • define a computer; • name and describe the various computer; • demonstrate the effective and effective and effective and processor programm	ompleting the module the student must to proponents of a computer; icient use of:	-	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully of • define a computer; • name and describe the various co • demonstrate the effective and eff a. a word processor programm b. a spreadsheet programme	ompleting the module the student must to proponents of a computer; icient use of:	-	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully of define a computer; • define a computer; • name and describe the various computer; • demonstrate the effective and effination a word processor programm b. a spreadsheet programme c. a graphics programme	ompleting the module the student must to proponents of a computer; icient use of:	-	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully c • define a computer; • name and describe the various cc • demonstrate the effective and eff a. a word processor programm b. a spreadsheet programme c. a graphics programme d. an e-mail programme	ompleting the module the student must h mponents of a computer; icient use of: e	-	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully c • define a computer; • • name and describe the various cc • • demonstrate the effective and eff a. a word processor programm b. a spreadsheet programme c. a graphics programme c. a graphics programme e. a browser and search engine	ompleting the module the student must b mponents of a computer; icient use of: e s;	-	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully of define a computer; • define a computer; • name and describe the various computer; • demonstrate the effective and effactive and offactive and processor programm • b. a spreadsheet programme • a graphics programme • a graphics programme • a browser and search engine • understand and explain the use or	ompleting the module the student must b omponents of a computer; icient use of: e s; f computers in education; and	be able to:	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully of define a computer; name and describe the various cold demonstrate the effective and effa. a word processor programme b. a spreadsheet programme c. a graphics programme d. an e-mail programme e. a browser and search engine understand and explain the use of	ompleting the module the student must b mponents of a computer; icient use of: e s;	be able to:	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully c • define a computer; • name and describe the various cc • demonstrate the effective and eff a. a word processor programm b. a spreadsheet programme c. a graphics programme d. an e-mail programme e. a browser and search engine understand and explain the use o understand and explain aspects reference	ompleting the module the student must b omponents of a computer; icient use of: e s; f computers in education; and	be able to:	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully of • define a computer; • name and describe the various computer; • demonstrate the effective and effective and define a word processor programme b. a spreadsheet programme c. a graphics programme d. an e-mail programme e. a browser and search engine understand and explain the use of understand and explain aspects reference Method of delivery: Assessment Methods:	ompleting the module the student must b omponents of a computer; icient use of: e s; f computers in education; and	uters.	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully c • define a computer; • name and describe the various cc • demonstrate the effective and eff a. a word processor programme b. a spreadsheet programme c. a graphics programme e. a browser and search engine understand and explain the use o understand and explain aspects reference Method of delivery: Assessment Methods: Module Code: FSET 511 (8)	ompleting the module the student must b mponents of a computer; icient use of: e s; f computers in education; and egarding the safe and ethical use of comp	be able to:	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully c • define a computer; • name and describe the various cc • demonstrate the effective and eff a. a word processor programme b. a spreadsheet programme c. a graphics programme d. an e-mail programme e. a browser and search engine understand and explain the use o • understand and explain aspects ref Method of delivery: Assessment Methods: Module Code: FSET 511 (8) Title: FOUNDATION STUDIES IN EDUCATO	ompleting the module the student must b mponents of a computer; icient use of: e s; f computers in education; and egarding the safe and ethical use of comp TION	uters.	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully c • define a computer; • name and describe the various cc • demonstrate the effective and eff a. a word processor programme b. a spreadsheet programme c. a graphics programme d. an e-mail programme e. a browser and search engine understand and explain aspects re Method of delivery: Assessment Methods: Module Code: FSET 511 (8) Title: FOUNDATION STUDIES IN EDUCATOR	ompleting the module the student must b mponents of a computer; icient use of: e s; f computers in education; and egarding the safe and ethical use of comp TION f this module the student should:	uters.	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully c • define a computer; • name and describe the various cc • demonstrate the effective and eff a. a word processor programme b. a spreadsheet programme c. a graphics programme d. an e-mail programme e. a browser and search engine understand and explain aspects re Method of delivery: Assessment Methods: Module Code: FSET 511 (8) Title: FOUNDATION STUDIES IN EDUCATOR	ompleting the module the student must b omponents of a computer; icient use of: e s; f computers in education; and egarding the safe and ethical use of comp TION f this module the student should: ge systematically to the micro and macro	uters.	
Title: COMPUTER USAGE FOR EDUCATO Module Outcomes: After successfully of define a computer; name and describe the various of demonstrate the effective and eff a. a word processor programm b. a spreadsheet programme c. a graphics programme d. an e-mail programme e. a browser and search engine understand and explain the use of understand and explain aspects ref Method of delivery: Assessment Methods: Module Code: FSET 511 (8) Title: FOUNDATION STUDIES IN EDUCATO Module Outcomes: After completion o e bable to relate his/her knowledge of education throughout the court	ompleting the module the student must b omponents of a computer; icient use of: e s; f computers in education; and egarding the safe and ethical use of comp TION f this module the student should: ge systematically to the micro and macro	ve able to: uters. NQF-Level: factors influencing the development	

 have the ability to research and report on the difference between <i>political democracy</i> and <i>democratic</i> education, and critically and independently evaluate the complexity of democratic education in the classroom 				
with specific reference to discrimination in various forms;				
 be able to interpret and offer solution 				
the moral capacity of teachers and	the moral capacity of teachers and students, their perception of their moral duty, and the complexities of			
establishing values in South Africa	establishing values in South African schools.			
Method of delivery:				
Assessment Methods:				
Module Code: GBGK511 (16)		NQF-Level:		
Title: ADVANCED POPULATION GEOGRA	PHY AND URBAN GEOGRAPHY			
Module Outcomes: The student should	be able to:			
 demonstrate that he/she has mast 	ered the necessary knowledge, skills, at	titudes and values to discuss		
demographic transition and assimi	lation, population distribution, population	on data and population projections in		
population geography;				
 explain and discuss the intra-urbar 	n structure, urban diversity, urban proble	ems and inner city decay in urban		
geography.				
Method of delivery:				
Assessment Methods:				
Module Code: GGGK521 (16)		NQF-Level:		
Title: SUBJECT DIDACTICS OF GEOGRAPI				
Module Outcomes: The student should				
 demonstrate that he/she has mast 	ered the necessary knowledge, skills, at	titudes and values to describe and		
apply environmental education;				
 have mastered problem-solving m 	ethods, concept formation and teaching	-learning-techniques in Geography.		
Method of delivery:				
Assessment Methods:				
Module Code: GKLK521 (16)		NQF-Level:		
Title: ADVANCED CLIMATOLOGY AND G	EOMORPHOLOGY			
Module Outcomes: The student should	be able to:			
 demonstrate that he/she has mast 	ered the necessary knowledge, skills, at	titudes and values to discuss weather		
	mena, city climate and climate classifica			
 describe the internal and external 	forces that change the earth, as well as	the formation of soil, soil profile and		
physical characteristics of soil (in g				
 apply quantitative calculati 	ons.			
Method of delivery:				
Assessment Methods:				
Module Code: GSGK511 (16)		NQF-Level:		
Title: SUBJECT DIDACTICS OF GEOGRAPI				
Module Outcomes: The student should				
	ered the necessary knowledge, skills, at	titudes and values in order to apply		
the OBE-approach in Geography;				
	cursions and worksheets in Geography.			
Method of delivery:				
Assessment Methods:				
Module Code: HIVA 521 (8)		NQF-Level:		
Title: HIV/AIDS: LEGISLATION, COUNSEL				
Module Outcomes: After successfully co				
• •	arding legislation relevant to the handli	•		
•	s of HIV/AIDS positive students and tea	chers as well to promote the		
protection of students and educat				
	ines for establishing an accountable hea	althy school environment for students		
with HIV/AIDS.				
	knowledge and skills to become skilled	2		
	and co-ordinate an individual education	al support programme to support the		
student with HIV/AIDS.				
Method of delivery:				
Assessment Methods:				
Module Code: LSED 518 (16)		NOF-Level:		

Title: EMOTIONAL AND OTHER DIFFICULTIES IN EDUCATION			
Module Outcomes: On completion of this module, the student should be able to:			
 demonstrate understanding of learners experiencing emotional and other difficulties such as, communication 			
difficulties, challenging behaviour etc.			
• realise the role of the educator, the schoo	realise the role of the educator, the school, the family, and the community in supporting learners experiencing		
these and other barriers to learning			
 apply basic counselling principles and skills 	s in supporting learners experiencing emotional and other barriers to		
learning.			
Method of delivery:			
Assessment Methods:			
Module Code: LSDL 528 (16)	NQF-Level:		
Title: DISABILITIES AND LEARNING DIFFICULTIES	IN EDUCATION		
Module Outcomes: On completion of this modu	ile, the student should be able to:		
• demonstrate understanding of disabilities	and learning difficulties as barriers to learning, such as physical and		
intellectual disabilities, reading difficulties	, mathematical difficulties, etc.;		
 recognize the learning differences that inc 	ividual learners bring to the classroom and how these learning		
differences could facilitate learning and te	aching support practices and processes; and		
• realise the role of the educator, the schoo	I the family and the community in ensuring that all learners		
experiencing these and other barriers to le	arning have access to the curriculum.		
Method of delivery:			
Assessment Methods:			
Module Code: LSIE 518 (16)	NQF-Level:		
Title: INCLUSIVE EDUCATION: A POLICY PERSPECT	CTIVE		
Module Outcomes: On completion of this modu	ile, the student should be able to:		
 demonstrate understanding of the inclusiv 	e education Policy (Education White Paper 6), with specific reference		
to the proposed support structures and th	e concept of barriers to learning and development;		
 apply school-based support to learners ex 	periencing barriers to learning by means of an integrated team		
approach; and			
 understand and apply curriculum differentiation and assessment strategies in an inclusive classroom. 			
 understand and apply curriculum different 	iation and assessment strategies in an inclusive classroom.		
understand and apply curriculum different Method of delivery:	iation and assessment strategies in an inclusive classroom.		
	iation and assessment strategies in an inclusive classroom.		
Method of delivery:	iation and assessment strategies in an inclusive classroom. NQF-Level:		
Method of delivery: Assessment Methods:	NQF-Level:		
Method of delivery: Assessment Methods: Module Code: LSSH 528 (16)	NQF-Level:		
Method of delivery: Assessment Methods: Module Code: LSSH 528 (16) Title: SOCIAL AND HEALTH ISSUES IN EDUCATIO Module Outcomes: On completion of this modu	NQF-Level:		
Method of delivery: Assessment Methods: Module Code: LSSH 528 (16) Title: SOCIAL AND HEALTH ISSUES IN EDUCATIO Module Outcomes: On completion of this modu	NQF-Level: N Ile, the student should be able to:		
Method of delivery: Assessment Methods: Module Code: LSSH 528 (16) Title: SOCIAL AND HEALTH ISSUES IN EDUCATIO Module Outcomes: On completion of this module • demonstrate understanding of learners expandemic, violence in schools, etc.;	NQF-Level: N Ile, the student should be able to:		
Method of delivery: Assessment Methods: Module Code: LSSH 528 (16) Title: SOCIAL AND HEALTH ISSUES IN EDUCATIO Module Outcomes: On completion of this module • demonstrate understanding of learners expandemic, violence in schools, etc.;	NQF-Level: N Ile, the student should be able to: periencing social and health barriers to learning such as the HIV/AIDS		
Method of delivery: Assessment Methods: Module Code: LSSH 528 (16) Title: SOCIAL AND HEALTH ISSUES IN EDUCATIO Module Outcomes: On completion of this mode • demonstrate understanding of learners expandemic, violence in schools, etc.; • apply a health promoting approach in school learning; and	NQF-Level: N Ile, the student should be able to: periencing social and health barriers to learning such as the HIV/AIDS		
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Title: PERSONAL WELL-BEING: Health and AIDS

Module Outcomes: After completion of this module the student should be able to:

•	demonstrate knowledge , skills and sound educational values in the teaching of students to understand
	and apply health awareness regarding sound nutrition, skin care, obesity, physical activity, drugs and
	sexual transmitted diseases and HIV/AIDS .

Method of delivery:				
Assessment Methods:				
Module Code: MLED575 (32)		NQF-Level:		
Title: MATHEMATICS: ELEMENTARY				
Module Outcomes: After completion of	this module the student is expected to b	be able to apply thorough knowledge		
and insight with respect to:				
 Linear, quadratic, polynomial, expo 	Linear, quadratic, polynomial, exponential, logarithmic and trigonometric functions by representing the			
	vays, as well as interpreting the functions			
		-		
	 Trigonometry and geometry by solving real-life problems by means of two- and three-dimensional figures; Elementary statistics by collecting, summarising, displaying, analysing and interpreting data; predicting the 			
, , ,	ng the probability, and also executing re			
	ional numbers, real numbers, as well as			
	d the application of this knowledge in re			
Method of delivery:				
Assessment Methods:				
Module Code: MLED 572 (32)		NQF-Level:		
Title: DIDACTICS OF MATHEMATICAL LIT	FRACY			
	this module the student should be able	to:		
•	ight with respect to the content and stru			
	cution of teaching-learning opportunitie			
	e of teaching-learning media, as well as i			
Method of delivery:	e of teaching fearing fread, as well as t			
Assessment Methods:				
Module Code: MLED576 (32)		NQF-Level:		
Title: MATHEMATICS:APPLICATION		NQF-Level:		
		and the second line and a deal and a such t		
	this module the student is expected to a	apply thorough knowledge and newly		
acquired insight with respect to:				
Analytical geometry (conic section				
	onship between analytical and spherical			
	pound functions in solving real-life probl	ems (drawing of graphs,		
optimalisation).				
Method of delivery:				
Assessment Methods:				
Module Code: MLED 574 (32)		NQF-Level:		
Title: MATHEMATICAL LITERACY IN CON	TEXT			
Module Outcomes: After completion of	this module the student is expected to:			
 demonstrate thorough knowledge 	and acquired insight into mathematical	literacy with respect to the historical		
development of mathematics, and	the use of mathematics in the world of	work, everyday life and in various		
cultures; including ethnomathematics.				
Method of delivery:				
Assessment Methods:				
Module Code: NDWK522 (16)		NQF-Level:		
Title: DIDACTICS OF MATHEMATICS (GE	T-BAND)			
Module Outcomes: The student should	be able to:			
 demonstrate knowledge, skills and 	I values in respect of teaching and learning	ng strategies,		
 use the technological and learning 	g aids for the teaching of Mathematics in	the Intermediate and Senior Phases;		
 apply his/her acquired knowledge 	and skills regarding aids and strategies in	n the teaching of Mathematics in the		
GET-band.				
Method of delivery:				
Assessment Methods:				
Module Code: NEBK511 (16)		NQF-Level:		
Title: THE EARTH AND BEYOND FOR SCIE	ENCE			
Module Outcomes: The student should	be able to facilitate the development of	themes regarding all essential aspects		

of Geography and Geology that have bearing on life and living, in the GET-band.			
Method of delivery:			
Assessment Methods:			
Module Code: NECK521 (16)	NQF-Level:		
Title: ENERGY AND CHANGE FOR SCIENCE	·		
Module Outcomes: The student should be able to facilitate the development of	themes regarding energy and change,		
the essential aspects of Physics, and related learning experiences, in the GET ba			
Method of delivery:			
Assessment Methods:			
Module Code: NLLK511 (16)	NQF-Level:		
Title: LIFE AND LIFESTYLE FOR SCIENCE (GET-BAND)			
Module Outcomes: The student should be able to facilitate the development of	themes regarding all aspects of		
Botany, Zoology and Physiology that have a bearing on life and living, in the GET	-band.		
Module Code: NMMK521 (16)	NQF-Level:		
Title: MATTER AND MATERIALS FOR SCIENCE	·		
Module Outcomes: The student should be able to facilitate the development of	themes regarding all essential aspects		
of Chemistry that have a bearing on matter and material, in the GET-band.			
Module Code: NDSK 521 (16)	NQF-Level:		
Title: DIDACTICS OF SCIENCE (Intermediate)			
Module Outcomes: After completion of this module, the student should be able	e to:		
 demonstrate his knowledge, skills and values with regard to essential asp 			
of teaching aids at intermediate and senior levels.	• •		
 have sound theoretical knowledge of constructivism as applied to physics 	and chemistry at these levels and the		
way in which alternative conceptions impacts on the learning of physics ar	d chemistry.		
· Students will also get the opportunity to access the content of the releva	nt national curriculum with regards to		
aspects such as content, level, developmental line, and required pre-know	ledge.		
The student will be familiar with a variety of instructional strategies and	d assessment techniques that may be		
applied to general science. In addition, the student will be familiar with p	rinciples of effective laboratory safety,		
organisation and management.			
Module Code: NVMI 521 (8)	NQF-Level:		
Title: INTRODUCTION TO RESEARCH METHODS	•		
Title: INTRODUCTION TO RESEARCH METHODS Module Outcomes: The student should be able to develop an understanding of	•		
Title: INTRODUCTION TO RESEARCH METHODS Module Outcomes: The student should be able to develop an understanding of students and facilitate the four types of calculations in the GET-band.	numbers and fractions in his/her		
Title: INTRODUCTION TO RESEARCH METHODS Module Outcomes: The student should be able to develop an understanding of students and facilitate the four types of calculations in the GET-band. Module Code: NWPK511 (16)	•		
Title: INTRODUCTION TO RESEARCH METHODS Module Outcomes: The student should be able to develop an understanding of students and facilitate the four types of calculations in the GET-band. Module Code: NWPK511 (16) Title: NUMBER DEVELOPMENT	numbers and fractions in his/her NQF-Level:		
Title: INTRODUCTION TO RESEARCH METHODS Module Outcomes: The student should be able to develop an understanding of students and facilitate the four types of calculations in the GET-band. Module Code: NWPK511 (16) Title: NUMBER DEVELOPMENT Module Outcomes: After successful completion of this module the student should be able to develop an understanding of students and facilitate the four types of calculations in the GET-band.	numbers and fractions in his/her NQF-Level:		
Title: INTRODUCTION TO RESEARCH METHODS Module Outcomes: The student should be able to develop an understanding of students and facilitate the four types of calculations in the GET-band. Module Code: NWPK511 (16) Title: NUMBER DEVELOPMENT Module Outcomes: After successful completion of this module the student shoule understand the concept of educational research and types of research,	numbers and fractions in his/her NQF-Level: Ild:		
Title: INTRODUCTION TO RESEARCH METHODS Module Outcomes: The student should be able to develop an understanding of students and facilitate the four types of calculations in the GET-band. Module Code: NWPK511 (16) Title: NUMBER DEVELOPMENT Module Outcomes: After successful completion of this module the student shou understand the concept of educational research and types of research, develop a research problem, purpose statement and formulate the signific	numbers and fractions in his/her NQF-Level: Ild:		
Title: INTRODUCTION TO RESEARCH METHODS Module Outcomes: The student should be able to develop an understanding of students and facilitate the four types of calculations in the GET-band. Module Code: NWPK511 (16) Title: NUMBER DEVELOPMENT Module Outcomes: After successful completion of this module the student shou understand the concept of educational research and types of research, develop a research problem, purpose statement and formulate the signific conduct a review of the literature and formulate hypothesis,	numbers and fractions in his/her NQF-Level: Ild: :ance of a study,		
Title: INTRODUCTION TO RESEARCH METHODS Module Outcomes: The student should be able to develop an understanding of students and facilitate the four types of calculations in the GET-band. Module Code: NWPK511 (16) Title: NUMBER DEVELOPMENT Module Outcomes: After successful completion of this module the student shout understand the concept of educational research and types of research, develop a research problem, purpose statement and formulate the significe conduct a review of the literature and formulate hypothesis, understand and apply qualitative and quantitative research approaches to	numbers and fractions in his/her NQF-Level: Ild: :ance of a study,		
Title: INTRODUCTION TO RESEARCH METHODS Module Outcomes: The student should be able to develop an understanding of students and facilitate the four types of calculations in the GET-band. Module Code: NWPK511 (16) Title: NUMBER DEVELOPMENT Module Outcomes: After successful completion of this module the student shou understand the concept of educational research and types of research, develop a research problem, purpose statement and formulate the signific conduct a review of the literature and formulate hypothesis, understand and apply qualitative and quantitative research approaches to develop a research design and procedures,	numbers and fractions in his/her NQF-Level: Ild: :ance of a study,		
Title: INTRODUCTION TO RESEARCH METHODS Module Outcomes: The student should be able to develop an understanding of students and facilitate the four types of calculations in the GET-band. Module Code: NWPK511 (16) Title: NUMBER DEVELOPMENT Module Outcomes: After successful completion of this module the student shout understand the concept of educational research and types of research, develop a research problem, purpose statement and formulate the signific conduct a review of the literature and formulate hypothesis, understand and apply qualitative and quantitative research approaches to develop a research design and procedures, select a population and apply sampling techniques,	numbers and fractions in his/her NQF-Level: uld: sance of a study, educational research,		
Title: INTRODUCTION TO RESEARCH METHODS Module Outcomes: The student should be able to develop an understanding of students and facilitate the four types of calculations in the GET-band. Module Code: NWPK511 (16) Title: NUMBER DEVELOPMENT Module Outcomes: After successful completion of this module the student shou understand the concept of educational research and types of research, develop a research problem, purpose statement and formulate the signific conduct a review of the literature and formulate hypothesis, understand and apply qualitative and quantitative research approaches to develop a research design and procedures, select a population and apply sampling techniques, develop appropriate research tools/instruments and data collection proce	numbers and fractions in his/her NQF-Level: Ild: cance of a study, educational research, dures,		
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Title: EDUCATION LAW, SYSTEMS AND ADMINISTRATION A

Module Outcomes: The student should be able to:

demonstrate knowledge, skills and insight with regard to the school as organisation and teaching as profession;
 analyse the relationship of the teacher with his/her employer, especially by focusing on the service conditions of

the teacher.

Module Code: ORAK521 (8)

NQF-Level:

NQF-Level:

NQF-Level:

Title: EDUCATION LAW, SYSTEMS AND ADMINISTRATION B

Module Outcomes: The student should be able to:

- demonstrate the necessary knowledge, skills and perspective to be able to act as manager in education;
- demonstrate the necessary knowledge of education law by consistently acting properly as teacher regarding his/her rights and duties;
- demonstrate an awareness of the particular demands placed on the beginner teacher; implement the necessary strategies to make his/her entry into the profession as effective as possible.

Module Code: ORLK511 (8)	NQF-Level:
Title: TEACHING AND LEARNING A	

Module Outcomes: The student should be able to:

- demonstrate knowledge, skills and insight with regard to teaching and learning by describing and comparing the information-processing approach and constructivist approach to learning;
- describing and analysing the cognitive, metacognitive and motivational variables that contribute to effective learning;
- describing, analysing and illustrating the contribution of an interactive teaching approach, including the cooperative learning models and appropriate teaching learning methods and media, and continued assessment, to effective teaching-learning situations.

Module Code: ORLK521 (8)

Title: TEACHING AND LEARNING B

Module Outcomes: The student should be able to:

demonstrate knowledge, understanding and skills with regard to teaching, learning and the curriculum by
analysing effective learning with the aid of a model of the effective student; explain and analyse motivation
according to the attribution theory and self-efficiency convictions;

 describe, analyse and illustrate the contribution of effective curriculation, as embodied in the curriculum cycle, to effective teaching.

 Module Code: SSGK 521 (16)
 NQF-Level:

 Title: SOUTH AFRICAN HISTORY (1948-1994)
 Module Outcomes: After completion of this module the student should have knowledge of and insight into the following aspects of twentieth century South African history:

- Consolidation of the apartheid state, 1948-1966;
- The struggle against isolation. 1966-1978:
- Apartheid at the cross roads, 1960-1983;
- The dismantling of Apartheid, 1984-1994.

Module Code: VGAK 511 (16)

Title: SUBJECT DIDACTICS OF HISTORY A

Module Outcomes: After completing this module the student must demonstrate his acquired knowledge, skills, insight and values in the following areas:

• teaching and guidance to students of history in the formative and practice directed focus of history.

With the aid of the necessary knowledge, insight and practical experience gained in evaluating published works
on history the student also ought to approach any learning content with a broader insight regarding ways of
interpretation and the way in which a critical attitude can be applied towards any learning content in the
teaching-learning situation.

Module Code: VGBK 521 (16)	NQF-Level:
Title: SUBJECT DIDACTICS HISTORY B	

Module Outcomes: After completing this module the student must demonstrate his acquired knowledge, skills, insight and values in the following areas:

 the way in which the teaching-learning process in history teaching could be approached, meaningful planning of learning contents for the year,

 the forms and ways of applying a variety of skills-directed teaching approaches to historical sources and assessment techniques.

OV.4.3 MODULE OUTCOMES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

Module Code: AFDN125 (16)		NQF-Level:		
Title: SUBJECT DIDACTICS OF AFRIKAANS: INTRODUCTORY PRACTICE-DIRECTED AFRIKAANS TEACHING				
Module Outcomes: The student should	e able to demonstrate his/her knowled	ge of the OBE-approach, as applicable		
to the Learning Area Languages; select appropriate learning materials for OBE-learning experiences within different				
contexts and use these to compile phase	-specific learning experiences on differe	nt learning levels.		
Method of delivery:				
Assessment Methods:	Assessment Methods:			
Module Code: AFDN325 (16)		NQF-Level:		
Title: SUBJECT DIDACTICS OF AFRIKAANS	PRACTICE-DIRECTED AFRIKAANS TEACH	ling		
Module Outcomes: The student should be able to demonstrate his/her knowledge of different language and				
communication skills; identify learning m	aterials by means of which students can	be guided to attain certain phase-		
specific language outcomes; determine t	he degree to which the phase-specific le	arning outcomes have been attained.		
Method of delivery:				
Assessment Methods:				
Module Code: AFRN125 (8)		NQF-Level:		
Title: AFRIKAANS: INTERPRETATION AND	EDITING: SPELLING AND THE USE OF DI	CTIONARIES		
Module Outcomes: The student should	be able to apply his/her knowledge of the	e Afrikaans spelling system in the		
assessment and editing of compositions	(by students); use dictionaries effectively	to unlock more advanced texts from		
different Learning Areas; acquire relevar	t information about the morphology, sp	heres of use, and usage possibilities		
of Afrikaans words from dictionaries, and	apply this information in the creation a	nd editing of texts; identify central		
ideas and summarise different text types				
Method of delivery:				
Assessment Methods:				
Module Code: AFRN315 (8)		NQF-Level:		
Title: AFRIKAANS: MORPHOLOGY, SYNTA	X, LANGUAGE VARIETIES AND STYLES			
Module Outcomes: The student should	be able to identify and describe higher-or	rder language structure patterns of		
Afrikaans (morphology and syntax), and	apply them in creating texts about a vari	ety of topics; describe and evaluate		
the form and function of Standard Afrika	ans; evaluate the appropriateness of dif	erent varieties of Afrikaans		
(standard and non-standard varieties, re	gisters and styles) in a variety of social si	tuations and in a variety of texts.		
Method of delivery:				
Assessment Methods:				
Module Code: AFRN325 (8)		NQF-Level:		
Title: AFRIKAANS: CONTEMPORARY LITERARY TEXTS: INTERPRETATION AND APPRECIATION				
Module Outcomes: The student should be able to demonstrate knowledge of relevant literary aspects on a more				
advanced level, and use this knowledge to analyse, understand and appreciate contemporary literary texts (poetry,				
prose and drama); facilitate learning associated with literary texts in the school programme.				
Method of delivery:				
wiethod of delivery:	, ,			
Assessment Methods:				
1		NQF-Level:		
Assessment Methods:		NQF-Level:		
Assessment Methods: Module Code: AGDN125 (16)	JAL SKILLS IN THE FOUNDATION PHASE			
Assessment Methods: Module Code: AGDN125 (16) Title: SCHOOL READINESS AND PERCEPT	JAL SKILLS IN THE FOUNDATION PHASE be able to demonstrate knowledge, skills	and values regarding school		
Assessment Methods: Module Code: AGDN125 (16) Title: SCHOOL READINESS AND PERCEPT Module Outcomes: The student should	JAL SKILLS IN THE FOUNDATION PHASE be able to demonstrate knowledge, skills	and values regarding school		
Assessment Methods: Module Code: AGDN125 (16) Title: SCHOOL READINESS AND PERCEPT Module Outcomes: The student should readiness, perception, and organisation	JAL SKILLS IN THE FOUNDATION PHASE be able to demonstrate knowledge, skills	and values regarding school		
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Assessment Methods: Module Code: AGDN125 (16) Title: SCHOOL READINESS AND PERCEPT Module Outcomes: The student should readiness, perception, and organisation Method of delivery: Assessment Methods: Module Code: AGDN325 (16)	JAL SKILLS IN THE FOUNDATION PHASE be able to demonstrate knowledge, skills and administration in the Foundation Ph	and values regarding school ase. NQF-Level:		

Method of delivery:			
Assessment Methods:			
Module Code: AKPN125 (8)		NQF-Level:	
Title: AFRIKAANS MOTHER-TONGUE CON	MMUNICATION: EFFECTIVE AND CREATIV	/E LANGUAGE USE	
Module Outcomes: The student should be able to identify and correct obstacles to communication in texts by			
students; effectively use appropriate dictionary information to do a stylistic edit of texts by students and express			
his/her thoughts and feelings creatively	in the creation of own texts.The student	should be able to evaluate and edit	
the spelling of Afrikaans words in student texts from various Learning Areas; demonstrate expertise and skills			
regarding the place and function of Stan	dard Afrikaans and its non-standard varie	eties in society, as well as regarding	
the use of different styles and registers (including academic language use) for eff	ective communication.	
Method of delivery:			
Assessment Methods:			
Module Code: AKPN315 (8)		NQF-Level:	
Title: AFRIKAANS MOTHER-TONGUE CO	MMUNICATION: SPELLING AND APPROP	RIATE LANGUAGE USE	
Module Outcomes: The student should	be able to evaluate and edit the spelling	of Afrikaans words in student texts	
	te expertise and skills regarding the place		
and its non-standard varieties in society,	as well as regarding the use of different	styles and registers (including	
academic language use) for effective cor			
Method of delivery:			
Assessment Methods:			
Module Code: AKPN325 (8)		NQF-Level:	
Title: AFRIKAANS MOTHER-TONGUE COI	MMUNICATION: SPELLING AND APPROP	RIATE LANGUAGE USE	
	be able to evaluate and edit the spelling		
	te expertise and skills regarding the place		
	as well as regarding the use of different		
academic language use) for effective cor		, , , , , ,	
Method of delivery:			
Assessment Methods:			
Module Code: CLFE 115 (8)		NQF-Level:	
Title: COMPUTER LITERACY FOR EDUCAT	TORS		
	be able to demonstrate knowledge, skills	and values regarding computer	
	s includes knowledge of the basic operat		
	d processing, spreadsheets and graphics		
the use of electronic mail).			
Method of delivery:			
Assessment Methods:			
Module Code: EDMN315 (8)		NQF-Level:	
Title: EDUCATION MANAGEMENT AND E	I DEVELOPMENT		
Module Outcomes: The student should be able to demonstrate knowledge, skills and values regarding a development			
plan within a quality-assurance framework, which will enable him/her to complete school development plans successfully; demonstrate an understanding of how a consultative process of developing a vision and mission			
statement in schools can build a school community and effectiveness; demonstrate an understanding of the			
	ndicators to measure and manage change		
frameworks, school-development planning, key values in the community of school stakeholders, and the new education paradigm.			
Method of delivery:			
Assessment Methods:			
Module Code: EDSN125 (16)		NQF-Level:	
Title: ENGLISH DIDACTICS			
	be able to understand and implement stu	ident-centred principles in the	

	ate various methods of teaching English as a s			
	-based teaching and specifically the teaching			
	apply the basic didactic principles in planning for instruction; demonstrate knowledge and skills regarding the			
principles of assessment; project profess	ional values in all educational matters.			
Method of delivery:				
Assessment Methods:				
Module Code: EDSN325 (16)	NQ	F-Level:		
Title: ENGLISH DIDACTICS				
Module Outcomes: The student should	be able to understand and implement studen	t-centred principles in the		
language classroom; interpret and evalu	ate various methods of teaching English as a s	second language; demonstrate		
knowledge of the principles of outcomes	-based teaching and specifically the teaching	of language outcomes and skills;		
apply the basic didactic principles in plar	ning for instruction; demonstrate knowledge	e and skills regarding the		
principles of assessment; project profess	ional values in all educational matters.			
Method of delivery:				
Assessment Methods:				
Module Code: EDVN125 (8)	NQ	F-Level:		
Title: ANTI-RACISM, EDUCATION LAW AI	ND VALUES	•		
,	be able to demonstrate knowledge, skills and	values regarding the quest for		
	non-racial democratic educational dispensat			
	alues in education, and deals with education			
	valuate the consequences thereof on studen			
Method of delivery:	valuate the consequences thereof on studen			
Assessment Methods:				
		P Laurali		
Module Code: EGPN125 (8)		(F-Level:		
Title: ENGLISH: SYNTAX FOR THE TEACH				
	be able to synthesise academic knowledge of			
	order to formulate an individual approach to			
	ases; use and teach the appropriate cognitive	academic English required for		
use in the language-teaching-learning sit	uation.			
Method of delivery:				
Assessment Methods:				
Module Code: EGPN315 (8)		F-Level:		
Title: AN INTRODUCTION TO ENGLISH LI				
	pe able to demonstrate knowledge and insigh			
	rpret themes in literary genre and demonstra			
	xts; communicate effectively, both individual			
general and specifically regarding all aspects of the teaching-learning situation; demonstrate the knowledge and skills				
needed to identify and evaluate the values explored in literary texts; demonstrate knowledge of stylistic aspects of				
-				
literary texts in order to use literature fo	r the teaching of language and grammar skills	s; demonstrate an understanding		
literary texts in order to use literature fo of didactic skills and approaches, and ap		s; demonstrate an understanding		
literary texts in order to use literature fo	r the teaching of language and grammar skills	s; demonstrate an understanding		
literary texts in order to use literature fo of didactic skills and approaches, and ap	r the teaching of language and grammar skills	s; demonstrate an understanding		
literary texts in order to use literature fo of didactic skills and approaches, and ap educational phases.	r the teaching of language and grammar skills	s; demonstrate an understanding		
literary texts in order to use literature fo of didactic skills and approaches, and ap educational phases. Method of delivery:	r the teaching of language and grammar skills	s; demonstrate an understanding		
literary texts in order to use literature fo of didactic skills and approaches, and ap educational phases. Method of delivery: Assessment Methods:	r the teaching of language and grammar skills oly these to the teaching of language and lite	s; demonstrate an understanding rature throughout the		
literary texts in order to use literature fo of didactic skills and approaches, and ap educational phases. Method of delivery: Assessment Methods: Module Code: EGPN325 (8) Title: ENGLISH LITERATURE FOR THE TEA	r the teaching of language and grammar skills oly these to the teaching of language and lite	s; demonstrate an understanding rature throughout the IF-Level:		
literary texts in order to use literature fo of didactic skills and approaches, and ap educational phases. Method of delivery: Assessment Methods: Module Code: EGPN325 (8) Title: ENGLISH LITERATURE FOR THE TEA Module Outcomes: The student should	r the teaching of language and grammar skills oly these to the teaching of language and lite NQ CHER	s; demonstrate an understanding rature throughout the F-Level: nt regarding the literary genres of		
literary texts in order to use literature fo of didactic skills and approaches, and ap educational phases. Method of delivery: Assessment Methods: Module Code: EGPN325 (8) Title: ENGLISH LITERATURE FOR THE TEA Module Outcomes: The student should poetry, short stories and young-adult lite	r the teaching of language and grammar skills oly these to the teaching of language and lite NQ CHER De able to demonstrate knowledge and insigh	s; demonstrate an understanding rature throughout the F-Level: It regarding the literary genres of ify, trace and interpret themes in		
literary texts in order to use literature fo of didactic skills and approaches, and ap educational phases. Method of delivery: Assessment Methods: Module Code: EGPN325 (8) Title: ENGLISH LITERATURE FOR THE TEA Module Outcomes: The student should poetry, short stories and young-adult lite literary genre; demonstrate the necessar	r the teaching of language and grammar skills oly these to the teaching of language and lite NQ CHER De able to demonstrate knowledge and insigh rrature in a variety of Afrocentric texts; identi	s; demonstrate an understanding rature throughout the IF-Level: It regarding the literary genres of ify, trace and interpret themes in centric literary texts;		
literary texts in order to use literature fo of didactic skills and approaches, and ap educational phases. Method of delivery: Assessment Methods: Module Code: EGPN325 (8) Title: ENGLISH LITERATURE FOR THE TEA Module Outcomes: The student should I poetry, short stories and young-adult lite literary genre; demonstrate the necessar communicate effectively, both individua	r the teaching of language and grammar skills oly these to the teaching of language and lite CHER De able to demonstrate knowledge and insigh erature in a variety of Afrocentric texts; identi y skills to analyse and critically evaluate Afro	s; demonstrate an understanding rature throughout the IF-Level: It regarding the literary genres of ify, trace and interpret themes in centric literary texts; ecifically regarding all aspects of		

literature for the teaching of language and grammar skills; demonstrate an understanding of didactic skills and approaches and apply this to the teaching of language and literature; demonstrate knowledge, skills and values regarding the literature, language and didactics of English as a first and second language throughout the educational phases.

Method of delivery:

Assessment Methods:

Module Code: ESPN125 (8)

Title: ENGLISH COMMUNICATION: TEACHING ENGLISH ACROSS THE CURRICULUM

Module Outcomes: The student should be able to demonstrate the ability to use and teach English across the curriculum (including the ability to use language for interpersonal and pedagogical purposes in the classroom in order to perform teaching activities in a fluent and confident way); demonstrate the ability to use the academic writing and reading skills required for the teaching of his/her subject, and the ability to teach and assess these skills; demonstrate knowledge of the technical vocabulary of their subject area, as well as the ability to simplify terminology using effective teaching strategies; demonstrate the ability to recognise errors in basic syntax, semantics and phonology and introduce instructional material to remedy basic grammar and language errors; demonstrate the ability to simplify a reading passage, identify keywords, and teach basic reading skills such as skimming and scanning; demonstrate the ability to implement group activities and co-operative learning that create opportunities for content and language acquisition.

Method of delivery:

Assessment Methods:

Module Code: ESPN315 (8)

Title: ENGLISH COMMUNICATION: THE ROLE OF LANGUAGE IN LEARNING

Module Outcomes: The student should be able to demonstrate the ability to design measurable outcomes for content, language, and academic or task skills; simplify input by explaining and simplifying subject content; identify problem areas and vocabulary required for understanding content; set questions that elicit the required response from students; employ intervention strategies where gaps in background knowledge and language skills may prevent students from acquiring new knowledge; promote content area comprehension by representing content graphically, designing supplementary material to explain difficult concepts to students, and designing contextual clues to aid understanding; conceptualise (concretise) academic language by supplying examples, supplementary material and demonstrations of meaning; demonstrate knowledge of technical vocabulary in their subject area, and the ability to simplify terminology through effective teaching strategies; identify and correct errors in basic syntax, semantics and pronunciation made by students; explain subject material fluently and interestingly using voice and register appropriately and effectively; demonstrate the ability to introduce group activities and design worksheets that create opportunities for content and language acquisition; design and apply a variety of assessment strategies in order to allow students to prove their competence in content knowledge and language in a variety of ways.

Method of delivery:

Assessment Methods:

Module Code: ESPN325 (8)

NQF-Level:

NOF-Level:

NOF-Level:

Title: ENGLISH COMMUNICATION: THE ROLE OF LANGUAGE IN LEARNING Module Outcomes: The student should be able to demonstrate the ability to design measurable outcomes for content, language, and academic or task skills; simplify input by explaining and simplifying subject content; identify problem areas and vocabulary required for understanding content; set questions that elicit the required response from students; employ intervention strategies where gaps in background knowledge and language skills may prevent students from acquiring new knowledge; promote content area comprehension by representing content graphically, designing supplementary material to explain difficult concepts to students, and designing contextual clues to aid understanding; conceptualise (concretise) academic language by supplying examples, supplementary material and

demonstrations of meaning; demonstrate knowledge of technical vocabulary in their subject area, and the ability to simplify terminology through effective teaching strategies; identify and correct errors in basic syntax, semantics and pronunciation made by students; explain subject material fluently and interestingly using voice and register appropriately and effectively; demonstrate the ability to introduce group activities and design worksheets that create opportunities for content and language acquisition: design and apply a variety of assessment strategies in order to

allow students to prove their competence in content knowledge and language in a variety of ways.			
Method of delivery:			
Assessment Methods:			
Module Code: FPUN125 (8)		NQF-Level:	
	FRACY		
Title: FOUNDATION PHASE STUDIES: LITERACY Module Outcomes: The student should be able to demonstrate knowledge, skills and values regarding all aspects of			
life-skills in the Foundation Phase, include	•		
Method of delivery:			
Assessment Methods:			
Module Code: FPUN315 (8)		NQF-Level:	
Title: FOUNDATION PHASE STUDIES: NU	MERACY		
Module Outcomes: The student should		and values regarding all aspects of	
life-skills in the Foundation Phase, include			
Method of delivery:			
Assessment Methods:			
Module Code: FPUN325 (8)		NQF-Level:	
Title: FOUNDATION PHASE: LIFE SKILLS F	OR FOUNDATION PHASE LEARNERS		
Module Outcomes: The student should		and values regarding assessment in	
the Foundation Phase as well as the inte			
practical knowledge, skills and values reg			
and mathematical problems.			
Method of delivery:			
Assessment Methods:			
Module Code: GSAN125 (8)		NQF-Level:	
Title: HISTORY: INTER-GROUP RELATION	S IN SOUTH AFRICA (1652 TO 1854)		
Module Outcomes: The student should	be able to evaluate the historical course	of the political, economic and social	
inter-group relations between the white	, Khoisan and black communities from 10	652 to1854.	
Method of delivery:	·		
Assessment Methods:			
Module Code: GSAN315 (8)		NQF-Level:	
Title: HISTORY: BRITISH IMPERIALISM, A	ND AFRIKANER AND BLACK REACTION (1	836 TO 1910)	
Module Outcomes: The student should	be able to demonstrate knowledge, skills	s, attitudes and values regarding	
British imperialism, and the reaction of A			
Method of delivery:			
Assessment Methods:			
Module Code: GSAN325 (8)		NQF-Level:	
Title: HISTORY: POLITICAL DEVELOPMEN	IT IN SOUTH AFRICA (1910 TO 1948)		
Module Outcomes: The student should	be able to demonstrate knowledge, skills	s, values and attitudes regarding black	
and white political development in South	h Africa from 1910 to 1948.		
Method of delivery:			
Assessment Methods: (2 hours)			
Module Code: GSXN125 (16)		NQF-Level:	
Title: HISTORY DIDACTICS			
Module Outcomes: The student should	be able to demonstrate knowledge, skills	s, attitudes and values regarding the	
place of History in OBE, the role of the h	place of History in OBE, the role of the history teacher in a multicultural society, teaching approaches, historical		
excursions, worksheets and questioning.			
Method of delivery:			
Assessment Methods:			
Module Code: GSXN325 (16)		NQF-Level:	
Title: HISTORY DIDACTICS			
Module Outcomes: The student should be able to apply OBE with reference to the planning and design of learning			
programmes, work schedules and lesson plans; demonstrate competence in selecting, using and adjusting teaching			
strategies and teaching resources, and in the design and monitoring of assessment strategies, methods and			
procedures.			
Method of delivery:			
Assessment Methods:			
Module Code: HSCN319 (8)		NOF-Level:	

Title: SOCIAL SCIENCES: LEARNING AREA				
Module Outcomes: The student should	Module Outcomes: The student should be able to demonstrate basic background knowledge of the Learning Area			
Social Sciences; implement creative prob	plem-solving within the Learning Area So	cial Sciences; demonstrate and		
explain the negative influence of human	kind on the environment; argue the influ	ence of resources on the location of		
towns and cities; explain why sustainable	e development and resource managemen	nt are necessary for the existence of		
humankind on earth; demonstrate how	local, national and international societies	function and change; evaluate the		
	rms of government; demonstrate a positi			
towards the social issues of our time.				
Method of delivery:				
Assessment Methods:				
Module Code: LOCN319 (8)		NQF-Level:		
Title: LIFE ORIENTATION: LEARNING ARE	A			
	be able to demonstrate elementary and i	initial knowledge skills and values		
	ly themes from Curriculum 2005: perspec	e .		
	man-rights position, building relationship			
	cesses, career guidance and acquiring a l			
•.	e regarding basic knowledge, skills and va			
Learning Area Life Orientation.	regarding basic knowledge, skins and va	ides in the subject diddeties of the		
Method of delivery:				
Assessment Methods:				
		NOT		
Module Code: NWCN319 (8)		NQF-Level:		
Title: NATURAL SCIENCES: LEARNING A				
	be able to demonstrate a basic understar	-		
•	oratory management and didactics, matt			
	knowledge, skills and values regarding the			
	nt in a well-organised laboratory, scientif			
communication of accumulated data thr	ough reporting, handling of apparatus an	nd technical skills, and understanding		
of the earth as self-sufficient environme	nt that should be managed effectively.			
Method of delivery:				
wiethoù of delivery.				
Assessment Methods:				
		NQF-Level:		
Assessment Methods:		NQF-Level:		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES	be able to demonstrate an understanding	•		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should	be able to demonstrate an understanding to them as a teacher (as described by the	g of the necessary critical outcomes		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should and be empowered to apply and live up	to them as a teacher (as described by the	g of the necessary critical outcomes e seven roles of the teacher);		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should and be empowered to apply and live up demonstrate knowledge, skills and value	to them as a teacher (as described by the es with regard to the RNCS, basic element	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should and be empowered to apply and live up demonstrate knowledge, skills and value	to them as a teacher (as described by the	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p	to them as a teacher (as described by the es with regard to the RNCS, basic element	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery:	to them as a teacher (as described by the es with regard to the RNCS, basic element	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should I and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods:	to them as a teacher (as described by the es with regard to the RNCS, basic element	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8)	to them as a teacher (as described by the es with regard to the RNCS, basic element	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8) Title: COMPUTER LITERACY	to them as a teacher (as described by the swith regard to the RNCS, basic element roblems in general and the "street childr	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the NQF-Level:		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8) Title: COMPUTER LITERACY Module Outcomes: The student should	to them as a teacher (as described by the swith regard to the RNCS, basic element problems in general and the "street childr be able to demonstrate knowledge, skills	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the NQF-Level:		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8) Title: COMPUTER LITERACY Module Outcomes: The student should technology as it is used in education (thi	to them as a teacher (as described by the swith regard to the RNCS, basic element problems in general and the "street childr be able to demonstrate knowledge, skills s includes knowledge of the basic operat	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the NQF-Level: and values regarding computer ion of a computer; skill in the		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8) Title: COMPUTER LITERACY Module Outcomes: The student should technology as it is used in education (thi utilisation of an operational system, wor	to them as a teacher (as described by the swith regard to the RNCS, basic element problems in general and the "street childr be able to demonstrate knowledge, skills	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the NQF-Level: and values regarding computer ion of a computer; skill in the		
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Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should I and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8) Title: COMPUTER LITERACY Module Outcomes: The student should technology as it is used in education (thi utilisation of an operational system, wor the use of electronic mail). Module Code: RPLL111 (48)	to them as a teacher (as described by the es with regard to the RNCS, basic element problems in general and the "street childr be able to demonstrate knowledge, skills s includes knowledge of the basic operat rd processing, spreadsheets and graphics	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the NQF-Level: and values regarding computer ion of a computer; skill in the		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should I and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8) Title: COMPUTER LITERACY Module Outcomes: The student should technology as it is used in education (thi utilisation of an operational system, wor the use of electronic mail). Module Code: RPLL111 (48) Title: RECOGNITION OF PRIOR LEARNING	to them as a teacher (as described by the swith regard to the RNCS, basic element problems in general and the "street childr be able to demonstrate knowledge, skills s includes knowledge of the basic operat rd processing, spreadsheets and graphics	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the NQF-Level: and values regarding computer ion of a computer; skill in the package as well as the Internet and NQF-Level:		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8) Title: COMPUTER LITERACY Module Outcomes: The student should technology as it is used in education (thi utilisation of an operational system, wor the use of electronic mail). Module Code: RPLL111 (48) Title: RECOGNITION OF PRIOR LEARNING Module Outcomes: Students' teaching c	to them as a teacher (as described by the swith regard to the RNCS, basic element problems in general and the "street childr be able to demonstrate knowledge, skills s includes knowledge of the basic operat rd processing, spreadsheets and graphics 5 competence of the following components	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the NQF-Level: and values regarding computer ion of a computer; skill in the package as well as the Internet and NQF-Level: is is recognised and assessed:		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8) Title: COMPUTER LITERACY Module Outcomes: The student should technology as it is used in education (thi utilisation of an operational system, wor the use of electronic mail). Module Code: RPLL111 (48) Title: RECOGNITION OF PRIOR LEARNING Module Outcomes: Students' teaching c fundamental learning, content of Learning	to them as a teacher (as described by the swith regard to the RNCS, basic element problems in general and the "street childr be able to demonstrate knowledge, skills s includes knowledge of the basic operat rd processing, spreadsheets and graphics	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the NQF-Level: and values regarding computer ion of a computer; skill in the package as well as the Internet and NQF-Level: is recognised and assessed: , as well as school and profession.		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should I and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8) Title: COMPUTER LITERACY Module Outcomes: The student should I technology as it is used in education (thi utilisation of an operational system, wor the use of electronic mail). Module Code: RPLL111 (48) Title: RECOGNITION OF PRIOR LEARNING Module Outcomes: Students' teaching c fundamental learning, content of Learnin Module Code: RPLL271 (128)	to them as a teacher (as described by the swith regard to the RNCS, basic element problems in general and the "street childr be able to demonstrate knowledge, skills s includes knowledge of the basic operat rd processing, spreadsheets and graphics 5 competence of the following components ng Area, teaching and learning processes	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the NQF-Level: and values regarding computer ion of a computer; skill in the package as well as the Internet and NQF-Level: is is recognised and assessed:		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should I and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8) Title: COMPUTER LITERACY Module Outcomes: The student should technology as it is used in education (thi utilisation of an operational system, wor the use of electronic mail). Module Code: RPLL111 (48) Title: RECOGNITION OF PRIOR LEARNING Module Outcomes: Students' teaching c fundamental learning, content of Learning Module Code: RPLL271 (128) Title: RECOGNITION OF PRIOR LEARNING	to them as a teacher (as described by the swith regard to the RNCS, basic element problems in general and the "street childr be able to demonstrate knowledge, skills s includes knowledge of the basic operat rd processing, spreadsheets and graphics 5 competence of the following components ng Area, teaching and learning processes 5	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the NQF-Level: and values regarding computer ion of a computer; skill in the package as well as the Internet and NQF-Level: is is recognised and assessed: , as well as school and profession. NQF-Level:		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should I and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8) Title: COMPUTER LITERACY Module Outcomes: The student should technology as it is used in education (thi utilisation of an operational system, wor the use of electronic mail). Module Code: RPLL111 (48) Title: RECOGNITION OF PRIOR LEARNING Module Outcomes: Students' teaching c fundamental learning, content of Learning Module Code: RPLL271 (128) Title: RECOGNITION OF PRIOR LEARNING Module Outcomes: Students' teaching c	to them as a teacher (as described by the es with regard to the RNCS, basic element problems in general and the "street childr be able to demonstrate knowledge, skills s includes knowledge of the basic operat rd processing, spreadsheets and graphics competence of the following components ng Area, teaching and learning processes a competence of the following components	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the NQF-Level: and values regarding computer ion of a computer; skill in the package as well as the Internet and NQF-Level: is is recognised and assessed: , as well as school and profession. NQF-Level:		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should I and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8) Title: COMPUTER LITERACY Module Outcomes: The student should technology as it is used in education (thi utilisation of an operational system, wor the use of electronic mail). Module Code: RPLL111 (48) Title: RECOGNITION OF PRIOR LEARNING Module Outcomes: Students' teaching of fundamental learning, content of Learnin Module Code: RPLL271 (128) Title: RECOGNITION OF PRIOR LEARNING Module Outcomes: Students' teaching of fundamental learning, content of Learnin Module Outcomes: Students' teaching of Component 1: Competencies relating to	to them as a teacher (as described by the swith regard to the RNCS, basic element problems in general and the "street childr be able to demonstrate knowledge, skills s includes knowledge of the basic operat d processing, spreadsheets and graphics competence of the following components ng Area, teaching and learning processes 5 competence of the following components of undamental learning.	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the NQF-Level: and values regarding computer ion of a computer; skill in the package as well as the Internet and NQF-Level: is is recognised and assessed: , as well as school and profession. NQF-Level: is recognised and assessed:		
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Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should I and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8) Title: COMPUTER LITERACY Module Outcomes: The student should I technology as it is used in education (thi utilisation of an operational system, wor the use of electronic mail). Module Code: RPLL111 (48) Title: RECOGNITION OF PRIOR LEARNING Module Outcomes: Students' teaching c fundamental learning, content of Learning Module Code: RPLL271 (128) Title: RECOGNITION OF PRIOR LEARNING Module Outcomes: Students' teaching c fundamental learning, content of Learning Module Outcomes: Students' teaching c Component 1: Competencies relating to Exit level outcome 1.1: Demonstrate cor ways that facilitate own academic learni	to them as a teacher (as described by the swith regard to the RNCS, basic element problems in general and the "street childr be able to demonstrate knowledge, skills s includes knowledge of the basic operat rd processing, spreadsheets and graphics a sompetence of the following components of Area, teaching and learning processes for fundamental learning. mpetence in reading, writing and speaking ng and ability to facilitate learning in the	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the NQF-Level: and values regarding computer ion of a computer; skill in the package as well as the Internet and NQF-Level: is is recognised and assessed: , as well as school and profession. NQF-Level: is is recognised and assessed: g the language(s) of instruction in classroom. Exit level outcome 1.2:		
Assessment Methods: Module Code: OPAN315 (8) Title: TEACHING STUDIES Module Outcomes: The student should I and be empowered to apply and live up demonstrate knowledge, skills and value role of the school with regard to youth p teacher as a professional person. Method of delivery: Assessment Methods: Module Code: RGLN115 (8) Title: COMPUTER LITERACY Module Outcomes: The student should technology as it is used in education (thi utilisation of an operational system, wor the use of electronic mail). Module Code: RPLL111 (48) Title: RECOGNITION OF PRIOR LEARNING Module Outcomes: Students' teaching c fundamental learning, content of Learning Module Outcomes: Students' teaching c fundamental learning, content of Learning Module Outcomes: Students' teaching c fundamental learning teaming to Exit level outcome 1.1: Demonstrate com ways that facilitate own academic learning Demonstrate competence in interpreting	to them as a teacher (as described by the swith regard to the RNCS, basic element problems in general and the "street childr be able to demonstrate knowledge, skills s includes knowledge of the basic operat d processing, spreadsheets and graphics 5 competence of the following components of Area, teaching and learning processes for fundamental learning. mpetence of the following components of fundamental learning. mpetence in reading, writing and speakin, ng and ability to facilitate learning in the g and using numerical and elementary sta	g of the necessary critical outcomes e seven roles of the teacher); ts of classroom management, the ren" problem in particular, the NQF-Level: and values regarding computer ion of a computer; skill in the package as well as the Internet and NQF-Level: is is recognised and assessed: , as well as school and profession. NQF-Level: is is recognised and assessed: g the language(s) of instruction in classroom. Exit level outcome 1.2:		
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area of specialisation (phase/Learning Area) in planning, designing, and reflecting on learning programmes			
appropriate for students and learning co			
Component 3: Competencies relating to		colocting using and adjusting	
Exit level outcome 3.1: In the area of specialisation, demonstrate competence in selecting, using and adjusting teaching strategies in ways which meet the needs of the students and the context. Exit level outcome 3.2:			
	and adminstrating learning environments	-	
-	ell organised. Exit level outcome 3.3: In t	-	
	and assessing student progress and achie		
	o the school and profession. Exit level our	-	
	tion system, the institution where work i	-	
	l outcome 4.2: Demonstrate respect for a	and commitment to the teaching	
profession.			
Module Code: SSCN125 (8)		NQF-Level:	
Title: SESOTHO COMMUNICATION (MT)			
Module Outcomes: The student should	be able to demonstrate the use of effecti	ve language skills in different	
situations (especially in school), knowled	ge of communication skills, and knowled	ge and skills of communication	
resources.		-	
Module Code: SSCN315 (8)		NQF-Level:	
Title: SESOTHO COMMUNICATION (MT)			
	be able to demonstrate effective oral cor	nmunication skills in school for	
	ind teachers; appreciate some cultural m	-	
	ith the multicultural situation in schools;		
•	spects of the teaching-learning situation.		
Module Code: SSCN325 (8)		NQF-Level:	
Title: SESOTHO COMMUNICATION (MT)			
Module Outcomes: The student should	be able to demonstrate effective oral cor	nmunication skills in school for	
communication with students, parents a	ind teachers; appreciate some cultural m	yths so that he/she can communicate	
them to students; help students cope wi	th the multicultural situation in schools.		
Module Code: SSMN125 (8)		NQF-Level:	
Title: SESOTHO		-	
	be able to demonstrate academic knowle	dge regarding grammatical	
	hesise didactic and academic knowledge		
	a first language throughout the different		
	ts for the teaching of language and gram		
approaches to the teaching of language		mai skins, apply didactic skins and	
		NOT Laurely	
Module Code: SSMN315 (8)		NQF-Level:	
Title: SESOTHO			
	be able to demonstrate knowledge with i		
	e; synthesise didactic and academic know	-	
	esotho as first language throughout the e		
effectively in Sesotho in general and esp	ecially regarding all aspects of the teachi	ng-learning situation.	
Method of delivery:			
Assessment Methods: (2 hours)			
Module Code: SSMN325 (8)		NQF-Level:	
Title: SESOTHO			
	be able to demonstrate advanced acader	nic and didactic knowledge with	
		The and didactic knowledge with	
regard to the grammatical structure of S	esotno, and sesotno poetry.		
Module Code: SVXN125 (16)		NQF-Level:	
Title: SESOTHO DIDACTICS			
Module Outcomes: The student should be able to demonstrate knowledge, skills and values regarding the RNCS as it			
applies to the Learning Area Languages (Sesotho); apply it in the school context; demonstrate knowledge and			
understanding of OBE-terminology and its related areas; assess throughout the different educational phases; facilitate			
activities pertaining to language skills (listening, speaking, reading and writing); select and use teaching and learning			
resources effectively.			
Module Code: SVXN325 (16)		NQF-Level:	
Title: SESOTHO DIDACTICS			
Module Outcomes: The student should be able to demonstrate knowledge and skills with regard to assessment			
techniques, methods and strategies; use, manage and facilitate group work in the classroom; demonstrate knowledge			

and skills regarding the teaching of literary works throughout the educational phases; administrate and manage Sesotho in the classroom; apply activities for the teaching of language skills.				
	s for the teaching of language skills.	NQF-Level:		
Module Code: TECK315 (8)		NQF-Level:		
Title: TECHNOLOGY: LEARNING AREA Module Outcomes: The student should be able to demonstrate a basic background knowledge of the Learning Area				
	÷			
Technology; apply the problem-solving a methodology thereof in teaching; demo	•	•		
technology education, and analyse the a				
role that technology education plays in o				
during instruction.				
Module Code: WAPN125 (8)		NQF-Level:		
Title: GENERAL MATHEMATICS: ELEMEN	TARY ALGEBRA			
Module Outcomes: The student should		understanding and skills regarding		
algebra as a generalisation of arithmetic	•			
operations; solve non-routine problems		, , ,		
ways, for example by means of formulae				
gathering, processing, graphic represent				
solving; participate in group work as a m	ethod for the teaching-learning process.			
Module Code: WAPN325 (8)		NQF-Level:		
Title: GENERAL MATHEMATICS				
Module Outcomes: The student should	pe able to demonstrate basic knowledge	, understanding and insight with		
regard to elementary geometry (includir	g points, lines, angles, triangles, quadrila	aterals and polygons, symmetry and		
tesselations, measurement, area of regu	lar and irregular plane figures, volume a	nd capacity).		
Module Code: WIPN125 (8)		NQF-Level:		
Title: MATHEMATICS: ALGEBRAIC NUME	ER SYSTEMS			
Module Outcomes: The student should	be able to demonstrate basic knowledge	, understanding and insight regarding		
number systems by using the properties	of each number system and performing	operations in a specific number		
system; motivate the extension of one n	umber system to another.			
Module Code: WIPN315 (8)		NQF-Level:		
Title: MATHEMATICS: ELEMENTARY STA				
Module Outcomes: The student should	•			
elementary statistics by forecasting the	-			
and independent events by using counti	ng techniques such as permutations and	combinations, and performing real-		
life applications.				
Module Code: WIPN325 (8)		NQF-Level:		
Title: MATHEMATICS: TRIGONOMETRY A				
Module Outcomes: The student should	•			
trigonometry, by solving real-life problem				
trigonometric identities; and regarding a sections, deriving equations, drawing gra				
Module Code: WSXN125 (16)	iphs and identifying the use of the ment			
	S: ALCERRA	NQF-Level:		
Title: MATHEMATICS SUBJECT DIDACTICS: ALGEBRA				
Module Outcomes: The student should be able to demonstrate thorough knowledge, understanding, insight and skill with regard to the planning and execution of powerful teaching-learning opportunities for the learning of school				
algebra, with specific attention to the following: what it means to do mathematics, how mathematics is understood,				
teaching through problem-solving, assessment as an integral part of the teaching and learning of mathematics,				
algebraic reasoning, functions, probability, and data handling.				
Module Code: WSXN325 (16)	,,	NQF-Level:		
Title: MATHEMATICS SUBJECT DIDACTIC	S: GEOMETRY			
Module Outcomes: The student should be able to demonstrate thorough knowledge, understanding and skills				
regarding relevant teaching and learning theories with respect to school geometry, the planning and execution of				
powerful teaching-learning opportunities for all students in the mathematics classroom, with specific attention to the				
following: the development of measurement concepts and concepts relating to geometry (e.g. points, angles, lines,				
triangles, quadrilaterals).				