CALENDAR 2016

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 E Küng

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

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

Butler HG

Coetzee van Rooy AS

Fourie JE

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.
- c) 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.
- 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.

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 schoolleaving 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 x^2 + 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

Admission to the examination

- a) Admission to the examination in any module takes place by obtaining a proof of participation (general rule 2.4.2).
- 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.

Pass requirements of a module and a curriculum

a) The provisions of general rule 2.4.3 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 IURImodules 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) Passing all the modules of which the programme is compiled individually passes the programme.
- e) General rule 2.5.2 stipulate the requirements for a module/ curriculum/qualification to be passed with distinction.

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 2.3.3.
- b) General rule 2.3.4 stipulates the number of credits for which the student may register in a subsequent semester without permission of the Dean.

Termination of studies

The studies of a student may be terminated (general rule 2.4.8).

- a) When the student exceeds the maximum duration of study;
- b) When the student has already received two warnings from the dean and fails for the third time to show satisfactory academic performance

Modules to complete a degree

In order to reach the programme outcomes of a curriculum in this faculty, it is not possible to complete exit level modules (i.e. fourth-year modules) through another institution, such as UNISA, to obtain the qualification at the NWU. If one or more exit level modules are needed to complete a qualification, the student must return to pass the modules. Special requests regarding this matter may be directed via the Dean to the Director of Academic Administration.

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
School of Educational	Advanced Certificate in Education (ACE)
Sciences	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 Curriculum code	Method of delivery	HEQ F level	
	Geography Education	423 123: 0434V	Part-time	5 (6)	
	History Education	423 124: 0435V	Part-time	5 (6)	
Advanced Certificate	Teaching of Physical Science	423 125: 0437V	Part-time	5 (6)	
in Education (ACE)	Professional Educator Development: Life Orientation	423 129: 0447V	Part-time	5 (6)	
(no new registrations 2015)	Professional Educator Development: Mathematical Literacy	423 129: O444V	Part-time	5 (6)	
	Programme: Mathematics Teaching	423 134: 0443V	Part-time	5 (6)	
Not presented from 2012	Programme: Student Support	423 130: O430V	Part-time	5 (6)	
	FIRST BACHELOR DEG	REES			
	Foundation Phase	4BHJ01 O420V First year students register in 2016)	Full-time	6 (7)	
Bachelor of Education (BEd)	Foundation Phase	422 100:0300V (First year students register in 2012)	Full-time	6 (7)	
	Intermediate and Senior Phase	422 101: 0172V to 0179V	Full-time	6 (7)	
	Senior and Further Education and Training Phase	422 102: O180V to O198V	Full-time	6 (7)	
	Senior and Further Education and Training Phase (Technology)	422 112: O199V to O201V	Full-time	6 (7)	

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 65% 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, under the discretion of the senate applicants who have passed Mathematics with at least 40% or Mathematical Literacy on at least a 70% level will be allowed entry into this programme on condition that MTEC 111 and MTEC 121 are taken as bridging modules.
- 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), is required to have passed Physical Sciences with at least 50% and Mathematics with at least 50% in the matriculation examination
- 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	
AFLC121	Language of Conversational Competence: Afrikaans	8	
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	
AFRF111	Afrikaans Eerste taal GSF: Fundamentele Kennis en Multikulturele Kinderliteratuur	12	
AFRF121	Afrikaans Eerste taal GSF: Fonetiek, Fonologie, Fonemiese Bewustheid en die Geskiedenis van kinderliteratuur	12	
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	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
ARTE221	Education art	16	
ARTE311	Education art	16	
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	
ECOE321	Educational Economics	16	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
EDCC112	Professional Studies	8	
EDCC113	Basic Introduction to Education	8	
EDCC114	Introduction to Curriculum and Professional Studies	8	
EDCC115	Critical Components for Curriculum Development for Educators	8	
EDCC116	Work Integrated Learning (Learning in practice; Learning from practice)	8	
EDCC123	Curriculum Development	8	
EDCC124	Work integrated learning	1	
EDCC125	Historical and Political Context of Education in South Africa	8	
EDCC126	Work Integrated Learning (Learning in practice; Learning from practice)	8	
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	
EDTC111	Educational media and technology	8	
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	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
EGDE221	Engineering Graphics and Design	16	
EGDE311	Engineering Graphics and Design	16	
EGDE321	Engineering Graphics and Design	16	
ENFF111	English First Language FP: Foundational Knowledge and Multicultural Children's Literature	12	
ENFF121	English First Language FP: Phonetics, Phonology, Phonemic Awareness and the History of children's Literature	12	
ENGD212	English Methodology: Int and Snr Phase	8	
ENGD322	English Methodology: Snr and FET Phase	8	
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	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
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	
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	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
LABD411	Learning Area Economic Management Science Methodology: Int Phase	16	
LABD421	Learning Area Economic Management Science Methodology: Snr Phase	16	
LAND211	Learning Area Natural Science Methodology: Snr Phase	8	
LAND321	Learning Area Natural Science Methodology: Int Phase	8	
LAND411	Learning Area Natural Science Methodology: Int Phase	16	
LAND421	Learning Area Natural Science Methodology: Snr Phase	16	
LANE211	Learning Area Natural Sciences	16	
LANE221	Learning Area Natural Sciences	16	
LANE311	Learning Area Natural Sciences	16	
LANE321	Learning Area Natural Sciences	16	
LASD211	Learning Area Social Science Methodology: Snr Phase	8	
LASD321	Learning Area Social Science Methodology: Int Phase	8	
LASD411	Learning Area Social Science Methodology: Int Phase	16	
LASD421	Learning Area Social Science Methodology: Snr Phase	16	
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	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
LITA313	Literacy: 1 st Additional Language – English	8	
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	LSFP 112, LSFP122, LSFP212,LSFP 222, LSFP312

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	
LSKS111	Life Skills for Early Childhood Education and	8	
	Development: Health Sciences		
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	
MFPC111	Mathematics for Early Childhood Education and Development: Learning and Teaching Theories and Strategies in Primary Mathematics	12	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
MFPC121	Mathematics for Early Childhood Education and Development: Number sense and operations	12	
MFPF111	Mathematics for the Foundation Phase	8	
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	
MTEC111	Mathematics for Technology	12	
MTEC121	Mathematics for Technology	12	
MTED211	Mechanical Technology Methodology	8	
MTED311	Mechanical Technology Methodology	8	
MTED422	Mechanical Technology 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	

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
SOCF 121	Sesotho communication for mother tongue speakers	8	
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	

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 4BHJ01: (full-time)(PHASING IN 2016)

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 PROGRAMME: 4BHJ01 0420V: FOUNDATION PHASE

(First years register in 2016) FIRST SEMESTER

YEAR LEVEL 1	YEAR LEVEL 2	YEAR LEVEL 3	YEAR LEVEL 4
FIRST SEMESTER	FIRST SEMESTER	FIRST SEMESTER	FIRST SEMESTER

YEAR LEVI	EL 1	YEAR LEVEL	. 2	YEAR LEVEL 3		YEAR LEVEL 4	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory) r	Fundamental (Compulsory) modules		dules	Fundamental (Compulsory) mo	dules	Fundamental (Compulsory) modu	les
EDTC111	8	MTLS211	12	WVOS 312	12	RESF412	8
				EDTM312	8		
Core (Compuls modules	ory)	Core (Compulsory modules	()	Core (Compulsory modules	()	Core (Compulsory) modules	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316		EDCC414	8
EDCC116	8	EDCC216	8			EDCC415	8
Elective modul (Compulsory)	es	Continuation of e modules (Compu		Continuation of elective modules (Compulsory)		Continuation of elective modules (Compulsory)	
MFPC111 LSKS111	12 8	LSKA211	8	MFPC311	8	MFPC411	12
AFRF111 (A) OR ENFF111 (E)	12	AFRF211 (A) OR ENFF211 (E)	12	AFRF211 (A) OR ENFF211 (E)	12	LSPP411	8
		ENAF211	8	ENAF311	8	AFRF411 (A) OR ENFF411 (E)	12
						ENAF411	8
Total 1 st semester	64	Total 1 st semester	64	Total 1 st semester	64	Total 1 st semester	72

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

PROGRAMME: 4BHJ01 0420V: FOUNDATION PHASE (CONTINUED) (First years register in 2016) SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEM	ESTER	SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental		Fundamental		Fundamental		Fundamental	
(Compulsory) modules		(Compulsory) mo	dules	(Compulsory) modules		(Compulsory) modules	

YEAR LEVE	EL 1	YEAR LEVEL	. 2	YEAR LEVEL	. 3	YEAR LEVEL 4	l I
AGLA121 OR AGLE121	12	WVOS222	12			RESF422	8
AFCL121 OR SOCF122	8					LOLT421	3
Core (Compulse modules	ory)	Core (Compulsory modules	()	Core (Compulsory modules	()	Core (Compulsory) modules	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8			EDCC325	8	EDCC424	8
				EDCC326	8		
Continuation o elective modu (Compulsory)	-	Continuation of elective modules (Compulsory)		Continuation of elective modules (Compulsory)		Continuation of elective modules (Compulsory)	
MFPC121	12	MFPC221	12	MFPC321	8	MFPP421	12
AFRF121 (A) OR ENFF121 (E)	12	AFRF221 (A) OR ENFF221 (E)	12	AFRF321 (A) OR ENFF321 (E)	12	AFRF321 (A) OR ENFF321 (E)	12
		ENAF221	8	ENAF321	8	ENAF421	8
		LSKM221	8	LSKN321	8	LSKP421	8
Total 2 nd semester	60	Total 2 nd semester	68	Total 2 nd semester	68	Total 2 nd semester	67
Total level 1	124	Total level 2	132	Total level 3	132	Total level 4	139
					TOTAL FO	R THE CURRICULUM	527

V.1.6 PROGRAMME: BED FOUNDATION PHASE 422 100 (full-time- PHASING OUT)

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

OV.1.6.1 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.1.6.2 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. These modules are spread over four years.

V.1.6.4

CURRICULUM 0300V: FOUNDATION PHASE

(First years register in 2012)(phasing out) FIRST SEMESTER

YEAR LEV	EL 1	YEAR LEV	EL 2	YEAR LEVEL	. 3	YEAR LEVEL	4
FIRST SEME	ESTER	FIRST SEMESTER		FIRST SEMESTER		FIRST SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental		Fundamental		Fundamental		Fundamental	
(Compulsory)	modules	(Compulsory) m	odules	(Compulsory) mo	dules	(Compulsory) modu	ules
CMPF111	8	ENGF 211	8	WVOS 311	12	RESF411	8
						SPSO411 OR	
						PACO411	8
Core (Compuls modules	ory)	Core (Compulso modules	ry)	Core (Compulsory modules	()	Core (Compulsory) modules	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8					EDCC412	8
LSFP112	8	LSFP212	8	LSFP312	8		
Elective modu	les	Continuation of elective		Continuation of elective		Continuation of elective	
(Compulsory)		modules (Compulsory)		modules (Compulsory)		modules (Compulso	ory)
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

NB: Students who did not pass with endorsement must take LEWV112 and LEWV211
CURRICULUM O300V: FOUNDATION PHASE (CONTINUED) (First years register in 2012)(phasing out) SECOND SEMESTER

YEAR LEVE	L 1	YEAR LEVEL	2	YEAR LEVE	L 3	YEAR LEVEL 4	
SECOND SEM	ESTER	SECOND SEME	STER	SECOND SEM	ESTER	SECOND SEMEST	FER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental		Fundamental		Fundamental		Fundamental	
(Compulsory) n	nodules	(Compulsory) mo	dules	(Compulsory) mo	odules	(Compulsory) modul	es
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 (Compulso modules	ory)	Core (Compulsory modules	y)	Core (Compulsor modules	y)	Core (Compulsory) modules	
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
EDCC123	8			EDCC321	8	EDCC421	8
LSFP122	8	LSFP222	16	LSFP321	12		
Continuation or elective modul (Compulsory)		Continuation of e modules (Compu			Continuation of elective Co modules (Compulsory) m		tive y)
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		TOTAL	OR 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	L I
FIRST SEM	IESTER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (C modules	Compulsory)	Fundamental (Compu modules	ulsory)	Fundamental (Compulsory) modules		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 (Compulso modules	ory)	Core (Compulsory) n	Core (Compulsory) modules Core (Compulsory		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 Continuation of elective Elect methodology		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

CURRICULUM O172V: 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 SEME	STER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Comp modules	ulsory)	Fundamental (Compu modules	ilsory)	Fundamental (Compu modules	ilsory)	Fundamental (Compul modules	lsory)
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA 121 OR AGLE 121	12	LANE221	16	LANE321 LAND321	16 8	MBLO421	8
SOCF121 OR SOCF122	8	WVOS221	12			LAND421	16
ENGF121 STEE121 SESE121	8 8 8					Choose Two: AFTB421 ENTB421 SOTB421	2
Core (Compulsory) I	Aodules	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 of elec modules	tive	Continuation of elec modules	tive	Continuation of elective modules and methodology		Elective methodology	
AFRE121	16	AFRE221	16	AFRE321 AFRD322	16 8	AFRD426	16
CATE121	16	CATE221	16	CATE321 TECD321	16 8	TECD421	16
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD426	16
GEOE121	16	GEOE221	16	GEOE311 LASD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 LASD321	16 8	LASD421	16
INTE121	16	INTE221	16	INTE321 TECD321	16 8	TECD421	16
MATE121	16	MATE221	16	MATE321 **MATD312	16 8	MATD421	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
						OR THE CURRICULUM	522

*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 O173V: LEARNING AREA TECHNOLOGY

FIRST SEMESTER

YEAR LEVEL	.1	YEAR LEVE	12	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 (Compulsory) modules		Fundamental (Compu modules	ulsory)	Fundamental (Compulse 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	lodules	Core (Compulsory) N	Aodules	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	Continuation of elec	tive	Continuation of elective		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 LEV	EL 1	YEAR LI	EVEL 2	YEAR LEVEL	. 3	YEAR LE	VEL 4
SECOND SEN	IESTER	SECOND S	EMESTER	SECOND SEME	STER	SECOND SE	MESTER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Comp modules	oulsory)	Fundamental (Con modules	Fundamental (Compulsory) modules		lsory)	Fundamental (Con modules	npulsory)
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 (Compulsory)	Modules	Core (Compulsor	y) Modules	Core (Compulsory) N	Iodules	Core (Compulsory) Module	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of Elective		Continuation of Elective		Continuation of Elective and Methodology		Elective Methodology	
AFRE121	16	AFRE221	16	AFRE321 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 LLOD321	16 8	LLOD421	16
GEOE121	16	GEOE221	16	GEOE321 LASD321	16 8	LASD421	16
HISE121	16	HISE221	16	HISE321 LASD321	16 8	LASD421	16
PHSE121	16	PHSE221	16	PHSE321 LAND321	16 8	LAND421	16
MATE121	16	MATE221	16	MATE321 **MATD312	16 8	MATD421	16
LESE121	16	LESE221	16	LESE321	16		
	77	Total 2 nd	61	Total 2 nd	65	Total 2 nd	59
Total 2 nd							
Total 2 nd semester		semester		semester		semester	

*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 SEMEST	ER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMESTE	R
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compu modules	ilsory)	Fundamental (Compu modules	ulsory)	Fundamental (Compo modules	ulsory)	Fundamental (Compulsory) modules	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
SLOE111 SSSE111	8 8	AFRE111 AFRD212 OR ENGE111 ENGD212	16 8	AFRE211 OR ENGE212	16	SPSO411 OR PACO411	8
				WVOS311	12	AFRD416 OR ENGD416	16
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		Continuation of elec methodology	tive and	Continuation of elective		Elective Methodology	
AFRE111 (not for Learning Area Afrikaans)	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD416	16
ENGE111 (not for Learning Area English)	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD416	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	LABD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	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
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 1 st semester	56	Total 1 st semester	72	Total 1 st semester	68	Total 1 st semester	64

CURRICULUM O174V: LEARNING AREA LANGUAGES (CONTINUED) SECOND SEMESTER

Fundamental (Compulsory modules	Cr y) 8 12 8 8 8 8 8 8	YEAR LEVEL : SECOND SEMES Code Fundamental (Compu modules MATF221 AFRE121 or ENGE122 WVOS221 WVOS221 Core (Compulsory) M EDCC222 *EDCC223 Continuation of elect	ster Cr Ilsory) 8 16 12	VEAR LEVEL SECOND SEMES Code Fundamental (Compu modules EDTM321 AFR0322 OR ENGE221 ENGD322 Core (Compulsory) N EDCC321	STER Cr Ilsory) 8 16 8 16 8	YEAR LEVEL 4 SECOND SEMEST Code Fundamental (Compulsory) modules RESF421 MBL0421 AFRD426 OR ENGD426 Choose Two: AFTB421 ENTB421 SOTB421 Core (Compulsory) Modules	rer Cr Cr 8 8 8 16 2
CodeFundamental (Compulsory modulesLIFF121AGLA121 OR AGLE121SOCF122 OR SOCF122ENGF121LAAC121 SESE121Core (Compulsory) Modu EDCC123EDCC124Continuation of elective modulesAFRE121 (not for Learning Area Afrikaans)ENGE122 (not for Learning Area English)BSTE121CATE121	Cr 8 8 12 8 8 8 8 8 8 1 1	Code Fundamental (Comput modules MATF221 AFRE121 or ENGE122 WVOS221 WVOS221 Core (Compulsory) M EDCC222 *EDCC223	Cr Ilsory) 8 16 12 12 Nodules 8	Code Fundamental (Compu modules EDTM321 AFRE221 AFRD322 OR ENGE221 ENGD322 Core (Compulsory) N	Cr Ilsory) 8 16 8 16 8	Code Fundamental (Compulsory) modules RESF421 MBL0421 AFRD426 OR ENGD426 Choose Two: AFTB421 ENTB421 SOTB421 SOTB421	Cr 8 8 16 2
Fundamental (Compulsory modules	8 12 8 8 8 8 8 8 8 8 1	Fundamental (Compu modules MATF221 AFRE121 or ENGE122 WVOS221 WVOS221 Core (Compulsory) M EDCC222 *EDCC223	Ilsory) 8 16 12 12 Nodules 8	Fundamental (Compu modules EDTM321 AFRE221 AFRD322 OR ENGE221 ENGD322	Ilsory) 8 16 8 16 8 16 8	Fundamental (Compulsory) modules RESF421 MBL0421 AFRD426 OR ENGD426 Choose Two: AFTB421 ENTB421 SOTB421	8 8 16 2
AGLA121 OR AGLE 121 SOCF121 OR SOCF122 ENGF121 LAAC121 SESE121 Core (Compulsory) Modu EDCC123 *EDCC124 Continuation of elective modules AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121 CATE121	8 8 8 8 8 8 1 1	AFRE121 or ENGE122 WVOS221 Core (Compulsory) M EDCC222 *EDCC223	16 12 Nodules 8	AFRE221 AFRD322 OR ENGE221 ENGD322 Core (Compulsory) N	16 8 16 8	MBL0421 AFRD426 OR ENGD426 <u>Choose Two:</u> AFTB421 ENTB421 SOTB421	8 16 2
121 SOCF121 OR SOCF122 ENGF121 LAAC121 SESE121 Core (Compulsory) Modu EDCC123 *EDCC124 Continuation of elective modules AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121	8 8 8 8 1	ENGE122 WVOS221 Core (Compulsory) M EDCC222 *EDCC223	12 Nodules 8	AFRD322 OR ENGE221 ENGD322	8 16 8	AFRD426 OR ENGD426 <u>Choose Two:</u> AFTB421 ENTB421 SOTB421	16
SOCF121 OR SOCF122 ENGF121 LAAC121 SESE121 Core (Compulsory) Modu EDCC123 *EDCC124 Continuation of elective modules AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121	8 8 8 1 1	WVOS221 Core (Compulsory) N EDCC222 *EDCC223	12 Nodules 8	ENGE221 ENGD322	16 8	ENGD426 Choose Two: AFTB421 ENTB421 SOTB421	2
SOCF122 ENGF121 LAAC121 SESE121 Core (Compulsory) Modu EDCC123 *EDCC124 Continuation of elective modules AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121	8 8 8 1 1	Core (Compulsory) M EDCC222 *EDCC223	Aodules 8	ENGD322	8	ENGD426 Choose Two: AFTB421 ENTB421 SOTB421	2
SOCF122 ENGF121 LAAC121 SESE121 Core (Compulsory) Modu EDCC123 *EDCC124 Continuation of elective modules AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121	8 8 8 1 1	Core (Compulsory) M EDCC222 *EDCC223	Aodules 8	Core (Compulsory) N		ENGD426 Choose Two: AFTB421 ENTB421 SOTB421	2
SOCF122 ENGF121 LAAC121 SESE121 Core (Compulsory) Modu EDCC123 *EDCC124 Continuation of elective modules AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121	8 8 8 1 1	Core (Compulsory) M EDCC222 *EDCC223	Aodules 8		Nodules	ENGD426 Choose Two: AFTB421 ENTB421 SOTB421	2
ENGF121 LAAC121 SESE121 Core (Compulsory) Modu EDCC123 *EDCC124 Continuation of elective modules AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121	8 8 8 1 1	EDCC222 *EDCC223	8		Nodules	Choose Two: AFTB421 ENTB421 SOTB421	
LAAC121 SESE121 Core (Compulsory) Modu EDCC123 *EDCC124 Continuation of elective modules AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121	8 8 1 8 1	EDCC222 *EDCC223	8		Nodules	AFTB421 ENTB421 SOTB421	
SESE121 Core (Compulsory) Modu EDCC123 *EDCC124 Continuation of elective modules AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121	8 Iles 8 1	EDCC222 *EDCC223	8		Nodules	ENTB421 SOTB421	
Core (Compulsory) Modu EDCC123 * *EDCC124 Continuation of elective modules AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 ENGE	1 les 8 1	EDCC222 *EDCC223	8		Aodules	SOTB421	
EDCC123 *EDCC124 Continuation of elective modules AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121	8	EDCC222 *EDCC223	8		Aodules	Core (Compulsory) Modu	ıles
*EDCC124 Continuation of elective modules AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121	1	*EDCC223	-	EDCC321			
Continuation of elective modules AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121			1		8	EDCC421	8
modules AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121	16	Continuation of elect	- ÷	*EDCC322	1	*EDCC422	1
AFRE121 (not for Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121	16		tive	Continuation of elec	tive	Elective methodology	
Learning Area Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121	16	modules		modules and methodology			
Afrikaans) ENGE122 (not for Learning Area English) BSTE121 CATE121		AFRE221	16	AFRE321	16	AFRD426	16
ENGE122 (not for Learning Area English) BSTE121 CATE121							
Learning Area English) BSTE121 CATE121	16	ENGE221	16	ENGE321	16	ENGD426	16
BSTE121 CATE121							
CATE121							
	16	BSTE221	16	BSTE321	16	LABD421	16
				LABD321	8		
	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 **MATD312	16 8	MATD421	16
DUCE121	10	DUCE221	10	-	-	1410421	40
PHSE121	16	PHSE221	16	PHSE321 LAND321	16 8	LAND421	16
LESE121	16	LESE221	16	LESE321	8 16		
-	16 77	Total 2 nd semester	16 61	Total 2 nd semester	16 65	Total 2 nd semester	59
			-				
Total level 1 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.1.6.7 CURRICULUM O175V: LEARNING AREA SOCIAL SCIENCES

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL 3		YEAR LEVEL	1
FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMESTE	R	FIRST SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compu modules	ulsory)	Fundamental (Compu modules	ilsory)	Fundamental (Compulso modules	ory)	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) n	nodules	Core (Compulsory) n	nodules	Core (Compulsory) mod	dules	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		Continuation of elect methodology	tive and	Continuation of elective	e	Elective Methodolog	У
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

FIRST SEMESTER

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

YEAR LEVEL 1		YEAR LEVEL 2	2	YEAR LEVEL	3	YEAR LEVEL 4	
SECOND SEMEST	ER	SECOND SEMES	TER	SECOND SEMES	TER	SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsor modules	y)	Fundamental (Comput modules	lsory)	Fundamental (Compu modules	lsory)	Fundamental (Compu modules	lsory)
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) Modu	ules	Core (Compulsory) M	lodules	Core (Compulsory) M	odules	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 module	ive	Continuation of elect module and methodo		Elective methodolog	y
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 8	ENGD426	16
11/25/04			46	ENGD322	-	7500404	
INTE121	16	INTE221	16	INTE321 TECD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321	16	LAND421	16
LIFEIZI	10	LIFEZZI	10	LAND321	8	LAND421	10
LORE121	16	LORE221	16	LORE321	16	LLOD421	16
LONEIZI	10	LONELLI	10	LLOD321	8	100421	10
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
		u			TOTAL FO	OR THE CURRICULUM	522

*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

CURRICULUM 0177V: LEARNING AREA LIFE ORIENTATION

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	4
FIRST SEMEST		FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMES	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compu modules	ilsory)	Fundamental (Compu modules	ilsory)	Fundamental (Compu modules	ilsory)	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 PACO411	8
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	v
module		module and method	ology	module			•
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
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
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

FIRST SEMESTER

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

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

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTE	R	SECOND SEMESTE	R	SECOND SEMESTE	R	SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr

Fundamental (Compuls modules	ory)	Fundamental (Compuls modules	ory)	Fundamental (Compulse modules	ory)	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 ENTB421	2
STEE121	8					SOTB421	
Core (Compulsory) mo	dules	Core (Compulsory) mo	dules	Core (Compulsory) mo	dules	Core (Compulsory) modul	es
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of electiv	e	Continuation of electiv	re	Continuation of electiv	e	Elective methodology	1
module		module		module and methodole	ogy		
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 ENGD322	16 8	ENGD426	16
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		
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
					то	TAL FOR THE CURRICULUM	522

*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

YEAR LEVI	EL 1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	4
FIRST SEME	STER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Com modules	pulsory)	Fundamental (Compu modules	ilsory)	Fundamental (Compu modules	ulsory)	Fundamental (Compulsory modules	
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) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
One of the followi electives	ng	Continuation of elect module and method		Continuation of elective module		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

FIRST SEMESTER

CURRICULUM 0178V: LEARNING AREA ARTS AND CULTURE (CONTINUED) SECOND SEMESTER

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4	
SECOND SEMES	STER	SECOND SEME	STER	SECOND SEME	STER	SECOND SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compu modules	ulsory)	Fundamental (Compo modules	ulsory)	Fundamental (Compo modules	ulsory)	Fundamental (Compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	LAAE121	16	LAAE221 LAAD321	16 8	LAAD421	16
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) r	nodules	Core (Compulsory) r	nodules	Core (Compulsory) modules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elec module	tive	Continuation of elect module	tive	Continuation of elective module and methodology		Elective methodology	
ACCE121	16	ACCE221	16	ACCE321	16	LABD421	16
				LABD321	8		
AFRE121	16	AFRE221	16	AFRE321	16	AFRD426	16
0075404	46	0075004	46	AFRD322	8	1 4 5 5 4 5 4	
BSTE121	16	BSTE221	16	BSTE321 LABD321	16 8	LABD421	16
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
	46	1155004	46	TECD321	8	1.000	46
LIFE121	16	LIFE221	16	LIFE321 LAND321	16 8	LAND421	16
LORE121	16	LORE221	16	LORE321	16	LLOD421	16
				LLOD321	8		10
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
					ΤΟΤΑ	FOR THE CURRICULUM	522

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

OV.1.6.10 CURRICULUM O179V: LEARNING AREA MATHEMATICS

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	4
FIRST SEMES	TER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Comp modules	ulsory)	Fundamental (Compu modules	Fundamental (Compulsory) modules		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) r	nodules	Core (Compulsory) n	nodules	Core (Compulsory) modules		Core (Compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
One of the following electives	ŝ	Continuation of elec 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 8	BSTE311	16	LABD411	16
0		LABD211	-	0.75044		7500.444	4.5
CATE111	16	CATE211 TECD211	16 8	CATE311	16	TECD411	16
ENGE111	16	ENGE212	16	ENGE311	16	ENGD416	16
	10	ENGD212	8		10		10
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 semester	64

FIRST SEMESTER

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

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	.3	YEAR LEVEL 4	
SECONDSEME	STER	SECOND SEME	STER	SECOND SEME	STER	SECOND SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Comp modules	ulsory)	Fundamental (Compo modules	ulsory)	Fundamental (Comp modules	ulsory)	Fundamental (Compulsory) modules	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	MALA221	16	MALA321 **MATD312	16 8	MATD421	16
SOCF121 OR SOCF122	8	WVOS221	12			MBLO421	8
ENGF121	8					Choose Two:	
STEE121	8					AFTB421	2
SESE121	8					ENTB421	
						SOTB421	
Core (Compulsory)	nodules	Core (Compulsory) r	nodules	Core (Compulsory)	nodules	Core (Compulsory) mod	ules
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elect module	tive	Continuation of elec module	tive	Continuation of elec module and method		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 1	133	Total level 2	133	Total level 3			

*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 LEVEL 1		YEAR LEVEL 2		3	YEAR LEVEL 4		
FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMEST	TER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (compu modules	lsory)	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) m	nodules	Core (compulsory) r	nodules	Core (compulsory) r	nodules	Core (compulsory) m	odules	
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		
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16	
		AFRD212	8					
Elective 2 : One of the	e	Continuation of elec	tive 2	Continuation of elective 2		Methodology of elective 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					
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 semester	64	

CURRICULUM O180V: ONDERWYSAFRIKAANS (CONTINUED) SECOND SEMESTER

YEAR LEVE	L 1	YEAR LEVEL 2	2	YEAR LEVEL	. 3	YEAR LEVEL	4	
SECOND SEM	ESTER	SECOND SEMES	TER	SECOND SEME	STER	SECOND SEMES	TER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (com modules	pulsory)	Fundamental (compuls modules	ory)	Fundamental (com modules	pulsory)	Fundamental (comp 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	
<u> </u>	1					SOTB421		
Core (compulsory)		Core (compulsory) mod	1	Core (compulsory)	1	Core (compulsory) m		
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 e and methodo		Methodology of el	ective 1	
AFRE121	16	AFRE221	16	AFRE321	16	AFRD427	16	
				AFRD322	8			
Continuation of	elective 2	Continuation of ele	ctive 2	Continuation of e and methodo		Methodology of el	ective 2	
BSTE121	16	BSTE221	16	BSTE321	16	LABD421	16	
				BSTD321	8			
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	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			
LIFE121	16	LIFE221	16	LIFE321	16	LAND421		
				LIFD321	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 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		4	TOTAL F	OR THE CURRICULUM	522	

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

OV.1.7.5 CURRICULUM O181V: EDUCATIONAL LIFE SCIENCES

FIRST SEMESTER

YEAR LEVEL	1	YEAR LEVEL	YEAR LEVEL 2		3	YEAR LEVEL 4		
FIRST SEMES	TER	FIRST SEMEST	ER	FIRST SEMEST	ER	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	8	
						PACO411		
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		Continuation of		Methodology of		
		elective 1		elective 1		elective 1		
LIFE111	16	LIFE211	16	LIFE311	16	LIFD411	16	
		LAND211	8					
Elective 2 : One of the following	he	Continuation of elec and methodology	tive 2	Continuation of elective 2		Methodology of elective 2		
AFRE111	16	AFRE211 AFRD211	16	AFRE311	16	AFDR417	16	
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	
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16	
MATE111	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16	
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16	
PHSE111	16	PHSE211 ADSD211	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 O181V: EDUCATIONAL LIFE SCIENCES (CONTINUED) SECOND SEMESTER

YEAR LEVEL 1	1	YEAR LEVEL	2	YEAR LEVEL 3		YEAR LEVEL 4	1
SECOND SEMES	TER	SECOND SEME	STER	SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compu modules	llsory)	Fundamental (comp modules	oulsory)	Fundamental (compulsory) modules	1	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) r	Core (compulsory) modules Core modu			Core (compulsory) m	odules
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 electiv methodology	ve 1 and	Methodology of ele	ctive 1
LIFE121	16	LIFE221	16	LIFE321	16	LAND421	16
				LIFD321	8		
Continuation of ele	ective 2	Continuation of el	ective 2	Continuation of electiv methodology	/e 2 and	Methodology of ele	ective 2
AFRE121	16	AFRE221	16	AFRE321 AFRD321	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
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	8 16 8	LLOD421	16
MATE121	16	MATE221	16	MATE321	16	MATD421	16
MATL121	16	MATL221	16	MATD321 MATL321	8	MATD421	16
PHSE121	16	PHSE221	16	MATD321 PHSE321	8 16	ADSD421	16
1505424		1505224		PHSD321	8		
LESE121	16	LESE221	16	LESE321	16	T t Lond	
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

OV.1.7.6 CURRICULUM O182V: EDUCATIONAL INFORMATION TECHNOLOGY

YEAR LEVEL	.1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	.4
FIRST SEMES	TER	FIRST SEMEST	ER	FIRST SEMEST	TER	FIRST SEMES	TER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (comp modules	Fundamental (compulsory) modules		Fundamental (compulsory) modules		ulsory)	Fundamental (compulsory) module	s
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
Core (compulsory)	modules	Core (compulsory) r	nodules	Core (compulsory) modules		Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411 EDCC412	8 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 t following	he	Continuation of elec and methodology	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
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 ADSD211	16 8	CATE311	16	CATD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
EGDE111 EGDE112	8	EGDE211 EGDD211	16 8	EGDE311	16	EGDD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	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 O182V: EDUCATIONAL INFORMATION TECHNOLOGY (CONTINUED)

SECOND SEMESTER

YEAR LEVEL	1	YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMES	STER	SECOND SEMEST	ER	SECOND SEMEST	ER	SECOND SEMES	TER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (comp modules	ulsory)	Fundamental (compulsory) modules	1	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) n	nodules	Core (compulsory) modules			dules	Core (compulsory) m	odules
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Elective 1		Continuation of elective	1	Continuation of election and methodology	ve 1	Methodology electiv	e
INTE121	16	INTE221	16	INTE321 INTD321	16 8	TECD421	16
Continuation of elec	tive 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 ECOD321	16 8	LABD421	16
EGDE121 EGDE122	8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
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
						OR THE CURRICULUM	522

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

FIRST SEMESTER

OV.1.7.7 CURRICULUM O183V ENGLISH FOR EDUCATION

YEAR LEVE	L1	YEAR LEVEL 2		YEAR LEVEL	3	YEAR LEVEL 4		
FIRST SEMES	STER	FIRST SEMEST	TER	FIRST SEMEST	TER	FIRST SEMESTER		
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (com	pulsory)	Fundamental (comp	ulsory)	Fundamental (comp	ulsory)	Fundamental (compulsory)		
modules		modules		modules		modules		
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8	
				WVOS311	12	SPSO411 OR	8	
						PACO411		
Core (compulsory)	e (compulsory) modules Core (compulsory) modules		nodules	Core (compulsory)	nodules	Core (compulsory) modules	-1	
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 elective 1		Methodology of elect	tive 1	
ENGE111	16	ENGE212	16	ENGE311	16	ENGD417	16	
		ENGD212	8					
Elective 2 : One of t	the	Continuation of elec	tive 2	Continuation of elective 2		Methodology of elective 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	
		TECD211	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					
LIFE111	16	LIFE211	16	LIFE311	16	LIFD411	16	
		LAND211	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	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	2	YEAR LEVEL	3	YEAR LEVEL	4
SECOND SEMES	TER	SECOND SEMES	STER	SECOND SEMES	STER	SECOND SEME	STER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (comp modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (compulsory) module	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	odules	Core (compulsory) n	nodules	Core (compulsory) n	nodules	Core (compulsory) m	odules
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 elec	tive 1	Methodology elective	2
				and methodology			
ENGE122	16	ENGE221	16	ENGE321	16	ENGD427	16
				ENGD322	8		
Continuation of elect	tive 2	Continuation of elec	tive	Continuation of elec	tive	Methodology elective	2
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
				BSTD321	8		
CATE121	16	CATE221	16	CATE321	16	TECD421	16
				CATD321	8		
ECOE121	16	ECOE221	16	ECOE321	16	LABD421	16
				ECOD321	8		
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
005404		1005004		LIFD321	8		
LORE121	16	LORE221	16	LORE321	16	LLOD421	16
NATE104	45	NATE 224		LORD321	8	MATD 424	
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	10	MATL221	16		8 16	MATD421	10
IVIAT LIZI	16	IVIA I LZZI	16	MATL321 MATD321	16 8	WIA10421	16
PHSE121	16	PHSE221	16	PHSE321	8 16	LAND421	16
FHJE121	10	FIDEZZI	10	PHSE321 PHSD321	16	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
	122		122	i otal level 5	122		123

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

OV.1.7.8 CURRICULUM O184V: ECONOMICS FOR EDUCATION

YEAR LEVE	L1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVI	EL 4
FIRST SEMES	STER	FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (com modules	pulsory)	Fundamental (comp modules	oulsory)	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) modules		Core (compulsory) n	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	tive 1	Methodology of ele	ctive 1
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16
		LABD211	8				
Elective 2 One of th following	ne	Continuation of electronic and methodology	tive 2	Continuation of elec	tive 2	Methodology of ele	ctive 2
ACCE111	16	ACCE211	16	ACCE311	16	ACCD411	16
		ADSD211	8				
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
		AFRD212	8				
BSTE111	16	BSTE211	16	BSTE311	16	BSTD411	16
		ADSD211	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 8	GEOE311	16	GEOD411	16
1005444	10	LASD211	-	1005244	46		10
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16
INTF111	16	INTE211	16	INTE311	16	INTD411	16
INICITI	10	TECD211	8	INTEST	10	INID411	10
LIFE111	16	LIFE211	16	LIFE311	16	LIFD411	16
		LAND211	8				10
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	64
						semester	

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

CURRICULUM O184V: ECONOMICS FOR EDUCATION (CONTINUED) SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMES	STER	SECOND SEMES	STER	SECOND SEMEST	ER
Code	Cr	Code Cr		Code	Cr	Code	Cr

Fundamental (compulsor modules	y)	Fundamental (comp modules	ulsory)	Fundamental (comp modules	ulsory)	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) modul	es	Core (compulsory) n	nodules	Core (compulsory) m	nodules	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 elec and methodology	tive 1	Methodology elective 1	
ECOE121	16	ECOE221	16	ECOE321	16	LABD421	16
				ECOD321	8		
Continuation of elective 2	!	Continuation of elec	tive 2	Continuation of elec and methodology	tive 2	Metholodology elective	2
ACCE121	16	ACCE221	16	ACCE321	16	ADSD421	16
				ACCD321	8		
AFRE121	16	AFRE221	16	AFRE321	16	AFRD427	16
				AFRD322	8		
BSTE121	16	BSTE221	16	BSTE321	16	ADSD421	16
				BSTD321	8		
CATE121	16	CATE221	16	CATE321	16	TECD421	16
				CATD321	8		
ENGE122	16	ENGE221	16	ENGE 321	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
				INTD321	8		
LIFE121	16	LIFE221	16	LIFE321	16	LAND421	16
				LIFD321	8		
LORE121	16	LORE221	16	LORE321	16	LLOD421	16
				LORD321	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.1.7.9 CURRICULUM O185V: HISTORY FOR EDUCATION

FIRST SEMESTER

YEAR LEVEL	1	YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMESTE	R
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compo modules	Fundamental (compulsory) modules		Fundamental (compulsory) modules		ulsory)	Fundamental (compulsory) modules	
CMPF111	8	ENGF211 8		MATF311	8	RESF411	

				WVOS311	12	SPSO411 OR PACO411	8
Core (compulsory) r	nodules	Core (compulsory) modules		Core (compulsory) modules		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 th following	ne	Continuation of elec and methodology	tive 2	Continuation of elec	tive 2	Methodology of elect	ive 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
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	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 1 st semester	72	Total 1 st semester	68	Total 1 st semester	64

CURRICULUM 0185V: HISTORY FOR EDUCATION (CONTINUED) SECOND SEMESTER

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	. 4
SECOND SEMES	TER	SECOND SEMES	STER	SECOND SEME	STER	SECOND SEME	STER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compo modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (compulsory) module	25
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
ENGF121	8	WVOS221	12			MBLO421	8
AGLA121 OR AGLE121	12					Choose Two: AFTB421	2
SOCF121 OR SOCF122	8					ENTB421 SOTB421	
Core (compulsory) m	odules	Core (compulsory) m	odules	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 ele	ective 1	Continuation of el and methodol		Methodology of e	lective 1
HISE121	16	HISE221	16	HISE321 HISD321	16 8	LASD421	16
Continuation of ele	ective 2	Continuation of ele	ective 2	Continuation of el and methodol		Methodology of e	lective 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	ADSD421	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 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 FO	OR THE CURRICULUM	522

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

OV.1.7.10 CURRICULUM O186V: GEOGRAPHY FOR EDUCATION

FIRST SEMESTER

YEAR LEVE	. 1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVE	.4
FIRST SEMES	TER	FIRST SEMESTER		FIRST SEMEST	ER	FIRST SEMES	TER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (comp modules	-	Fundamental (comp modules	-	Fundamental (comp modules	-	Fundamental (compulsory) modul	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
Core (compulsory)	modules	Core (compulsory) n	nodules	Core (compulsory) n	nodules	Core (compulsory) n	nodules
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411 EDCC412	8 8
EDCC113	8	EDCC212	8	EDCC313	8		
Elective 1	1	Continuation of elec	tive 1	Continuation of elec	tive 1	Methodology of elec	tive 1
GEOE111	16	GEOE211	16	GEOE311	16	GEOD411	16
		LASD211	8				
Elective 2 : One of t following	he	Continuation of elec and methodology	tive 2	Continuation of elec	tive 2	Methodology of elec	tive 2
ACCE111	16	ACCE211	16	ACCE311	16	ACCD411	16
		LABD211	8				
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
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
EGDE111	8	EGDE211	16	EGDE311	16	EGDD411	16
EGDE112	8	EGDD211	8				
HISE111	16	HISE211 ADSD211	16 8	HISE311	16	HISD411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	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 O186V: GEOGRAPHY FOR EDUCATION (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 SEMEST	TER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (comp 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	8					Choose Two: AFTB421 ENTB421	2
ENGF121	8					SOTB521	
Core (compulsory) m	odules	Core (compulsory) n	nodules	Core (compulsory) m	odules	Core (compulsory) mod	lules
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 elective 1 and methodology		Methodology elective	
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421	16
Continuation of elec	tive 2	Continuation of elec	tive	Continuation of elec	tive	Methodology elective	1
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 2 Schiester							

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

OV.1.7.11 CURRICULUM O187V: LIFE ORIENTATION FOR EDUCATION

FIRST SEMESTER

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVE	4
FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMEST	rer	FIRST SEMES	TER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compo modules	ulsory)	Fundamental (Comp modules	ulsory)	Fundamental (Comp modules	oulsory)	Fundamental (Compulsory) modul	es
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
Core (Compulsory) m	Core (Compulsory) modules Core (Compulsory) modules		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 Module 1		Continuation of elect and methodology	tive 1	Continuation of elec	tive 1	Methodology of elec	tive 1
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16
Elective 2 One of the following		Continuation of elect and methodology	tive 2	Continuation of elec	tive 2	Methodology of elec	tive 2
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	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 O187V: LIFE ORIENTATION FOR EDUCATION (CONTINUED) SECOND SEMESTER

		SECOND			_		
YEAR LEVEL		YEAR LEVEL		YEAR LEVEL		YEAR LEVEL 4	
SECOND SEMES		SECOND SEMES		SECOND SEMES		SECOND SEMEST	
Code Fundamental (Comp modules	Cr ulsory)	Code Fundamental (Comp modules	Cr ulsory)	Code Fundamental (Comp modules	Cr ulsory)	Code Fundamental (Compulsory) modules	Cr
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 el	ective 1	Continuation of elec	tive 1	Methodology of electiv	e 1
				and methodology			
LORE121	16	LORE221	16	LORE321 LORD321	16 8	LLOD421	16
Continuation of ele	ective 2	Continuation of el	ective 2	Continuation of ele and methodol		Methodology of electiv	e 1
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
ENGE122	16	ENGE 221	16	ENGE321 ENGD322	16 8	ENGD427	16
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
EGDE121	8	EGDE221	16	EGDE321	16	EGDD421	16
EGDE122	8			EGDD321	8		
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 TECD321	16 8	TECD421	16
LIFE121	16	LIFE221	16	LIFE321 LAND321	16 8	LAND421	16
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	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
		1		1			

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

OV.1.7.12 CURRICULUM O190V: PHYSICAL SCIENCES FOR EDUCATION

FIRST SEMESTER

YEAR LEVEL	L	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4	
FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMESTE	R
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compu	ulsory)	Fundamental (Comp	ulsory)	Fundamental (Comp	ulsory)	Fundamental	
modules		modules		modules		(Compulsory) modules	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR	8
						PACO411	
Core (Compulsory) m	(Compulsory) modules Core (Compulsory) modules C		Core (Compulsory) n	nodules	Core (Compulsory) modules		
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective		Continuation of elec	tive 1	Continuation of elec	tive 1	Methodology of electiv	e 1
Module 1		and methodology					
PHSE111	16	PHSE211	16	PHSE311	16	PHSD411	16
		LAND211	8				
Elective 2		Continuation of elec	tive 2	Continuation of elec	tive 2	Methodology of electiv	e 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				
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		4.5		46
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	16
INTE111	16	INTE211	16	INTE311	16	INTD411	16
	10	TECD211	8	INTLUIT	10	110411	10
LIFE111	16	LIFE211	16	LIFE311	16	LIFD411	16
	10	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	64
						semester	

CURRICULUM 0190V: PHYSICAL SCIENCES 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	
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) 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 elective 1		Continuation of elective 1		Continuation of elective 1 and methodology		Methodology of elective 1	
				PHSD321	8		
Continuation of elective 2		Continuation of elective 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 AFRD322	16 8	AFRD427	16
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
ENGE122	16	ENGE 221	16	ENGE321 ENGD322	16 8	ENGD427	16
EGDE121 EGDE122	8 8	EGDE221	16	EGDE321 EGDD321	16 8	EGDD421	16
GEOE122	16	GEOE221	16	GEOE321	16	LASD421	16
HISE121	16	HISE221	16	GEOD321 HISE321	8 16	LASD421	16
INTE121	16	INTE221	16	HISD321 INTE321	8	TECD421	16
LIFE121	16	LIFE221	16	INTD321 LIFE321	8	ADSD421	16
MATE121	16	MATE221	16	LIFD321 MATE321 MATD321	8 16 8	MATD421	16
MATL121	16	MATL221	16	MATD321 MATL321 MATD321	8 16 8	MATD421	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
	1	1	1	1		L FOR THE CURRICULUM	522

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

OV.1.7.13 CURRICULUM O191V: BUSINESS STUDIES FOR EDUCATION					
FIRST SEMESTER					

YEAR LEVEL 1	YEAR LEVEL 2	YEAR LEVEL 3	YEAR LEVEL 4

FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compulsory)		Fundamental (Compulsory)		Fundamental (Compulsory)		Fundamental	
modules		modules		modules		(Compulsory) module	S
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				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
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective		Continuation of elective 1		Continuation of elective 1		Methodology of elective 1	
Module 1		and methodology					
BSTE111	16	BSTE211	16	BSTE311	16	BSTD411	16
		LABD211	8				
Elective 2 One of the following		Continuation of elective 2 and methodology		Continuation of elective 2		Methodology of elective 2	
ACCE111	16	ACCE211	16	ACCE311	16	ACCD411	16
		ADSD211	8				
AFRE111	16	AFRE211	16	AFRE311	16	AFRD417	16
		AFRD212	8				
ECOE111	16	ECOE211	16	ECOE311	16	ECOD411	16
		ADSD211	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	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				
LESE111	16	LESE211	16	LESE311	16		
Total 1st semester	56	Total 1st semester	72	Total 1st semester	68	Total 1st semester	64
CURRICULUM O191V: BUSINESS STUDIES FOR EDUCATION (CONTINUED) SECOND SEMESTER

		1		CATION (CONTINUI	-, 3	SECOND SEMESTER		
YEAR LEVEL 1		YEAR LEVEL		YEAR LEVEL 3		YEAR LEVEL 4		
SECOND SEMESTE	R	SECOND SEMES	STER	SECOND SEMEST	ER	SECOND SEMEST	ER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (Compulso 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	ules	Core (Compulsory) n	nodules	Core (Compulsory) mo	dules	Core (Compulsory) mod	ules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8	
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1	
Continuation of elect	ive 1	Continuation of ele	ective 1	Continuation of election	ve 1	Methodology of elective	21	
				and methodology				
BSTE121	16	BSTE221	16	BSTE321	16	LABD421	16	
				BSTD321	8			
Continuation of elect	ive 2	Continuation of ele	ective 2	Continuation of elect and methodolog		Methodology of elective	21	
ACCE121	16	ACCE221	16	ACCE321	16	ADSD421	16	
				ACCD321	8			
AFRE121	16	AFRE221	16	AFRE321	16	AFRD427	16	
				AFRD322	8			
ECOE121	16	ECOE221	16	ECOE321	16	ADSD421	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	
				TECD321	8			
LIFE121	16	LIFE221	16	LIFE321	16	LAND421	16	
				LIFD321	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			
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.1.7.14 CURRICULUM O192V: ACCOUNTING FOR EDUCATION

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	ulsory)	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) m	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 1		Continuation of ele	ective 1	Continuation of el	ective 1	Methodology of e	lective 1
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
Elective 2 : One of the following	e	Continuation of elec and methodology	tive 2	Continuation of elective 2		Methodology of elect	tive 2
BSTE111	16	BSTE211 ADSD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
ECOE111	16	ECOE211 ADSD211	16 8	ECOE311	16	ECOD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
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 O192V: ACCOUNTING FOR EDUCATION (CONTINUED) SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	. 4
SECOND SEMEST	ER	SECOND SEMES	STER	SECOND SEMES	STER	SECOND SEME	STER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compul modules	sory)	Fundamental (comp modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (compulsory) modul	es
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8
AGLA121 OR AGLE121	12	WVOS221	12			MBLO421	8
ENGF121	8					Choose Two:	
SOCF121 OR	8					AFTB421	
SOCF122						ENTB421	2
						SOTB421	
Core (compulsory) mo	dules	Core (compulsory) n	nodules	Core (compulsory) n	odules	Core (compulsory) m	odules
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 elective 1 and methodology		elective 1
ACCE121	16	ACCE221	16	ACCE321	16	LABD421	16
				ACCD321	8		
Continuation of elec	tive 2	Continuation of el	ective 2	Continuation of elective 2 and methodology		Methodology of elective	
BSTE121	16	BSTE221	16	BSTE321	16	ADSD421	16
				BSTD321	8		
CATE121	16	CATE221	16	CATE321	16	TECD421	16
				CATD321	8		
ECOE121	16	ECOE221	16	ECOE321	16	ADSD421	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		
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 ^{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

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

OV.1.7.15 CURRICULUM O193V: EDUCATIONAL COMPUTER APPLICATIONS TECHNOLOGY

YEAR LEVEL 1	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVE	.4
FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMES	TER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (Compu modules	ulsory)	Fundamental (Comp modules	ulsory)	Fundamental (Comp modules	ulsory)	Fundamental (Compulsory) modu	es
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
Core (Compulsory) m	odules	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 elec	tive 1
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
Elective 2 One of the following		Continuation of elec and methodology	tive 2	Continuation of elec	tive 2	Methodology of elec	tive 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
EGDE111 EGDE112	8 8	EGDE211 EGDD211	16 8	EGDE311	16	EGDD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
GEOE111	16	GEOE211 LAND211	16 8	GEOE311	16	GEOD411	16
INTE111	16	INTE211 ADSD211	16 8	INTE311	16	INTD411	16
HISE111	16	HISE211 LASD211	16 8	HISE311	16	HISD411	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 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)	y) Fundamental (Compulsory) Fundamental (Compulsory) modules		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	2
						SOTB421	
Core (Compulsory) modu		Core (Compulsory) n	1	Core (Compulsory) n	1	Core (Compulsory) mod	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1
Continuation of elect	ive 1	Continuation of el	ective 1	Continuation of elec and methodology	tive 1	Methodology of elective	21
CATE121	16	CATE221	16	CATE321 CATD321	16 8	TECD421	16
Continuation of elect	ive 2	Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elective 1	
ACCE121	16	ACCE221	16	ACCE321	16	LABD421	16
				ACCD321	8		
AFRE121	16	AFRE221	16	AFRE321	16	AFRD427	16
5005101	4.5	5005004	46	AFRD322	8	1.000.000	
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421	16
ENGE122	16	ENGE221	16	ENGE321	16	ENGD427	16
	10	LINGLZZI	10	ENGD322	8	ENGD427	10
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		
LIFE121	16	LIFE221	16	LIFE321	16	LAND421	16
	_			LIFD321	8		
INTE121	16	INTE221	16	INTE321	16	ADSD421	16
MATEADA	10	NAATE224	10	TECD321	8	MATD 424	10
MATE121	16	MATE221	16	MATE321 MATD312	16 8	MATD421	16
MATL121	16	MATL221	16	MATL321	8 16	MATD421	16
WATL121	10	WIAILZZI	10	MATD312	8	WAID421	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
	100					L FOR THE CURRICULUM	522

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

OV.1.7.16 CURRICULUM O194V: MATHEMATICS FOR EDUCATION

FIRST SEMESTER

YEAR LEVEL 1	YEAR LEVEL 1 YEAR LEVEL 2 YEAR LEVEL 3		3	YEAR LEVEL	4		
FIRST SEMESTI	ER	FIRST SEMEST	ER	FIRST SEMES	rer	FIRST SEMEST	ER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (compu modules	ilsory)	Fundamental (comp modules	ulsory)			Fundamental (compul modules	sory)
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR	8
						PACO411	
Core (compulsory) m	odules	Core (compulsory) m	nodules	Core (compulsory) n	nodules	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 the following		Continuation of elec and methodology	tive 2	Continuation of elec	tive 2	Methodology of electi	ve 2
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
	46	LASD211	8	1175044			
INTE111	16	INTE211	16	INTE311	16	INTD411	16
1155111	16	TECD211	8	1155211	16	LIED 411	16
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
LORE111	16	LAND211 LORE211	8 16	LORE311	16	LORD411	16
LONEIII	10	LLOD211	16	LUNEDII	10	LUND411	10
PHSE111	16	PHSE211	16	PHSE311	16	PHSD411	16
11100111	10	LAND211	8	1135311	10	1130411	10
LESE111	16	LESE211	16	LESE311	16		
-	-	-	72	Total 1st semester	68		64

CURRICULUM 0194V: MATHEMATICS 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 (comp modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (compulse modules	ory)	
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 SOTB421	2	
Core (compulsory) module	s	Core (compulsory) n	nodules	Core (compulsory) m	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 elec	tive 1	Continuation of elec and methodology	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 elec 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			
		Lond .	61	Total 2 nd semester	65	Total 2 nd semester	59	
Total 2 nd semester	77	Total 2 nd semester	61	Total 2 Semester	05	Total 2 semester	59	

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

OV.1.7.17 CURRICULUM O195V: MATHEMATICAL LITERACY

YEAR LEVEL	1	YEAR LEVEL 2		YEAR LEV	'EL 3	YEAR LEVEL	4
FIRST SEMES	TER	FIRST SEMES	TER	FIRST SEM	ESTER	FIRST SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (comp modules	ulsory)	Fundamental (comp modules	oulsory)	Fundamental (compulsory) modules		Fundamental (compulsory) modules	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR PACO411	8
Core (compulsory) n	nodules	Core (compulsory) r	nodules	Core (compulsory) modules	Core (compulsory) modules	
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Elective 1		Continuation of elec and methodology	ctive 1	Continuation of e	lective 1	Methodology of elect	ive 1
MATL112	16	MATL212 MATD211	16 8	MATL311	16	MATD411	16
Elective 2 One of the following	2	Continuation of electronic and methodology	ctive 2	Continuation of e	lective 2	Methodology of elect	ive 2
ACCE111	16	ACCE211 LABD211	16 8	ACCE311	16	ACCD411	16
AFRE111	16	AFRE211 AFRD212	16 8	AFRE311	16	AFRD417	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
CATE111	16	CATE211 TECD211	16 8	CATE311	16	CATD411	16
EGDE111 EGDE112	8	EGDE211 EGDD211	16 8	EGDE311	16	EGDD411	16
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	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
LORE111	16	LORE211 LLOD211	16 8	LORE311	16	LORD411	16
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	PHSD411	16
LESE111	16	LESE211	16	LESE311	16		
		1	1	1		1	1

CURRICULUM 0195V: MATHEMATICAL LITERACY (CONTINUED) SECOND SEMESTER

		JL	COND	JEIVILGTER				
YEAR LEVEL 1		YEAR LEVEL		YEAR LEVEL		YEAR LEVEL 4		
SECOND SEMESTER	2	SECOND SEMESTER		SECOND SEMES	STER	SECOND SEMESTE	ER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (compulsory modules	()	Fundamental (compu modules	ulsory)	Fundamental (compo modules	ulsory)	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 SOTB421	2	
Core (compulsory) modul	es	Core (compulsory) m	odules	Core (compulsory) m	odules	Core (compulsory) mod	lules	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8	
*EDCC124	1	*EDCC223	1	*EDCC322	1	*EDCC422	1	
Elective 1		Continuation of elect	ive 1	Continuation of elect methodology	tive 1 and	Methodology elective 1	L	
MATL121	16	MATL221	16	MATL321 MATD321	16 8	MATD421	16	
Continuation of elective 2		Continuation of elect	tive 2	Continuation of elect methodology	tive 2 and	Metholodology elective	e 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			
	77	Total 2 nd semester	61	Total 2 nd semester	65	Total 2 nd semester	59	
Total 2 nd Semester		Total 2 Semester	01	Total 2 Semester	05	Total 2 Schiester		

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

OV.1.7.18 CURRICULUM O198V: ENGINEERING GRAPHICS AND DESIGN

YEAR LEVE	EL 1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL	. 4
FIRST SEME	STER	FIRST SEMEST	ER	FIRST SEMEST	ER	FIRST SEMES	TER
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (com	npulsory)	Fundamental (comp	ulsory)	Fundamental (comp	ulsory)	Fundamental (compu	lsory)
modules		modules		modules		modules	
CMPF111	8	ENGF211	8	MATF311	8	RESF411	8
				WVOS311	12	SPSO411 OR	8
						PACO411	
Core (compulsory)	modules	Core (compulsory) n	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 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 following	the	Continuation of elec and methodology	tive 2	Continuation of elective 2 Meth		Methodology of elective 2	
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 O198V: ENGINEERING GRAPHICS AND DESIGN (CONTINUED) SECOND SEMESTER

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4	AR LEVEL 4	
SECOND SEMES	STER	SECOND SEMES	STER	SECOND SEME	STER	SECOND SEMEST	ER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (comp modules	ulsory)	Fundamental (compo modules	ulsory)	Fundamental (comp modules	ulsory)	Fundamental (compulso modules	ory)	
LIFF121	8	MATF221	8	EDTM321	8	RESF421	8	
AGLA121 OR	12	WVOS221	12	EDTIVISZI	0	MBLO421	8	
AGLE121 OK	12	WV03221	12			WIDLO421	0	
ENGF121	8					Choose Two:		
SOCF121 OR	8					AFTB421	2	
SOCF122						ENTB421		
- /						SOTB421		
Core (compulsory) m	1	Core (compulsory) m	1	Core (compulsory) n	1	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 el and methodol		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 elective 2 and methodology		Methodology of elective 2		
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			
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	
		<u> </u>		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	
						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 curriculums

Curriculums 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

The FET technology programme is required to have passed Mathematics in the Matriculation examiniation with at least 50%. However, under the discretion of the senate applicants who have passed Mathematics with at least 40% or Mathematical Literacy on at least a 70% level will be allowed entry into this programme on condition that MTEC 111 and MTEC 121 are taken as bridging modules.

OV.1.7.20 CURRICULUM O199V: MECHANICAL TECHNOLOGY

YEAR LEVEL	1	YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4	
SECOND SEMES	STER	SECOND SEMES	STER	SECOND SEMES	STER	SECOND SEMEST	ER
Code	Cr	Code	Cr	Code Cr Code			Cr
Fundamental (compo modules	ulsory)	Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compuls modules	ory)
CMPF111	8	WSKT212	8	WVOS311	12	RESF411	8
		ENGF211	8			SPSO411 OR	
						PACO411	8
Core (compulsory) m	pulsory) modules Core (compulsory) mod		odules	Core (compulsory) m	odules	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 ele	ctive 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 semester	56	Total 1st semester	80	Total 1st semester	60	Total 1st semester	64

FIRST SEMESTER

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

CURRICULUM 0199V: MECHANICAL TECHNOLOGY (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4		
SECOND SEM	ESTER	SECOND SEM	ESTER	SECOND SEM	IESTER	SECOND SEMEST	ER	
Code	Cr	Code	Cr	Code Cr Code		Code	Cr	
Fundamental (com modules	pulsory)	Fundamental (com modules	pulsory)	Fundamental (compulsory) modules) Fundamental (compulsory modules		
LIFF121	8	WSKT222	8	EDTM321	8	RESF421	8	
AGLA121 OR AGLE121	12	WVOS221	12			Choose Two: AFTB421 ENTB421 SOTB421	2	
ENGF121	8							
WSKT121	8							
SOCF 121 OR SOCF 122	8				I			
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 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	
TOTAL FOR THE CURRICULUM					522			

*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

FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMES	TER	SECOND SEMES	SECOND SEMESTER SECOND SEMESTER		STER	SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr

Fundamental (compulsory) modules		Fundamental (compulsory) modules		Fundamental (compulsory) modules		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	odules	Core (compulsory) m	odules	Core (compulsory) mod	ules
EDCC112	8	EDCC213	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC212	8	EDCC313	8	EDCC412	8
Continuation of ele	ective 2	Continuation of elective 2		Continuation of elective 2 and methodology		Methodology of elec	ctive 2
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

CURRICULUM O200V: CIVIL TECHNOLOGY (CONTINUED)

SECOND SEMESTER

YEAR LEVEL 1		YEAR LEVEL	2	YEAR LEVEL	3	YEAR LEVEL 4		
SECOND SEME	STER	SECOND SEME	STER	SECOND SEME	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 (compulsory) modules		
LIFF121	8	WSKT222	8	EDTM321	8	RESF421	8	
AGLA121 OR AGLE121	12	WVOS221	12			<u>Choose Two:</u> AFTB421		
ENGF121	8					ENTB421	2	
WSKT121	8					SOTB421		
SOCF 121 OR SOCF 122	8							
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 el	ective 2	Continuation of elective 2		Continuation of el and methodol		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	
TOTAL FOR THE CURRICULUM					522			

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

OV.1.7.22 CURRICULUM O201V: ELECTRIC TECHNOLOGY

FIRST SEMESTER

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVE	4
SECOND SEMES	TER	SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
Fundamental (comp	ulsory)	Fundamental (comp	ulsory)	Fundamental (comp	ulsory)	Fundamental	
modules		modules		modules		(compulsory) modul	es
CMPF111	8	WSKT212	8	WVOS311	12	RESF411	8
		ENGF211	8				
						SPSO411 OR	8
						PACO411	
Core (compulsory) modules		Core (compulsory) modules		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 elective 2		Continuation of ele and methodol		Methodology of e	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	56	Total 1 st semester	80	Total 1 st semester	60	Total 1 st semester	64
semester							

CURRICULUM O201V: ELECTRIC TECHNOLOGY (CONTINUED)

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEV	EL 3	YEAR LEVEL 4		
SECOND SEM	ESTER	SECOND SEM	ESTER	SECOND SEM	IESTER	SECOND SEMEST	ER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr	
Fundamental (com modules	pulsory)	Fundamental (com modules	pulsory)	Fundamental (compulsory) modules		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		
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			
		ETEE221	16	ETEE321	16	ETEE422	16	
				ETED321	8	ETED421	8	
STEE121	8							
Total 2 nd	77	Total 2 nd	61	Total 2 nd	65	Total 2 nd	59	
semester		semester		semester		semester		
Total level 1	133	Total level 2	141	Total 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.1.8 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 MODULES

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:

- a) possess scientific knowledge and insight regarding Physical Science teaching (GET-band);
- 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 (Year 1) Second-semester modules						
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 credits for the curriculum						

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:

- a) possess scientific knowledge and insight regarding Mathematics teaching (GET-band);
- 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);
- 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 Mathematics teaching (GET-band).

OV.2.5.2 Additional requirements

Mathematics for Grade 12 is a prerequisite for this ACEcurriculum.

OV.2.5.3 Composition of curriculum: O443V

YEAR LEVEL 4						
First-semester modules (Yea	Second-semester modules	s (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	72					
Total credi	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.

YEAR LEVEL 4						
First-semester modules ()	'ear 1)	Second-semester modules (Year 2)				
Code	Code Ct		Ct			
ORAK511	8	ORAK521	8			
FSET511	8	NVMI521	8			
GSGK511	16	GGGK521	16			
ORLK511	8	ORLK521	8			
EUCE511	8	HIVA521	8			
GBGK511	16	GKLK521	16			
Total 1st semester	64	Total 2nd semester	64			
Total c	128					

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.

OV.2.7.2 Composition of curriculum: O447V

YEAR LEVEL 4						
First-semester modules (Yea	ar 1)	Second-semester module	s (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 credi	128					

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	its 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 credits for curriculum			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		128	

OV.2.9.2 Curriculum structure: O435V

OV.3 MODULE OUTCOMES

OV.3.1 MODULE OUTCOMES FOR THE DEGREE BACHELOR OF EDUCATION (BED)

Module Code: ACCD321	Semester 2	NQF-Level:
Title: ACCOUNTING METHODOLOGY		
Module Outcomes: After completion	of this module, the student should be able	e to:
have a well-rounded and system	atic knowledge base regarding lesson plan	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 with	reference to the National Curriculum Stat	tement;
 to ability to utilise unknown and 	abstract information in theoretical driver	arguments, IT skills to effectively
gather, organize, make a critical	analysis and interpret information regard	ing related concepts; and
 to communicate information col 	nerently and reliably, individually or as par	rt of a group according to general
accepted accounting practices (0	GAAP)	
Module Code: ACCD411		NQF-Level:
Title: ACCOUNTING METHODOLOGY		
Module Outcomes: After completion	of this module, the student should be able	e to:
 have a well-rounded and system 	atic knowledge base regarding lesson plan	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	I principles and theories regarding the
presentation of Accounting		
	al analysis and interpret information, to c	communicate information coherently
and reliably, individually or as pa		
	op the necessary presentation skills using	appropriate technologies according to
general accepted accounting pra	ctice (GAAP).	
Module Code: ACCE111		NQF-Level:
	APPLICATION OF ACCOUNTING SYSTEMS	
Module Outcomes: Upon completion		
	e of the purpose and function of accounti	
	application/approach to an accounting pr	
	cate the functions of the linked elements	0,1,1,1
	tions, various books (journal, ledgers), ex	-
	lary journals, support ledgers and control	
	, conventions and formats in practically re	
	by means of research and information acq	
	t of a solution and deliver it to both a lay a	and professional audience by making
use of the appropriate technolog		
	value-driven in all operational circumstan	ces and forms of communication,
written and verbal.		NOT Lough
Module Code: ACCE121	I FINANCIAL REPORTING – SOLE PROPRIET	NQF-Level:
Module Outcomes: Upon completion		UR
	e of financial reporting by designing an ac	scounting system as desired by pood
for a specific application/approa		counting system as desired by need
	er, report and interpret the linked elemen	ts of an accounting system/practice
	nents, final accounts, ten column work sh	
	the use of procedures and processes in pro-	
	by means of research and information acc	
	part of a solution and to deliver it to bot	
making use of the appropriate to		in a lay and professional addictice by
• • • •	ie-driven in all operational circumstances	and forms of communication written
and verbal.		and forms of communication, written

Mo	dule Code: ACCE211		NQF-Level:
Title	e: ACCOUNTING FOR EDUCATION:	ASSET DISPOSAL, PARTNERSHIP AND DEP	ARTMENTS
	dule Outcomes: Upon completion		
•		e of asset purchasing, partnerships and de	partments by designing an accounting
		pecific application/approach to an accourt	
•		pret the linked elements of an accounting	
•		•	
		t, daily transactions of a partnership admi	
	1 17	sactions according to departments and ar	
		procedures and processes in practically re	• • •
•		known problems by means of research an	•
	obtain information and integrate	as a whole to form part of a solution and	to deliver it to both a lay and
	professional audience by making	use of the appropriate technology;	
•	behave ethically correct and valu	e-driven in all operational circumstances	and forms of communication, written
	and verbal.		
Mo	dule Code: ACCE221		NQF-Level:
		MANUFACTURING, NON-TRADING ENTER	
	dule Outcomes: Upon completion		
•		e of manufacturing, non-profit organisatic	and budgets by designing an
•			
		need for a specific application/approach t	
•		ol, note and interpret the linked elements	
	•	on-trading businesses, financial data for b	
		he use of correct procedures and formats	in practically related
	examples/situations;		
•	deal with well-formulated but un	known problems by means of research ar	nd information acquisition skills, to
	obtain information and integrate	as a whole to form part of a solution and	to deliver it to both a lay and
	professional audience by making	use of the appropriate technology;	
•	behave ethically correct and valu	e-driven in all operational circumstances	and forms of communication, written
	and verbal.	·	
Mo	dule Code: ACCE311		NQF-Level:
TITIE		CLOSE CORPORATIONS AND COMPANIES	
		CLOSE CORPORATIONS AND COMPANIES	
	dule Outcomes: Upon completion	of the module students should:	nies by designing an accounting
	dule Outcomes: Upon completion of display basic and systematic know	of the module students should: wledge of closed corporations and compa	
	dule Outcomes: Upon completion display basic and systematic know system as desired by need for a s	of the module students should: wledge of closed corporations and compa pecific application/approach to an accour	nting practice;
	dule Outcomes: Upon completion display basic and systematic know system as desired by need for a s analyse, interpret and translate t	of the module students should: wledge of closed corporations and compa pecific application/approach to an accour he linked elements of an accounting syste	nting practice; em/practice such as accounting entries
	dule Outcomes: Upon completion display basic and systematic know system as desired by need for a s analyse, interpret and translate t in the various books (journal, led	of the module students should: wledge of closed corporations and compa pecific application/approach to an accour he linked elements of an accounting syste gers) regarding closed corporations and co	nting practice; em/practice such as accounting entries ompanies as business forms, closed
	dule Outcomes: Upon completion display basic and systematic know system as desired by need for a s analyse, interpret and translate t in the various books (journal, led accounts and financial end year s	of the module students should: wledge of closed corporations and compa pecific application/approach to an accour he linked elements of an accounting syste gers) regarding closed corporations and co tatements in principle with theoretical ba	nting practice; em/practice such as accounting entries ompanies as business forms, closed
	dule Outcomes: Upon completion display basic and systematic know system as desired by need for a s analyse, interpret and translate t in the various books (journal, led accounts and financial end year s processes in practically related es	of the module students should: wledge of closed corporations and compa pecific application/approach to an accour he linked elements of an accounting syste gers) regarding closed corporations and co tatements in principle with theoretical ba xamples/situations;	nting practice; em/practice such as accounting entries ompanies as business forms, closed isis, the use of procedures and
	dule Outcomes: Upon completion display basic and systematic know system as desired by need for a s analyse, interpret and translate t in the various books (journal, led accounts and financial end year s processes in practically related es	of the module students should: wledge of closed corporations and compa pecific application/approach to an accour he linked elements of an accounting syste gers) regarding closed corporations and co tatements in principle with theoretical ba	nting practice; em/practice such as accounting entries ompanies as business forms, closed isis, the use of procedures and
	dule Outcomes: Upon completion display basic and systematic know system as desired by need for a s analyse, interpret and translate t in the various books (journal, led accounts and financial end year s processes in practically related es deal with unknown concrete and	of the module students should: wledge of closed corporations and compa pecific application/approach to an accour he linked elements of an accounting syste gers) regarding closed corporations and co statements in principle with theoretical ba xamples/situations;	nting practice; em/practice such as accounting entries ompanies as business forms, closed isis, the use of procedures and and information acquisition skills, to
	dule Outcomes: Upon completion display basic and systematic know system as desired by need for a s analyse, interpret and translate t in the various books (journal, led accounts and financial end year s processes in practically related er deal with unknown concrete and obtain information and integrate	of the module students should: wledge of closed corporations and compa pecific application/approach to an accour he linked elements of an accounting syste gers) regarding closed corporations and co tatements in principle with theoretical ba xamples/situations; abstract problems by means of research	nting practice; em/practice such as accounting entries ompanies as business forms, closed isis, the use of procedures and and information acquisition skills, to
	dule Outcomes: Upon completion of display basic and systematic know system as desired by need for a s analyse, interpret and translate t in the various books (journal, led accounts and financial end year s processes in practically related es deal with unknown concrete and obtain information and integrate professional audience by making	of the module students should: wledge of closed corporations and compa pecific application/approach to an accour he linked elements of an accounting syste gers) regarding closed corporations and co tatements in principle with theoretical ba xamples/situations; abstract problems by means of research as a whole to form part of a solution and	nting practice; em/practice such as accounting entries ompanies as business forms, closed usis, the use of procedures and and information acquisition skills, to to deliver it to both a lay and
	dule Outcomes: Upon completion of display basic and systematic know system as desired by need for a s analyse, interpret and translate t in the various books (journal, led accounts and financial end year s processes in practically related es deal with unknown concrete and obtain information and integrate professional audience by making	of the module students should: wledge of closed corporations and compa pecific application/approach to an accour he linked elements of an accounting syste gers) regarding closed corporations and co tatements in principle with theoretical ba xamples/situations; abstract problems by means of research as a whole to form part of a solution and use of the appropriate technology;	nting practice; em/practice such as accounting entries ompanies as business forms, closed usis, the use of procedures and and information acquisition skills, to to deliver it to both a lay and
•	dule Outcomes: Upon completion of display basic and systematic know system as desired by need for a s analyse, interpret and translate t in the various books (journal, led accounts and financial end year s processes in practically related es deal with unknown concrete and obtain information and integrate professional audience by making behave ethically correct and valu	of the module students should: wledge of closed corporations and compa pecific application/approach to an accour he linked elements of an accounting syste gers) regarding closed corporations and co tatements in principle with theoretical ba xamples/situations; abstract problems by means of research as a whole to form part of a solution and use of the appropriate technology;	nting practice; em/practice such as accounting entries ompanies as business forms, closed usis, the use of procedures and and information acquisition skills, to to deliver it to both a lay and
• • •	dule Outcomes: Upon completion display basic and systematic know system as desired by need for a s analyse, interpret and translate t in the various books (journal, led accounts and financial end year s processes in practically related es deal with unknown concrete and obtain information and integrate professional audience by making behave ethically correct and valu and verbal. dule Code: ACCE321	of the module students should: wledge of closed corporations and compa pecific application/approach to an accour he linked elements of an accounting syste gers) regarding closed corporations and co statements in principle with theoretical ba xamples/situations; abstract problems by means of research as a whole to form part of a solution and use of the appropriate technology; e-driven in all operational circumstances	nting practice; em/practice such as accounting entries ompanies as business forms, closed usis, the use of procedures and and information acquisition skills, to to deliver it to both a lay and and forms of communication, written NQF-Level:
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Mod	dule Code: ADSD211		NQF-Level:
	ADDITIONAL SUBJECT METHODO	LOGY	
		f this module the students should be able	e to:
•		eneral creativity, creative teachers, creat	
	0 0	informed notion of key terms, rules, con	
	regard;		
	-	vity and plan activities supporting the co	berent understanding of concents
		es; use unknown and abstract informatio	.
		ely use IT skills to collect, organise, critic	
	-	ities to plan and present lessons, using a	
		and theory driven arguments and IT skills	
	and to interpret giving evidence of		
		y ethically, coherently and reliable to stu	idents in the classroom situation by
-	using individual or group method		
Mor	dule Code: ADSD421		NQF-Level:
	aute code: ADSD421 e: ADDITIONAL SUBJECT METHODO	106%	
	dule Outcomes: After completion of		
IVIOC		and systematic knowledge base of generation of the student should be and the student should be and the student should be a stu	al creativity, creative teachers, creative
•		creative problem solving, with an inform	
	concepts, principles and theories		neu notion of key terms, rules,
		vity and plan activities supporting the co	berent understanding of concents
•		es; use unknown and abstract informatio	
		ctively use IT skills to collect, organise, ci	
	-	ities to plan and present lessons, using a	
•		and theory driven arguments and IT skills	
	and to interpret giving evidence of		s to concet, organise, entitedity analyse
		y ethically, coherently and reliably to stu	idents in the classroom situation by
•	using individual or group method		dents in the classioon situation by
Mor	dule Code: AFRD212		NQF-Level:
	: AFRIKAANSMETODIEK		
	dule Outcomes: Na voltooiing van o	lie module behoort die leerders:	
•	-	ig in die praktyk van Afrikaansonderwys	te kan toenas:
		e Afrikaansonderwysers prakties te kan o	
•	werkbare tekste vir toepaslike gra		
		e bepaalde rolle van die onderwyser in di	ie onderrig van Afrikaans kan vervul:
		t, luister, lees en kyk, dink en redeneer v	-
-	•	standaarde van hierdie uitkomste te kar	
		e demonstreer in die beplanning en ontw	
		ders aan die assesseringstandaarde van	•
	-	die vermoë om bepaalde rolle van die o	
		kulturele onderwyskonteks te vertolk, te	,
•	-	emonstreer in die onderrig van Afrikaan	
•	•	integreerde) leerervarings aan toepaslike	
		ister, lees, dink en redeneer) te kan kopp	•
		Idoening aan bepaalde assesseringstand	
Mod	dule Code: AFRD322		NQF-Level:
Title	AFRIKAANSMETODIEK		
Mod	dule Outcomes: Na afhandeling var	hierdie module behoort die student:	
•	_	nis te demonstreer ten opsigte van die o	nderskeid tussen die onderrig van 'n
	huistaal en 'n addisionele taal		
•	'n koherente en kritiese begrip te	toon van die beginsels wat ten opsigte v	an relevante benaderings en metodes
	by die onderrig van 'n addisionele	taal geld;	
•	effektiewe leermateriaal te kan s	elekteer en in die beplanning van leererv	arings te kan toepas;
•	leeraktiwiteite te kan ontwikkel v	at aan leerders die moontlikheid bied or	m bepaalde taal- en skryfuitkomste te
1		in 'n leerder aan bepaalde taal- en skryf	
	gemeet kan word:		
•	skoolhandboeke vir die onderrig	van Afrikaans as huis en as addisionele ta	al krities te kan evalueer ten opsigte
1	van die voldoening daarvan aan o	ie vereistes van die Nasionale Kurrikulun	n, en ten opsigte van die
1		g wat hulle vir uitkomsbereiking ooreenk	omstig die gestelde
1	assesseringstandaarde aan onder	wysers en leerders hied	

D.0	ula Cada: AEDD41C		NOT Lawala
	lule Code: AFRD416		NQF-Level:
	: AFRIKAANSMETODIEK	lie weedele behave die besodene.	
IVIOC	lule Outcomes: Na voltooiing van d		sta kannia yan danartamantala
•	beleidgewende dokumentasie;	e akademiese kennis, maar veral toegepas	ste kennis, van departementele
	•	, teorieë en beginsels van Afrikaansvakdie	daktiek volgens die NKV en dit sinvel
•	binne die leerarea te gebruik om l		uaktiek volgens die NKV en dit sinvor
	_	Tale, Afrikaans, te kan fasiliteer deur onde	ar andara aan dia cawa ralla yan dia
•	onderwyser te voldoen;	rale, Alfikaalis, te kali lasiitteel ueur ohuo	er andere aan die sewe rone van die
		esseringsvaardighede binne die leerarea;	
		rde kreatiewe leerervarings te kan beplar	
-	vereistes deur die NKV daaraan ge	•	
	•	ordelike selfbestuur van leer- en studie-a	ktiwiteite
Mod	lule Code: AFRD417	ordenke sensestaar van ieer en staale a	NQF-Level:
-	: AFRIKAANSMETODIEK		
		ierdie module behoort die student:	
•	-	en sistematiese kennis van die NKV vir gr	7-12 en van ander denartementele
-		de assesseringsriglyne, leerprogramme e	•
•		nente te interpreteer en effektief vir die s	
	-	e vir huistaal- en addisioneletaalleerders	
		e leeruitkomste (praat, luister en taal in ko	
•		an implementeer deur middel waarvan le	
		ringstandaarde gemeet kan word;	5
•		tasie en vereiste implementering van die	NKV's en ander departementele
		kreatiewe geïntegreerde lesse waarbinne	
	(praat, luister, taal in konteks) gep	plaas word, saam te stel;	
•	in staat te wees om leer op so 'n v	wyse te fasiliteer dat skoolleerders bemag	gtig word om as verantwoordelike
	landsburgers te funksioneer.		
MOI	DULE CODE: AFRD426		NQF-Level:
Titlo	: AFRIKAANSMETODIEK		
THUE	. AI MINAANSIVILI ODILK		
	lule Outcomes: Na voltooiing van d	lie module behoort die leerders;	
	lule Outcomes: Na voltooiing van d	lie module behoort die leerders; 2 akademiese kennis (veral toegepaste ke	nnis) en insig wat in die voorafgaande
	lule Outcomes: Na voltooiing van d		nnis) en insig wat in die voorafgaande
	lule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is;		
	lule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is;	e akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks	
	lule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta	e akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks	esvolle verwerwing van toepaslike
	lule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta in ooreenstemming met die holist kan demonstreer dat leer aan die	e akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in	sesvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind;
	lule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta in ooreenstemming met die holist kan demonstreer dat leer aan die	e akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree	sesvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind;
	lule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die	akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in begelei tot die suksesvolle verwerwing intermediêre en senior fase;	sesvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne
	lule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die kreatiewe en suksesvolle leererva	a akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in n begelei tot die suksesvolle verwerwing intermediêre en senior fase; rings te kan beplan en te struktureer volg	esvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne gens die vereistes deur die NKV gestel;
Mod • • •	Iule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die kreatiewe en suksesvolle leererva bewys te kan lewer van verantwo	akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in begelei tot die suksesvolle verwerwing intermediêre en senior fase;	sesvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne gens die vereistes deur die NKV gestel; ktiwiteite.
Mod • • • • •	lule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die kreatiewe en suksesvolle leererva bewys te kan lewer van verantwo lule Code: AFRD427	a akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in n begelei tot die suksesvolle verwerwing intermediêre en senior fase; rings te kan beplan en te struktureer volg	esvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne gens die vereistes deur die NKV gestel;
Mod • • • • Mod Title	Iule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea T: in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die kreatiewe en suksesvolle leererva bewys te kan lewer van verantwo lule Code: AFRD427 : AFRIKAANSMETODIEK	e akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; tiese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in n begelei tot die suksesvolle verwerwing intermediêre en senior fase; rings te kan beplan en te struktureer volg ordelike selfbestuur van leer- en studie-a	sesvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne gens die vereistes deur die NKV gestel; ktiwiteite.
Mod • • • • • • • • • • • • • • • • • • •	Iule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea T: in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die kreatiewe en suksesvolle leererva bewys te kan lewer van verantwo Iule Code: AFRD427 : AFRIKAANSMETODIEK Iule Outcomes: Na voltooiing van h	e akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in n begelei tot die suksesvolle verwerwing intermediêre en senior fase; rings te kan beplan en te struktureer volg ordelike selfbestuur van leer- en studie-a lierdie module behoort die student:	essvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne gens die vereistes deur die NKV gestel; ktiwiteite. NQF-Level:
Mod • • • • Mod Title	Iule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta- in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die kreatiewe en suksesvolle leererva bewys te kan lewer van verantwo Iule Code: AFRD427 AFRIKAANSMETODIEK Iule Outcomes: Na voltooiing van h bewys te kan lewer van grondige	e akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in n begelei tot die suksesvolle verwerwing intermediêre en senior fase; rings te kan beplan en te struktureer volg ordelike selfbestuur van leer- en studie-a ierdie module behoort die student: en sistematiese kennis van die NKV vir gr.	sesvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne gens die vereistes deur die NKV gestel; ktiwiteite. NQF-Level: . 7-12 en van ander departementele
Mod • • • • Mod Title	Iule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die kreatiewe en suksesvolle leererva bewys te kan lewer van verantwo lule Code: AFRD427 AFRIKAANSMETODIEK lule Outcomes: Na voltooiing van h bewys te kan lewer van grondige en nasionale dokumentasie raken	akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in begelei tot die suksesvolle verwerwing intermediêre en senior fase; rings te kan beplan en te struktureer volg ordelike selfbestuur van leer- en studie-a ierdie module behoort die student: en sistematiese kennis van die NKV vir gr. de assesseringsriglyne, leerprogramme e	essvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne gens die vereistes deur die NKV gestel; ktiwiteite. NQF-Level:
Mod • • • • • • • • • • • • • • • • • • •	Iule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta- in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die kreatiewe en suksesvolle leererva bewys te kan lewer van verantwo Iule Code: AFRD427 : AFRIKAANSMETODIEK Iule Outcomes: Na voltooiing van h bewys te kan lewer van grondige en nasionale dokumentasie raken in staat te wees om die bg. dokum	e akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in begelei tot die suksesvolle verwerwing intermediêre en senior fase; rings te kan beplan en te struktureer volg ordelike selfbestuur van leer- en studie-a ierdie module behoort die student: en sistematiese kennis van die NKV vir gr de assesseringsriglyne, leerprogramme e nente te interpreteer en effektief vir die s	essvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne gens die vereistes deur die NKV gestel; ktiwiteite. NQF-Level: . 7-12 en van ander departementele n vakraamwerke; amestelling van geskikte
Mod • • • • • • • • • • • • • • • • • • •	Iule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die kreatiewe en suksesvolle leererva bewys te kan lewer van verantwo lule Code: AFRD427 : AFRIKAANSMETODIEK lule Outcomes: Na voltooiing van h bewys te kan lewer van grondige en nasionale dokumentasie raken in staat te wees om die bg. dokum leermateriaal en leerderaktiwiteit	e akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in begelei tot die suksesvolle verwerwing intermediêre en senior fase; rings te kan beplan en te struktureer volg ordelike selfbestuur van leer- en studie-a ierdie module behoort die student: en sistematiese kennis van die NKV vir gr. de assesseringsriglyne, leerprogramme e nente te interpreteer en effektief vir die s e vir huistaal- en addisioneletaalleerders	essvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne gens die vereistes deur die NKV gestel; ktiwiteite. NQF-Level:
Mod • • • • • • • • • • • • • • • • • • •	Iule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die kreatiewe en suksesvolle leererva bewys te kan lewer van verantwo lule Code: AFRD427 : AFRIKAANSMETODIEK lue Outcomes: Na voltooiing van h bewys te kan lewer van grondige en nasionale dokumentasie raken in staat te wees om die bg. dokun leermateriaal en leerderaktiwiteit hul tot die bereiking van bepaalde	e akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in begelei tot die suksesvolle verwerwing v intermediêre en senior fase; rings te kan beplan en te struktureer volg ordelike selfbestuur van leer- en studie-a ierdie module behoort die student: en sistematiese kennis van die NKV vir gr. de assesseringsriglyne, leerprogramme e nente te interpreteer en effektief vir die s te vir huistaal- en addisioneletaalleerders e leeruitkomste (lees, skryf, dink en reden	essvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te htermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne gens die vereistes deur die NKV gestel; ktiwiteite. NQF-Level: . 7-12 en van ander departementele n vakraamwerke; amestelling van geskikte van 'n bepaalde graad (gr. 7-12) om teer) te kan begelei;
Mod • • • • • • • • • • • • • • • • • • •	Iule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die kreatiewe en suksesvolle leererva bewys te kan lewer van verantwo lule Code: AFRD427 : AFRIKAANSMETODIEK lule Outcomes: Na voltooiing van h bewys te kan lewer van grondige en nasionale dokumentasie raken in staat te wees om die bg. dokum leermateriaal en leerderaktiwiteit hul tot die bereiking van bepaalde gepaste assesseringsmetodes te k	e akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in begelei tot die suksesvolle verwerwing v intermediêre en senior fase; rings te kan beplan en te struktureer volg ordelike selfbestuur van leer- en studie-a ierdie module behoort die student: en sistematiese kennis van die NKV vir gr. de assesseringsriglyne, leerprogramme e nente te interpreteer en effektief vir die s e vir huistaal- en addisioneletaalleerders e leeruitkomste (lees, skryf, dink en reden an implementeer deur middel waarvan le	essvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne gens die vereistes deur die NKV gestel; ktiwiteite. NQF-Level: . 7-12 en van ander departementele n vakraamwerke; amestelling van geskikte van 'n bepaalde graad (gr. 7-12) om teer) te kan begelei;
Mod • • • • • • • • • • • • • • • • • • •	Iule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Tai in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die kreatiewe en suksesvolle leererva bewys te kan lewer van verantwo lule Code: AFRD427 AFRIKAANSMETODIEK Iule Outcomes: Na voltooiing van h bewys te kan lewer van grondige en nasionale dokumentasie raken in staat te wees om die bg. dokum leermateriaal en leerderaktiwiteit hul tot die bereiking van bepaalde gepaste assesseringsmetodes te k voldoening aan bepaalde assesser	e akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in n begelei tot die suksesvolle verwerwing v intermediêre en senior fase; rings te kan beplan en te struktureer volg ordelike selfbestuur van leer- en studie-a ierdie module behoort die student: en sistematiese kennis van die NKV vir gr. de assesseringsriglyne, leerprogramme e hente te interpreteer en effektief vir die s e vir huistaal- en addisioneletaalleerders e leeruitkomste (lees, skryf, dink en reden van implementeer deur middel waarvan le ringstandaarde gemeet kan word;	essvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne gens die vereistes deur die NKV gestel; ktiwiteite. NQF-Level: . 7-12 en van ander departementele n vakraamwerke; amestelling van geskikte van 'n bepaalde graad (gr. 7-12) om leer) te kan begelei; eerders in graad 7 tot 12 se
Mod • • • • • • • • • • • • • • • • • • •	Iule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die kreatiewe en suksesvolle leererva bewys te kan lewer van verantwo lule Code: AFRD427 AFRIKAANSMETODIEK lule Outcomes: Na voltooiing van h bewys te kan lewer van grondige en nasionale dokumentasie raken in staat te wees om die bg. dokun leermateriaal en leerderaktiwiteit hul tot die bereiking van bepaalde gepaste assesseringsmetodes te k voldoening aan bepaalde assesser verworwe kennis oor die interpre	akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in begelei tot die suksesvolle verwerwing i intermediêre en senior fase; rings te kan beplan en te struktureer volg ordelike selfbestuur van leer- en studie-a ierdie module behoort die student: en sistematiese kennis van die NKV vir gr. de assesseringsriglyne, leerprogramme e nente te interpreteer en effektief vir die s e vir huistaal- en addisioneletaalleerders e leeruitkomste (lees, skryf, dink en reden an implementeer deur middel waarvan le ringstandaarde gemeet kan word; tasie en vereiste implementering van die	essvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne gens die vereistes deur die NKV gestel; ktiwiteite. NQF-Level:
Mod • • • • • • • • • • • • • • • • • • •	Iule Outcomes: Na voltooiing van d bewys te lewer van geïntegreerde module verkry is; te kan demonstreer dat hy/sy in s taalvaardighede in die Leerarea Ta in ooreenstemming met die holist kan demonstreer dat leer aan die leerders in die skoolsituasie te kar die leerarea Tale, Afrikaans, in die kreatiewe en suksesvolle leererva bewys te kan lewer van verantwo lule Code: AFRD427 AFRIKAANSMETODIEK lule Outcomes: Na voltooiing van h bewys te kan lewer van grondige en nasionale dokumentasie raken in staat te wees om die bg. dokum leermateriaal en leerderaktiwiteit hul to tie bereiking van bepaalde gepaste assesseringsmetodes te k voldoening aan bepaalde assesser verworwe kennis oor die interpre dokumentasie te kan gebruik om	e akademiese kennis (veral toegepaste ke taat is om leerders te begelei tot die suks ale: Afrikaans; iese, tematies georganiseerde geïntegree hand van leerervarings suksesvol in die in begelei tot die suksesvolle verwerwing intermediêre en senior fase; rings te kan beplan en te struktureer volg ordelike selfbestuur van leer- en studie-a ierdie module behoort die student: en sistematiese kennis van die NKV vir gr. de assesseringsriglyne, leerprogramme e hente te interpreteer en effektief vir die s e evir huistaal- en addisioneletaalleerders e leeruitkomste (lees, skryf, dink en reder ran implementeer deur middel waarvan le ringstandaarde gemeet kan word; tasie en vereiste implementering van die kreatiewe geïntegreerde lesse waarbinne	essvolle verwerwing van toepaslike erde benaderingswyse van die NKV, te ntermediêre en senior fase plaasvind; van Afrikaanse taalvaardighede binne gens die vereistes deur die NKV gestel; ktiwiteite. NQF-Level:
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Mod	ule Code: AFRE111		NQF-Level:
Title	: ONDERWYSAFRIKAANS: 'n ONDEI	RWYSGERIGTE OORSIG OOR DIE AFRIKAA	NSE LITERÊRE WÊRELD
	ule Outcomes: Na afloop van hier		
•		iis en insig wat hy/sy van die Afrikaanse li	iterêre wêreld asook van vakterme en -
		tterkunde bekom het as onderbou vir	
	Afrikaans binne konteks van die		
•		etiese kennis te demonstreer deur liter	rêre tekste as produkte van benaalde
	strominge of tydvakke te beskou		ere tenote as produnte fair sepadade
		kte by die beoordeling van literêre werke	e in ag te kan neem: en
		aderings wat deur studente van die litera	-
-		beste resultate vir jou as Afrikaansonderv	
Mod	ule Code: AFRE121		NQF-Level:
			NQF-Level.
-		VYSGERIGTE AFRIKAANSE TAALPRAKTYK	
Iviod	•	n die module behoort die student:	
•		ale Kurrikulum'n fundamentele kennis va	
		semantiek en woordeboekgebruik te kan	
•		n en insig toon in die gebruiksfunksies va	an Standaardafrikaans, veral binne die
	skoolsituasie, maar ook binne die		
•		n doen oor Afrikaans as kommunikasiem	edium en hoe dit by leerders binne 'n
	-	teks gestimuleer en bevorder kan word;	
•	as vakspesialis wetenskaplik te ka	an redeneer oor die waarde van die korre	kte gebruik van die Afrikaanse
	taalsisteem.		
Mod	ule Code: AFRE211		NQF-Level:
Title	: ONDERWYSAFRIKAANS: POËSIE E	N LINGUISTIEK VIR OPVOEDERS	
Mod	ule Outcomes: Na voltooiing van l	nierdie module behoort die student:	
•	-	kennis van die verskillende periodekode	s binne die Afrikaanse poësie (1900-
	,	sie van individuele verteenwoordigers va	
	sleutelterme en -konsepte binne	•	
•		kennis van en toepassingsvaardighede te	en opsigte van skoolprogramrelevante
		ek, fonologie, morfologie, semantiek, sin	
	sleutelterme binne elkeen van hi		
•		'n vergelykende sintese te maak van die	verskillende periodekodes binne die
		n om die kenmerke van bepaalde periode	
	indivuele gedigte te identifiseer,		····
•		re wyse verslag te kan lewer van selfstand	dige studie oor 'n bepaalde
		lie idiosinkrasieë van die poëtiese werksv	
•		nd met periodekodes binne die Afrikaans	
-		oor skoolprogramrelevante aspekte van	•
		en tekslingusitiek in die skoolsituasie te fa	· · · ·
•		noemde subdissiplines van die taalkunde	
-		skeidenheid en die gehalte van die Afrika	
		n verantwoordelike bestuur van leeraktiv	
Mad			
	ule Code: AFRE221		NQF-Level:
-	: ONDERWYSAFRIKAANS: DIVERSE		
Iviod	ule outcomes: Na afloop van hiero		
•		ugliteratuur beredenerend te kan omskry	/f en kundigheid ten opsigte van
	relevante teorieë binne hierdie g		
•		we manifestasies binne 'n verskeidenheid	d kinder- en jeugtekste te kan beskryf
	en die funksies daarvan te kan va		
•	teoretiese en praktiese aspekte v	an die eieaard van die dramagenre in vo	orbeelddramas te kan identifiseer en
	beoordeel;		
•	bewys te lewer van vaardighede	om geselekteerde (veral skoolprogramve	rwante) Afrikaanse tekste van
		ugliteratuur) as literêre tekste in die onde	
•		at verwerf is, te kan toepas om leerders i	-
	van en waardering vir 'n verskeid		-0 -
Mod	ule Code: AFRE311		NQF-Level:
		I VYSGERIGTE LITERÊR-TEORETIESE TEKSOI	
	ule Outcomes: Na afloop van hier		
•		s en insig wat hy/sy van literêr-teoretiese	e aspekte bekom het vir die fasilitering
		ale: Afrikaans hinne konteks van die Nasi	

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

skool.				
Assessment Methods: Deurlopende assessering 50 %				
1x2½ uur geskrewe e	ksamen 50 %3			
Module Code: AFRE321	NQF-Level:			
TITLE: ONDERWYSAFRIKAANS: SOSIOLIN	GUISTIEK VIR OPVOEDERS			
Module Outcomes: Na voltooiing van h	ierdie module behoort die student:			
 bewys te kan lewer van volronde e 	n sistematiese kennis van sosiaal-geïnspireerde variasie binne Afrikaans en			
van die eksterne en interne ontwik	kelingsgeskiedenis van Afrikaans, sowel as van relevante vakterme, konsepte			
en teorieë binne die veld van die sosiolinguistiek en die diachroniese taalkunde;				
 in staat te wees om sosiolinguistiese konsepte en vakterme te gebruik om aspekte van sosiale 				
kommunikasiesituasies te analisee	r, beskryf en krities te beoordeel;			
 navorsingsresultate en teorieë oor beoordeel; 	skoolverwante aspekte van die sosiolinguistiek te interpreteer en krities te			
	ë oor die ontwikkelingsgeskiedenis van Afrikaans te analiseer ten einde tot 'n			
samehangende sintese en eie stan				
 die gepastheid van Standaard- en I 	Niestandaardafrikaanse registerspesifieke taalgebruiksvorme binne multi-			
kulturele skool-situasies met behu	p van konsepte en teorieë uit die veld van die sosiolinguistiek, en op grond			
van verworwe sistematiese kennis	van verskillende opvattings oor die ontwikkelingsgeskiedenis van Afrikaans,			
krities te kan beoordeel;				
 ten opsigte van die sosiolinguistiek 	en diachroniese taalkunde oor goedontwikkelde			
inligtingontsluitingsvaardighede er	 wetenskaplik verantwoorde aanbiedingsvaardighede te beskik; 			
	'n ingeligte en simpatieke waardebeoordeling van bepaalde sosiaal-			
	gebruikersvorme kan doen, en met inagneming van relevante taalpolitieke			
kwessies en van sy/haar hoorders,				
	ek vir alle variëteite van Afrikaans as die hartstale van die sprekers daarvan,			
	d oor die sterk verband tussen sosiale en taaloordele.			
Module Code: AFRF 111	NQF-Level:			
	entele kennis en Multikulturele Kinderliteratuur			
Module Outcomes: Na voltooiing van h				
•••••••••••••••••••••••••••••••••••••••	teorieë, modelle en empiriese navorsing wat die kognitiewe, linguistiese,			
motiverings- en sosiokulturele grond	eginsels van lees-en-skryfprosesse, -komponente en -ontwikkeling beskryf.			
Die vermoë om in 'n groep te werk ter	einde 'n projek te voltooi op eties verantwoordelike wyse wat hul begrip en			
interpretasie van die histories gedeeld	le kennis van die beroep én veranderinge in die persepsies van lees-en-			
skryfprosesse, -komponente en -ontw	ikkeling, met verloop van tyd, toon.			
• Die vermoë om inligting in te win en t	e verifieer deur middel van wetenskaplik bewysde navorsingsbevindings wat			
verband hou met die kenmerkende o	ntwikkelingsvooruitgang van:			
 Gesproke taal (semanties, sintaktie 	s, pragmaties)			
 Fonologiese vaardigheid 				
 Herkenning van ortografiese (gedru 	kte) woorde			
 Spelling 				
 Spennig Leesvlotheid 				
○ Leesbegrip				
 Geskrewe uitdrukking 				
	osesseringsvereistesvan lees-en-skryfvaardighede betroubaar, akkuraat en			
duidelik te kommunikeer:				
 Fonologiese (spraakklank) prosesse 	ring			

- o Ortografiese (gedrukte) prosessering
- Semantiese (betekenis) prosessering
- Sintaktiese (sinsvlak) prosessering

o Diskoers (aaneengeskakelde teksvlak) prosessering

- Die vermoë om te kan onderskei tussen die veelvoudige faktore (omgewing, kultureel, sosiaal, linguisties, spel, ens.) wat leerders se ontwikkeling en leer affekteer en dit te evalueer ten einde toepaslike ontwikkelingspraktyke te benut om hierdie faktore in die klaskamer te hanteer.
- Die vermoë om alle leerders in 'n klaskamer te hanteer terwyl daar met die hele klas/groepe/individuele leerders gewerk word, sowel as die seleksie en implementering van metodes en aktiwiteite wat relevant is vir leerders wat op veelvoudige onderrigvlakke werk verrig.

Kennis en begrip van relevante teorieë en empiriese navorsing wat leerders se reaksie op kinderliteratuur en die waarde van multikulturele kinderliteratuur onderlê.

Module Code: AFRF 121		NQF-Level:		
Title: Afrikaans Eerste Taal GSF: Foneti	ek, Fonelogie, Fonemiese Bewustheid en	die Geskiedenis van Kinderliteratuur		
Module Outcomes: Na voltooiing van	hierdie module behoort die student:			
• Kennis en begrip van fonetiek (die kl	anke van 'n taal) in terme van hoe spraakl	klanke geproduseer en		
gekarakteriseer word; fonologie (die	klankpatrone van 'n taal) soos dit verban	d hou met		
spraakklankvormingsisteme en -patr	one in die menslike taal (bv. die orde waa	rrin spraakklanke gekombineer word,		
die akuut- en gravistekenpatrone wa	die akuut- en gravistekenpatrone wat kenmerklik toegepas word op woorde en frases, ens.); en fonemiese			
bewustheid.				
Die vermoë om kinders se lees- en spelfoute te identifiseer en te interpreteer en dan toepaslike				
ontwikkelingsonderrigpraktyke te se	ontwikkelingsonderrigpraktyke te selekteer, te evalueer en te implementeer wat die kinders se lees- en spelfoute			
kan verbeter.				
	iedenis van kinderliteratuur te gee en oo			
tipes kinderliteratuur deur onafhank	like navorsing op akademies aanvaarbare	wyse te kommunikeer.		
Die vermoë om koöperatief saam te we	erk in 'n gemeenskap om outentieke kom	munikasiebehoeftes te identifiseer en		
	nde akademiese uitkomste te bereik, per	soonlike en professionele		
ontwikkeling te stimuleer en sosiale ve	rantwoordelikheid te ontwikkel.			
Module Code: AGLA 111		NQF-Level:		
Title: INLEIDING TOT AKADEMIESE GEI				
	tooiing van die module behoort die stude Ikademiese woordeskat en register asook			
	doeltreffend binne die akademiese omge			
•	liese omgewing effektief mondelings en s	5		
	staan, interpreteer, evalueer en op koher			
genres te kan skryf deur gebruik t	e maak van akkurate en toepaslike akade	miese konvensies;		
 en binne 'n etiese raamwerk akku 	raat, vlot en toepaslik te kan luister, praa	t, lees en skryf.		
Module Code: AGLE121		NQF-Level:		
Title: ACADEMIC LITERACY				
	this module, the student should be able t			
	edge of appropriate computer programs,			
	e academic language register and read ar	id write academic texts, in order to		
function effectively in the acaden		ad in contains in an addited by		
	a group communicate effectively orally a	nd in writing in an ethically		
responsible and acceptable mann	a group find and collect scientific knowle	dae in a variaty of study fields		
	exts, and in a coherent manner synthesis			
	naking use of linguistic conventions used			
Module Code: BSTD321		NQF-Level:		
Title: BUSINESS STUDIES FOR EDUCATI	ON METHODOLOGY			
	of this module the student should be able	to:		
 have a well-rounded finishing and 	systematic knowledge base of basic Busi	iness Studies didactical aspects		
÷	rning programme development, with an i	•		
concepts, principles and theories	in this regard;			
	ess Studies and plan activities supporting	the coherent understanding of		
	es and rules; use unknown and abstract i	•		
graphs and theory driven argume	nts; effectively use IT skills to collect, orga	anise, critically analyse and to		
interpret;	, , , ,			
 demonstrate problem solving abit 	lities to plan and present lessons and lear	ning programme development for		

	specific application to Business Stu	dies, using appropriate technologies, un	known and abstract information,
	graphs and theory driven argumen	ts and IT skills to collect, organise, critica	ally analyse and to interpret giving
	evidence of theoretical underpinni	ng; and	
•	effectively communicate Business	Studies didactical aspects ethically, cohe	rently and reliably to students in the
	classroom situation by using individ	dual or group methods.	
Mo	dule Code: BSTE111		NQF-Level:
Title	BUSINESS STUDIES FOR EDUCATIO	N	-
Mo	dule Outcomes: After completion of	this module, the student should be able	to:
•	have a comprehensive fundamenta	al knowledge base of important terms, p	rinciples and theories with reference
	to the concept of entrepreneurship	and the development of business plan	s;
•	gather, organise, interpret and pre	sent information related to concepts of	marketing and financing;
•	demonstrate an informed understa	anding of the business environment and	business studies as well as the
	operating of a business enterprise	in the South African economy; and	
•	present related information cohere	ently and reliably, and effectively execut	e assignments individually or as part
	of a group and creatively solve pro	blems in future orientated business field	ds in accordance with business ethics.
Mo	dule Code: BSTE121		NQF-Level:
Title	BUSINESS STUDIES FOR EDUCATIO	N	
Mo	dule Outcomes: After completion of	this module, the student should be able	to:
٠	have a comprehensive fundamenta	al knowledge base of important terms, p	rinciples and theories with reference
		ctor, the concept of management and th	ne development of management
	styles;		
•	• • • • • •	sent information related to internationa	I business plan and the concepts of
	management;		
•		anding of the e-business and the busine	
	•	iness studies, but also to use this to solv	
•	•	erently and reliably, and effectively exec	÷ ,
		e problems in future orientated business	fields in accordance with business
Ma	ethics. dule Code: BSTE211		NQF-Level:
-	: BUSINESS STUDIES FOR EDUCATIO	N	NQF-Level.
			to:
Mo	dule Outcomes: After completion of	this module, the student should be able	
	dule Outcomes: After completion of have a sound understanding of key	this module, the student should be able v terms, rules, concepts, established prin	ciples and theories with reference to
Mo	dule Outcomes: After completion of have a sound understanding of key the business environment and bus	this module, the student should be able	ciples and theories with reference to
Mo	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business;	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled	ciples and theories with reference to ge base regarding entry strategies of a
Mo	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an	this module, the student should be able t terms, rules, concepts, established prin	ciples and theories with reference to ge base regarding entry strategies of a out forms of ownership;
Mo	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an communicate information coheren	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled alysis and also interpret information ab- itly and reliably, individually or as part c	ciples and theories with reference to ge base regarding entry strategies of a out forms of ownership; of a group; and
•	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an communicate information coheren select information and develop the	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled alysis and also interpret information abo	ciples and theories with reference to ge base regarding entry strategies of a out forms of ownership; of a group; and ropriate technologies according to the
Mo: • •	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an communicate information coheren select information and develop the	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled alysis and also interpret information ab- itly and reliably, individually or as part c e necessary presentation skills using app	ciples and theories with reference to ge base regarding entry strategies of a out forms of ownership; of a group; and ropriate technologies according to the
Mo: • • •	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an communicate information coherer select information and develop the social environment he/she operate	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled lalysis and also interpret information ab- itly and reliably, individually or as part c e necessary presentation skills using app es in as well as comply with business eth	ciples and theories with reference to ge base regarding entry strategies of a out forms of ownership; of a group; and ropriate technologies according to the ics.
Moo • • • Moo Title	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an communicate information coherer select information and develop the social environment he/she operate dule Code: BSTE221	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled alysis and also interpret information ab ttly and reliably, individually or as part c e necessary presentation skills using app es in as well as comply with business eth N	ciples and theories with reference to ge base regarding entry strategies of a out forms of ownership; of a group; and ropriate technologies according to the ics.
Moo • • • Moo Title	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an communicate information coherer select information and develop the social environment he/she operate dule Code: BSTE221 e: BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled alysis and also interpret information ab ttly and reliably, individually or as part c e necessary presentation skills using app es in as well as comply with business eth N	ciples and theories with reference to ge base regarding entry strategies of a put forms of ownership; of a group; and ropriate technologies according to the ics. NQF-Level:
Moo • • • • • • • • • • • • • • • • • •	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an communicate information coherer select information and develop the social environment he/she operate dule Code: BSTE221 e: BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled alysis and also interpret information ab tty and reliably, individually or as part c e necessary presentation skills using app se in as well as comply with business eth N this module you should be able to:	ciples and theories with reference to ge base regarding entry strategies of a put forms of ownership; of a group; and ropriate technologies according to the ics. NQF-Level:
Moo • • • • • • • • • • • • • • • • • •	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an communicate information coherer select information and develop the social environment he/she operate dule Code: BSTE221 E: BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of have a sound understanding of key general management;	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled alysis and also interpret information ab tty and reliably, individually or as part c e necessary presentation skills using app se in as well as comply with business eth N this module you should be able to:	ciples and theories with reference to ge base regarding entry strategies of a out forms of ownership; of a group; and ropriate technologies according to the ics. NQF-Level: ciples and theories with reference to
Moo • • • • • • • • • • • • • • • • • •	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an communicate information coherer select information and develop the social environment he/she operate dule Code: BSTE221 E: BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of have a sound understanding of key general management;	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled alysis and also interpret information ab- titly and reliably, individually or as part of e necessary presentation skills using app es in as well as comply with business eth N this module you should be able to: r terms, rules, concepts, established prin ding basic planning principles and organ	ciples and theories with reference to ge base regarding entry strategies of a out forms of ownership; of a group; and ropriate technologies according to the ics. NQF-Level: ciples and theories with reference to
Moo • • • • • • • • • • • • • • • • • •	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an communicate information coherer select information and develop the social environment he/she operate dule Code: BSTE221 E: BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of have a sound understanding of key general management; have a solid knowledge base regar- gather, organize, make a critical an	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled alysis and also interpret information ab- titly and reliably, individually or as part of e necessary presentation skills using app es in as well as comply with business eth N this module you should be able to: r terms, rules, concepts, established prin ding basic planning principles and organ	Aciples and theories with reference to ge base regarding entry strategies of a pout forms of ownership; of a group; and ropriate technologies according to the ics. NQF-Level: Aciples and theories with reference to izing;
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Moo • • • • • • • • • •	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an communicate information coheren select information and develop the social environment he/she operate dule Code: BSTE221 a: BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of have a sound understanding of key general management; have a solid knowledge base regar- gather, organize, make a critical an communicate information coheren	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled alysis and also interpret information ab itly and reliably, individually or as part of encessary presentation skills using app es in as well as comply with business eth N this module you should be able to: r terms, rules, concepts, established prin ding basic planning principles and organ alysis and interpret information itly and reliably, individually or as part o	ciples and theories with reference to ge base regarding entry strategies of a out forms of ownership; of a group; and ropriate technologies according to the ics. NQF-Level: ciples and theories with reference to izing; f a group;
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Moo • • • • • • • • • • • • • • • • • •	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an communicate information coherer select information and develop the social environment he/she operate dule Code: BSTE221 E: BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of have a sound understanding of key general management; have a solid knowledge base regar gather, organize, make a critical an communicate information coherer select information and develop the dule Code: BSTE311 E: BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of have a well-rounded finishing and the integrated marketing strategy,	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled alysis and also interpret information ab- itly and reliably, individually or as part of encessary presentation skills using app es in as well as comply with business eth N this module you should be able to: r terms, rules, concepts, established prin ding basic planning principles and organ ialysis and interpret information itly and reliably, individually or as part of encessary presentation skills using app N this module the student should be able systematic knowledge base of the marke external relations, the financial functior	ciples and theories with reference to ge base regarding entry strategies of a out forms of ownership; of a group; and ropriate technologies according to the ics. NQF-Level: ciples and theories with reference to izing; f a group; ropriate technologies NQF-Level: to: to: to: to: to: and management and asset
Moo • • • • • • • • • • • • • • • • • •	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an communicate information coherer select information and develop the social environment he/she operate dule Code: BSTE221 a: BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of have a sound understanding of key general management; have a solid knowledge base regar gather, organize, make a critical an communicate information coherer select information and develop the dule Code: BSTE311 a: BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of have a well-rounded finishing and the integrated marketing strategy, management, with an informed no	this module, the student should be able rerms, rules, concepts, established prin iness management with a solid knowled allysis and also interpret information ab- itly and reliably, individually or as part or e necessary presentation skills using app se in as well as comply with business eth se in as well as comply with business eth sin as well as comply with business eth module you should be able to: rerms, rules, concepts, established prin ding basic planning principles and organ ialysis and interpret information itly and reliably, individually or as part or e necessary presentation skills using app necessary presentation skills using app this module the student should be able systematic knowledge base of the market	ciples and theories with reference to ge base regarding entry strategies of a out forms of ownership; of a group; and ropriate technologies according to the ics. NQF-Level: ciples and theories with reference to izing; f a group; ropriate technologies NQF-Level: to: to: to: to: to: and management and asset
Moo • • • • • • • • • • • • • • • • • •	dule Outcomes: After completion of have a sound understanding of key the business; gather, organise, make a critical an communicate information coherer select information and develop the social environment he/she operate dule Code: BSTE221 a: BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of have a sound understanding of key general management; have a solid knowledge base regar- gather, organize, make a critical an communicate information coherer select information and develop the dule Code: BSTE311 a: BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of have a well-rounded finishing and the integrated marketing strategy, management, with an informed no functional management;	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled allysis and also interpret information ab itly and reliably, individually or as part or encessary presentation skills using app es in as well as comply with business eth n this module you should be able to: r terms, rules, concepts, established prin ding basic planning principles and organ allysis and interpret information itly and reliably, individually or as part o encessary presentation skills using app N this module the student should be able systematic knowledge base of the marke external relations, the financial functior tion of key terms, rules, concepts, princ	ciples and theories with reference to ge base regarding entry strategies of a out forms of ownership; if a group; and ropriate technologies according to the ics. NQF-Level: ciples and theories with reference to izing; if a group; ropriate technologies NQF-Level: to: eting function, marketing instruments, and management and asset iples and theories with regard to
Moo • • • • • • • • • • • • • • • • • •	dule Outcomes: After completion of have a sound understanding of key the business; gather, organise, make a critical an communicate information coherer select information and develop the social environment he/she operate dule Code: BSTE221 BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of have a sound understanding of key general management; have a solid knowledge base regar- gather, organize, make a critical an communicate information coherer select information and develop the dule Code: BSTE311 BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of have a well-rounded finishing and the integrated marketing strategy, management, with an informed no functional management; identify themes relevant to Busine	this module, the student should be able r terms, rules, concepts, established prin iness management with a solid knowled alysis and also interpret information ab itly and reliably, individually or as part or encessary presentation skills using app es in as well as comply with business eth n this module you should be able to: r terms, rules, concepts, established prin ding basic planning principles and organ alysis and interpret information thy and reliably, individually or as part o encessary presentation skills using app N this module the student should be able systematic knowledge base of the mark external relations, the financial functior ition of key terms, rules, concepts, princ ss Studies and plan activities supporting	ciples and theories with reference to ge base regarding entry strategies of a put forms of ownership; if a group; and ropriate technologies according to the ics. NQF-Level: ciples and theories with reference to izing; if a group; ropriate technologies NQF-Level: to: eting function, marketing instruments, n and management and asset iples and theories with regard to the coherent understanding of
Moo • • • • • • • • • • • • • • • • • •	dule Outcomes: After completion of have a sound understanding of key the business environment and bus business; gather, organise, make a critical an communicate information coherer select information and develop the social environment he/she operate dule Code: BSTE221 e: BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of have a sound understanding of key general management; have a solid knowledge base regar- gather, organize, make a critical an communicate information coherer select information and develop the dule Code: BSTE311 e: BUSINESS STUDIES FOR EDUCATIO dule Outcomes: After completion of have a well-rounded finishing and the integrated marketing strategy, management, with an informed no functional management; identify themes relevant to Busine concepts, ideas, theories, principle	this module, the student should be able rerms, rules, concepts, established prin iness management with a solid knowled allysis and also interpret information ab- titly and reliably, individually or as part of encessary presentation skills using app se in as well as comply with business eth se in as well as comply with business eth se in as well as comply with business eth this module you should be able to: rerms, rules, concepts, established prin ding basic planning principles and organ allysis and interpret information titly and reliably, individually or as part o encessary presentation skills using app n N this module the student should be able systematic knowledge base of the mark external relations, the financial functior ition of key terms, rules, concepts, princ ss Studies and plan activities supporting s and rules; use unknown an	ciples and theories with reference to ge base regarding entry strategies of a put forms of ownership; if a group; and ropriate technologies according to the ics. NQF-Level: ciples and theories with reference to izing; if a group; ropriate technologies NQF-Level: to: to: to: to: to: to: periate technologies to: to: to: to: to: to: to: to: to: to:
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	using appropriate technologies, un	known and abstract information, graphs	and theory driven arguments and IT
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	skills to collect, organise, critically analyse and to interpret giving evidence of theoretical underpinning; and		
•	effectively communicate Business	Studies ethically, coherently and reliably	to students in the classroom
	situation by using individual or gro	up methods.	
Mo	dule Code: BSTE 321		NQF-Level:
Title	e: BUSINESS STUDIES FOR EDUCATIO	N	
Mo	dule Outcomes: After completion of	this module the student should be able	to:
•	have a well-rounded finishing and	systematic knowledge base of financial of	decisions, the operational function
	and management, procurement m	anagement and activities and the challe	nges in business management, with
	an informed notion of key terms, r	ules, concepts, principles and theories w	vith regard to functional management;
•		ss Studies and plan activities supporting	•
		s and rules; use unknown and abstract i	
		ts; effectively use IT skills to collect, orga	anise, critically analyse and to
	interpret;		
•		ties to plan and present lessons for spec	
		known and abstract information, graphs	
		analyse and to interpret giving evidence	. –
•	situation by using individual or gro	Studies ethically, coherently and reliably	to students in the classroom
Mo	dule Code: CATD321		NQF-Level:
	e: EDUCATIONAL COMPUTER APPLIC	ATIONS METHODOLOGY: EET PHASE	NQT-LEVEI.
	dule Outcomes: Upon completion of		
•		documents for Computer Applications Te	achnology in the FFT phase:
•		e planning, presentation and assessme	
•	lessons in Computer Applications T		ent of both practical and theoretical
		and apply existing knowledge and skills	in practice
Mo	dule Code: CATD411		NQF-Level:
	E: COMPUTER APPLICATIONS METHO	DOLOGY: FET PHASE	
	dule Outcomes: Upon completion of		
•		vith extensive comprehension of the pol	icy documents for Computer
-	Applications Technology in the FET		icy documents for computer
•		planning, presentation and assessment of	of both theoretical and practical
	lessons in Computer Applications T		
•		e principles of teaching-learning in Com	puter Applications Technology in the
	FET phase; and		
•	be able to demonstrate and evaluate	te the use of different learning material	for Computer Applications
	Technology.		
Mo	dule Code: CATE111		NQF-Level:
Title	e: EDUCATIONAL COMPUTER APPICA	TIONS TECHNOLOGY: BASIC COMPUTER	CONCEPTS
Mo	dule Outcomes: Upon completion of	this module, the student should:	
•	demonstrate basic knowledge and	understanding of the general concepts	of information technology, different
	computer systems and the compor	nents, characteristics and basic operatio	n of a computer;
•	demonstrate skills in doing trouble	shooting of simple end-user computer-r	elated hardware and software
	problems;		
•		e teaching-learning principles of relevar	nt topics addressed in this module in
	the teaching situation; and		
•	-	ies related to the impact of information	and communication technologies on
	the environment and society in a g	lobal context.	
	dule Code: CATE121		NQF-Level:
		OLOGY FOR EDUCATION: ELEMENTARY	WORD PROCESSING
IVIO	dule Outcomes: Upon completion of	this module, the student should: e accountable use of input devices and a	word processing program.
	•		
	functions;	nstrate keyboarding skills and practical s	okins in elementary word processing
		he teaching-learning principles of releva	nt tonics addressed in this module in
	the teaching situation; and	ine teaching learning principles of feleva	
•	σ,	ues related to the use of e-documents.	
Mo	dule Code: CATE 211		NQF-Level:
		L OLOGY FOR EDUCATION: ADVANCED W(

•	and the didactical aspects of the u	ind extended comprehension of input de	evices, a word processing programme
	and the didactical aspects of the unique teaching methods for Computer Applications Technology with special		
	reference to inclusive education;		
•		application of advanced word processing	g functions by using relevant case
•	studies; and demonstrate the ability to apply the	e teaching-learning principles of relevar	at topics addressed in this module in
	the teaching situation.		it topics addressed in this module in
Мо	dule Code: CATE 221		NQF-Level:
Title	: COMPUTER APPLICATIONS TECHN	OLOGY FOR EDUCATION: SPREADSHEET	5
Мо	dule Outcomes: Upon completion of		
•		and extended understanding of the gene	ral concepts of a spreadsheet
	program in teaching-related examp	-	
•		able design, editing, formatting and ma	
		ng skills ,in groups or individual, with the ne teaching-learning principles of releva	
	the teaching situation.		it topics addressed in this module in
Mo	dule Code: CATE 311		NQF-Level:
TITI	E: COMPUTER APPLICATIONS TECHN	NOLOGY FOR EDUCATION: PRESENTATIO	NS, DESKTOP PUBLISHING AND WEB
-	DESIGN		
Мо	dule Outcomes: Upon completion of		
•		of the use of software suitable for pres-	entations, desktop publishing and
_	webpage design;		
•		sign principals in using presentations, do pplications with other application softw	
	, .	e teaching-learning principles of relevan	-
•	the teaching situation; and		it topics addressed in this module in
•	•	e various sources in order to acquire info	ormation to use in presentations,
	desktop publishing and webpage d		
Мо	dule Code: CATE 321		NQF-Level:
		OLOGY FOR EDUCATION: DATABASES AN	ND DATA COMMUNICATION
Мо	dule Outcomes: Upon completion of		
•		with extensive understanding of the desi	
		unication media and products as well as	•
		ig the design and management of a data	
•	 demonstrate practical skill regarding the design and management of a database as well as the ability to compare and evaluate different network topologies and network media; 		
•	and evaluate different network top		
	and evaluate different network top	pologies and network media; teaching-learning principles of relevant	
	and evaluate different network top demonstrate the skill to apply the teaching situation; and		topics addressed in this module in the
•	and evaluate different network top demonstrate the skill to apply the teaching situation; and	teaching-learning principles of relevant	topics addressed in this module in the
• Mo Title	and evaluate different network top demonstrate the skill to apply the teaching situation; and be able to critically evaluate data c dule Code: CMPF111 e: EDUCATIONAL COMPUTER LITERA	teaching-learning principles of relevant ommunication and transfer technologie	topics addressed in this module in the s as are currently in general use.
• Mo Title Mo	and evaluate different network top demonstrate the skill to apply the teaching situation; and be able to critically evaluate data of dule Code: CMPF111 e: EDUCATIONAL COMPUTER LITERA dule Outcomes: Upon completion of	teaching-learning principles of relevant ommunication and transfer technologie CY this module, the student should:	topics addressed in this module in the s as are currently in general use. NQF-Level:
• Mo Title	and evaluate different network top demonstrate the skill to apply the teaching situation; and be able to critically evaluate data or dule Code: CMPF111 a: EDUCATIONAL COMPUTER LITERA: dule Outcomes: Upon completion of demonstrate basic knowledge of p	teaching-learning principles of relevant ommunication and transfer technologie	topics addressed in this module in the s as are currently in general use. NQF-Level:
• Mo Title Mo	and evaluate different network top demonstrate the skill to apply the teaching situation; and be able to critically evaluate data of dule Code: CMPF111 e: EDUCATIONAL COMPUTER LITERA: dule Outcomes: Upon completion of demonstrate basic knowledge of p communication skills;	teaching-learning principles of relevant communication and transfer technologie CY this module, the student should: ersonal computer systems, application s	topics addressed in this module in the s as are currently in general use. NQF-Level: oftware and information and
• Mo Title Mo	and evaluate different network top demonstrate the skill to apply the teaching situation; and be able to critically evaluate data of dule Code: CMPF111 e: EDUCATIONAL COMPUTER LITERA: dule Outcomes: Upon completion of demonstrate basic knowledge of p communication skills;	teaching-learning principles of relevant communication and transfer technologie CY this module, the student should: ersonal computer systems, application s ing the use of a word processing program	topics addressed in this module in the s as are currently in general use. NQF-Level: oftware and information and
• Mo Title Mo	and evaluate different network top demonstrate the skill to apply the teaching situation; and be able to critically evaluate data of dule Code: CMPF111 E: EDUCATIONAL COMPUTER LITERA dule Outcomes: Upon completion of demonstrate basic knowledge of p communication skills; demonstrate practical skills regard presentation program as they are a	teaching-learning principles of relevant communication and transfer technologie CY this module, the student should: ersonal computer systems, application s ing the use of a word processing program	topics addressed in this module in the s as are currently in general use. NQF-Level: oftware and information and n, spreadsheet program and
• Mo Title Mo •	and evaluate different network top demonstrate the skill to apply the teaching situation; and be able to critically evaluate data or dule Code: CMPF111 a: EDUCATIONAL COMPUTER LITERA- dule Outcomes: Upon completion of demonstrate basic knowledge of p communication skills; demonstrate practical skills regard presentation program as they are a demonstrate problem-solving abili learning situation; and	teaching-learning principles of relevant ommunication and transfer technologie CY 'this module, the student should: ersonal computer systems, application s ing the use of a word processing prograd applied in teaching; ties in the practical application of applic	topics addressed in this module in the s as are currently in general use. NQF-Level: oftware and information and m, spreadsheet program and ation software in the teaching-
• Mo Title Mo • •	and evaluate different network top demonstrate the skill to apply the teaching situation; and be able to critically evaluate data of dule Code: CMPF111 2: EDUCATIONAL COMPUTER LITERA- dule Outcomes: Upon completion of demonstrate basic knowledge of p communication skills; demonstrate practical skills regard presentation program as they are a demonstrate problem-solving abili learning situation; and demonstrate knowledge of the use	teaching-learning principles of relevant ommunication and transfer technologie CY this module, the student should: ersonal computer systems, application s ing the use of a word processing program applied in teaching;	topics addressed in this module in the s as are currently in general use. NQF-Level: oftware and information and m, spreadsheet program and ation software in the teaching- aching-learning situation.
• Mo Title • • •	and evaluate different network tog demonstrate the skill to apply the teaching situation; and be able to critically evaluate data of dule Code: CMPF111 e: EDUCATIONAL COMPUTER LITERA: dule Outcomes: Upon completion of demonstrate basic knowledge of p communication skills; demonstrate practical skills regard presentation program as they are a demonstrate problem-solving abili learning situation; and demonstrate knowledge of the use dule Code: CTED211	teaching-learning principles of relevant communication and transfer technologie CY this module, the student should: ersonal computer systems, application s ing the use of a word processing progra applied in teaching; ties in the practical application of applic e and integration of computers in the tea	topics addressed in this module in the s as are currently in general use. NQF-Level: oftware and information and m, spreadsheet program and ation software in the teaching-
Mo Title Mo Mo Title	and evaluate different network top demonstrate the skill to apply the teaching situation; and be able to critically evaluate data of dule Code: CMPF111 e: EDUCATIONAL COMPUTER LITERAM dule Outcomes: Upon completion of demonstrate basic knowledge of p communication skills; demonstrate practical skills regard presentation program as they are a demonstrate problem-solving abili learning situation; and demonstrate knowledge of the use dule Code: CTED211 e: CIVIL TECHNOLOGY METHODOLOGO	teaching-learning principles of relevant communication and transfer technologie CY this module, the student should: ersonal computer systems, application s ing the use of a word processing progra applied in teaching; ties in the practical application of applic e and integration of computers in the teac SY	topics addressed in this module in the s as are currently in general use. NQF-Level: oftware and information and m, spreadsheet program and ation software in the teaching- aching-learning situation. NQF-Level:
Mo Title Mo Mo Title	and evaluate different network tog demonstrate the skill to apply the teaching situation; and be able to critically evaluate data of dule Code: CMPF111 e: EDUCATIONAL COMPUTER LITERAL dule Outcomes: Upon completion of demonstrate basic knowledge of p communication skills; demonstrate practical skills regard presentation program as they are a demonstrate problem-solving abili learning situation; and demonstrate knowledge of the use dule Code: CTED211 e: CIVIL TECHNOLOGY METHODOLOG dule outcomes: On completion of th	teaching-learning principles of relevant communication and transfer technologie CY this module, the student should: ersonal computer systems, application s ing the use of a word processing progra applied in teaching; ties in the practical application of applic e and integration of computers in the tea sy is module the student should be able to	topics addressed in this module in the s as are currently in general use. NQF-Level: oftware and information and m, spreadsheet program and ation software in the teaching- aching-learning situation. NQF-Level:
• Mo Title Mo • • • • • • • • • • • • • • • • •	and evaluate different network tog demonstrate the skill to apply the teaching situation; and be able to critically evaluate data of dule Code: CMPF111 e: EDUCATIONAL COMPUTER LITERAL dule Outcomes: Upon completion of demonstrate basic knowledge of p communication skills; demonstrate practical skills regard presentation program as they are a demonstrate problem-solving abili learning situation; and demonstrate knowledge of the use dule Code: CTED211 e: CIVIL TECHNOLOGY METHODOLOG dule outcomes: On completion of th	teaching-learning principles of relevant communication and transfer technologie CY this module, the student should: ersonal computer systems, application s ing the use of a word processing progra applied in teaching; ties in the practical application of applic e and integration of computers in the tea sy is module the student should be able to ledge of the National Curriculum Statem	topics addressed in this module in the s as are currently in general use. NQF-Level: oftware and information and m, spreadsheet program and ation software in the teaching- aching-learning situation. NQF-Level:
• Mo Title Mo • • • • • • • • • • • • • • • • •	and evaluate different network tog demonstrate the skill to apply the teaching situation; and be able to critically evaluate data of dule Code: CMPF111 e: EDUCATIONAL COMPUTER LITERAN dule Outcomes: Upon completion of demonstrate basic knowledge of p communication skills; demonstrate practical skills regard presentation program as they are a demonstrate problem-solving abili learning situation; and demonstrate knowledge of the use dule Code: CTED211 e: CIVIL TECHNOLOGY METHODOLOG dule outcomes: On completion of th demonstrate a fundamental knowl education in the Further Education	teaching-learning principles of relevant communication and transfer technologie CY this module, the student should: ersonal computer systems, application s ing the use of a word processing progra applied in teaching; ties in the practical application of applic e and integration of computers in the tea sy is module the student should be able to ledge of the National Curriculum Statem	topics addressed in this module in the s as are currently in general use. NQF-Level: oftware and information and m, spreadsheet program and ation software in the teaching- aching-learning situation. NQF-Level: ent policy of Civil Technology for
• Mo Title Mo • • • • • • • • • • • • • • • • •	and evaluate different network top demonstrate the skill to apply the teaching situation; and be able to critically evaluate data or dule Code: CMPF111 a: EDUCATIONAL COMPUTER LITERA: dule Outcomes: Upon completion of demonstrate basic knowledge of p communication skills; demonstrate practical skills regard presentation program as they are a demonstrate problem-solving abili learning situation; and demonstrate knowledge of the use dule Code: CTED211 a: CIVL TECHNOLOGY METHODOLOC dule outcomes: On completion of th demonstrate a fundamental knowl education in the Further Education demonstrate the knowledge and sl	teaching-learning principles of relevant communication and transfer technologie CY this module, the student should: ersonal computer systems, application s ing the use of a word processing progra- applied in teaching; ties in the practical application of applic e and integration of computers in the tea SY is module the student should be able to ledge of the National Curriculum Statem and Training phase;	topics addressed in this module in the s as are currently in general use. NQF-Level: oftware and information and m, spreadsheet program and ation software in the teaching- aching-learning situation. NQF-Level: ent policy of Civil Technology for hes; and
• Mo Title Mo • • • • • • • • • • • • • • • • • •	and evaluate different network tog demonstrate the skill to apply the teaching situation; and be able to critically evaluate data of dule Code: CMPF111 ECUCATIONAL COMPUTER LITERAN dule Outcomes: Upon completion of demonstrate basic knowledge of p communication skills; demonstrate practical skills regard presentation program as they are a demonstrate problem-solving abili learning situation; and demonstrate knowledge of the use dule Code: CTED211 ECUVL TECHNOLOGY METHODOLOG dule outcomes: On completion of th demonstrate the knowledge and sl demonstrate the solvity to plan app that is used as the organising conce	teaching-learning principles of relevant communication and transfer technologie CY this module, the student should: ersonal computer systems, application s ing the use of a word processing progra applied in teaching; ties in the practical application of applic e and integration of computers in the teaching and integration of computers in the teaching SY is module the student should be able to ledge of the National Curriculum Statem and Training phase; kills in problem-based teaching approac propriate technology lessons according to	topics addressed in this module in the s as are currently in general use. NQF-Level: oftware and information and m, spreadsheet program and ation software in the teaching- aching-learning situation. NQF-Level: ent policy of Civil Technology for hes; and to the unique technological process
• Mo Title Mo • • • • •	and evaluate different network tog demonstrate the skill to apply the teaching situation; and be able to critically evaluate data of dule Code: CMPF111 e: EDUCATIONAL COMPUTER LITERA: dule Outcomes: Upon completion of demonstrate basic knowledge of p communication skills; demonstrate practical skills regard presentation program as they are a demonstrate problem-solving abili learning situation; and demonstrate knowledge of the use dule Code: CTED211 e: CIVIL TECHNOLOGY METHODOLOG dule outcomes: On completion of th demonstrate the knowledge and sl demonstrate the knowledge and sl demonstrate the knowledge and sl demonstrate the organising conc dule Code: CTED211	teaching-learning principles of relevant communication and transfer technologie CY this module, the student should: ersonal computer systems, application s ing the use of a word processing progra applied in teaching; ties in the practical application of applic e and integration of computers in the teac and integration of computers in the teac sy is module the student should be able to ledge of the National Curriculum Statem a and Training phase; kills in problem-based teaching approac propriate technology lessons according to ept.	topics addressed in this module in the s as are currently in general use. NQF-Level: oftware and information and m, spreadsheet program and ation software in the teaching- aching-learning situation. NQF-Level: ent policy of Civil Technology for hes; and
• Mo Title Mo • Mo Title Mo Title	and evaluate different network tog demonstrate the skill to apply the teaching situation; and be able to critically evaluate data of dule Code: CMPF111 e: EDUCATIONAL COMPUTER LITERA- dule Outcomes: Upon completion of demonstrate basic knowledge of p communication skills; demonstrate practical skills regard presentation program as they are a demonstrate problem-solving abili learning situation; and demonstrate knowledge of the use dule Code: CTED211 e: CIVIL TECHNOLOGY METHODOLOG dule outcomes: On completion of th demonstrate the knowledge and sl demonstrate the knowledge and sl demonstrate the ability to plan app that is used as the organising conc dule Code: CTED211 e: CIVIL TECHNOLOGY METHODOLOG	teaching-learning principles of relevant communication and transfer technologie CY this module, the student should: ersonal computer systems, application s ing the use of a word processing progra applied in teaching; ties in the practical application of applic e and integration of computers in the teac and integration of computers in the teac sy is module the student should be able to ledge of the National Curriculum Statem a and Training phase; kills in problem-based teaching approac propriate technology lessons according to ept.	topics addressed in this module in the s as are currently in general use. NQF-Level: oftware and information and m, spreadsheet program and ation software in the teaching- aching-learning situation. NQF-Level: ent policy of Civil Technology for hes; and to the unique technological process NQF-Level:

٠	apply and discuss suitable types of assessment strategies in the different task types of an Civil Technology for			
	Education lesson; and			
•	design and compile portfolios for b	oth learners and educators in Civil Tech	nology for Education.	
Mo	dule Code: CTED421		NQF-Level:	
Title	e: CIVIL TECHNOLOGY METHODOLOG	Y		
Мо	dule outcomes: On completion of thi	s module the student should be able to:		
•	demonstrate a verbal awareness ar	nd understanding of the safety aspects a	applicable in the classroom, workshop	
	and on-site visits during practical se	essions;		
•	design and compile portfolios for b	oth learners and educators in Civil Techr	nology for Education; and	
•	adequately demonstrate the capab	ility to integrate the knowledge and skil	Is acquired in the prerequisite	
	modules in the compiling and prese	entation of a Civil Technology for Educat	ion project.	
Мо	dule Code: CTEE211		NQF-Level:	
Title	e: CIVIL TECHNOLOGY FOR EDUCATIO	IN		
Мо	dule outcomes: On completion of thi	s module the student should be able to:		
•	demonstrate a basic knowledge by	identifying the correct tools for the spe	ecific work;	
•	demonstrate the ability to use elec	trical hand tools and machinery in wood	lwork and implement the correct	
	safety procedures;			
•	explain the terminologies of brickla	ying;		
•		are normally associated with the failing	of foundations on certain soil	
	formations; and			
•	demonstrate the ability to commur	nicate their points of view in writing.		
Mo	dule Code: CTEE221		NQF-Level:	
Title	e: CIVIL TECHNOLOGY FOR EDUCATIO	N		
		s module the student should be able to:		
•		choosing, designing and making the corr		
	sessions;			
•	explain all relevant terminologies th	hat occur in the field of study: and		
		wledge concerning concrete, concrete n	nixtures and the curing of different	
	aggregate mixtures.			
Mo			NOF-Level:	
	dule Code: CTEE311	N	NQF-Level:	
Title	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC		· · · ·	
Title	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi	s module the student should be able to:		
Title Mo	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by do	s module the student should be able to: esigning, planning and drawing house pl	ans;	
Title Mo	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by du show a thorough knowledge of, and	s module the student should be able to:	ans;	
Title Mo	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by du show a thorough knowledge of, and structures;	s module the student should be able to: esigning, planning and drawing house pl d describe, choose and design appropria	ans; ite roofs and roof trusses for different	
Title Mo	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by du show a thorough knowledge of, and structures; analyse and explain their knowledg	s module the student should be able to: esigning, planning and drawing house pl d describe, choose and design appropria e concerning the behaviour of different	ans; ate roofs and roof trusses for different soils;	
Title Mo	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by do show a thorough knowledge of, and structures; analyse and explain their knowledge explain and express their well-foun	s module the student should be able to: esigning, planning and drawing house pl d describe, choose and design appropria e concerning the behaviour of different ded knowledge concerning structures th	ans; ite roofs and roof trusses for different soils; nat match the soil's shortcomings; and	
Title Mo • •	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by du show a thorough knowledge of, and structures; analyse and explain their knowledg explain and express their well-foun communicate and demonstrate, in	s module the student should be able to: esigning, planning and drawing house pl d describe, choose and design appropria e concerning the behaviour of different	ans; ate roofs and roof trusses for different soils; hat match the soil's shortcomings; and ew.	
Title Mo • • • • •	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by de show a thorough knowledge of, an structures; analyse and explain their knowledg explain and express their well-foun communicate and demonstrate, in dule Code: CTEE321	s module the student should be able to: esigning, planning and drawing house pl d describe, choose and design appropria e concerning the behaviour of different ded knowledge concerning structures th writing and sketching, their points of vie	ans; ite roofs and roof trusses for different soils; nat match the soil's shortcomings; and	
Title Mo • • • • • Title	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by do show a thorough knowledge of, an structures; analyse and explain their knowledg explain and express their well-foun communicate and demonstrate, in dule Code: CTEE321 e: CIVIL TECHNOLOGY FOR EDUCATIC	s module the student should be able to: esigning, planning and drawing house pl d describe, choose and design appropria te concerning the behaviour of different ded knowledge concerning structures th writing and sketching, their points of vie N	ans; ite roofs and roof trusses for different soils; nat match the soil's shortcomings; and ew. NQF-Level:	
Title Mo • • • • • Title	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by do show a thorough knowledge of, an structures; analyse and explain their knowledg explain and express their well-foun communicate and demonstrate, in dule Code: CTEE321 e: CIVIL TECHNOLOGY FOR EDUCATIC dule Outcomes: On completion of thi	s module the student should be able to: esigning, planning and drawing house pl d describe, choose and design appropria econcerning the behaviour of different ded knowledge concerning structures th writing and sketching, their points of vie N N	ans; ite roofs and roof trusses for different soils; nat match the soil's shortcomings; and ew. NQF-Level:	
Title Mo • • • • • Title	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by do show a thorough knowledge of, an structures; analyse and explain their knowledg explain and express their well-foun communicate and demonstrate, in dule Code: CTEE321 e: CIVIL TECHNOLOGY FOR EDUCATIC dule Outcomes: On completion of thi demonstrate their knowledge by di	s module the student should be able to: esigning, planning and drawing house pl d describe, choose and design appropria te concerning the behaviour of different ded knowledge concerning structures th writing and sketching, their points of vie N	ans; ite roofs and roof trusses for different soils; nat match the soil's shortcomings; and ew. NQF-Level:	
Title Mo • • • • • Title	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by du show a thorough knowledge of, an structures; analyse and explain their knowledg explain and express their well-foun communicate and demonstrate, in dule Code: CTEE321 e: CIVIL TECHNOLOGY FOR EDUCATIC dule Outcomes: On completion of thi demonstrate their knowledge by di and gravity walls;	s module the student should be able to: esigning, planning and drawing house pl d describe, choose and design appropria e concerning the behaviour of different ded knowledge concerning structures th writing and sketching, their points of vie N is module the student should be able to: scussing and designing different aspects	ans; ite roofs and roof trusses for different soils; nat match the soil's shortcomings; and ew. NQF-Level: : s of the construction of basements	
Title Mo • • • • • Title	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by di show a thorough knowledge of, ani structures; analyse and explain their knowledg explain and express their well-foun communicate and demonstrate, in dule Code: CTEE321 e: CIVIL TECHNOLOGY FOR EDUCATIC dule Outcomes: On completion of thi demonstrate their knowledge by di and gravity walls; show a thorough knowledge of, ani	s module the student should be able to: esigning, planning and drawing house pl d describe, choose and design appropria e concerning the behaviour of different ded knowledge concerning structures th writing and sketching, their points of vie with is module the student should be able to: scussing and designing different aspects d describe the method of designing colu	ans; ite roofs and roof trusses for different soils; nat match the soil's shortcomings; and ew. NQF-Level: : s of the construction of basements mns and beams;	
Title Mo • • • • Mo Title	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by di show a thorough knowledge of, and structures; analyse and explain their knowledge explain and express their well-foun communicate and demonstrate, in dule Code: CTEE321 e: CIVIL TECHNOLOGY FOR EDUCATIC dule Outcomes: On completion of thi demonstrate their knowledge by di and gravity walls; show a thorough knowledge of, and discuss and compare various aspec	s module the student should be able to: esigning, planning and drawing house pl d describe, choose and design appropria e concerning the behaviour of different ded knowledge concerning structures th writing and sketching, their points of vie with s module the student should be able to: scussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a	ans; te roofs and roof trusses for different soils; nat match the soil's shortcomings; and ew. NQF-Level: s of the construction of basements mns and beams; nd digital photos;	
Title Mo • • • • Mo Title	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by di show a thorough knowledge of, an structures; analyse and explain their knowledg explain and express their well-foun communicate and demonstrate, in dule Code: CTEE321 e: CIVIL TECHNOLOGY FOR EDUCATIC dule Outcomes: On completion of thi demonstrate their knowledge by di and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge con	s module the student should be able to: esigning, planning and drawing house pl d describe, choose and design appropria ee concerning the behaviour of different ded knowledge concerning structures th writing and sketching, their points of vie writing and sketching, their points of vie source and the student should be able to: scussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits an icerning sanitary components and instal	ans; ite roofs and roof trusses for different soils; nat match the soil's shortcomings; and ew. NQF-Level: s of the construction of basements mns and beams; nd digital photos; lation; and	
Title Mo • • • • Mo Title	dule Code: CTEE311 e: CIVIL TECHNOLOGY FOR EDUCATIC dule outcomes: On completion of thi demonstrate their knowledge by de show a thorough knowledge of, an structures; analyse and explain their knowledg explain and express their well-foun communicate and demonstrate, in dule Code: CTEE321 e: CIVIL TECHNOLOGY FOR EDUCATIC dule Outcomes: On completion of thi demonstrate their knowledge by di and gravity walls; show a thorough knowledge of, an discuss and compare various aspec analyse and explain knowledge con explain and express well-founded kn	s module the student should be able to: esigning, planning and drawing house pl d describe, choose and design appropria e concerning the behaviour of different ded knowledge concerning structures th writing and sketching, their points of vie with s module the student should be able to: scussing and designing different aspects d describe the method of designing colu ts of constructions based on site visits a	ans; ite roofs and roof trusses for different soils; nat match the soil's shortcomings; and ew. NQF-Level: s of the construction of basements mns and beams; nd digital photos; lation; and	
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Title: CIVIL TECHNOLOGY FOR EDUCATION			
Module outcomes: On completion of this module the student should be able to:			
demonstrate a systematic and thorough approach towards different theories that can be applied in practice			
referring to mechanical principles;			
 demonstrate a well-rounded and profound knowledge concerning strength of materials; and 			
 demonstrate and communicate profound knowledge and skills concerning surveying. 			
MODULE CODE: ECOD321 NQF-Level:			
Title: ECONOMICS METHODOLOGY			
Module Outcomes: After completion of this module the student should be able to:			
 have a well-rounded and systematic knowledge base of lesson planning, student programme development, 			
teaching aids and teaching management of the subject didactics of Economics and have a sound understanding			
of key terms, rules, concepts, established principles and theories regarding the presentation of Economics			
according to the National Curriculum Statement;			
 gather, organise, make a critical analysis and interpret information regarding Economics didactics concepts and 			
have the ability to deal with unfamiliar concrete and abstract information using theory-driven arguments and IT			
skills appropriately;			
 communicate coherently and reliably in individual or group context about the steps in the economic development through the area and to present information offsetively with the still of UT skills, and 			
development through the ages and to present information effectively with the aid of IT skills; and			
 use the knowledge and skills that you have mastered in this module effectively to teach it in future to students 			
according to ethically established norms and value			
Module Code: ECOD411 NQF-Level:			
Title: ECONOMICS METHODOLOGY			
Module Outcomes: After completion of this module the student should be able to:			
illustrate and apply comprehensive and systematic knowledge of the National Curriculum Statement and other			
related educational policy documents for grades 10-12 and display an informed and critical understanding of the			
principles and theories with regard to classroom management, creative teaching and active learning in the			
economics classroom;			
execute critical analyses, syntheses and evaluations of quantitative- and qualitative information with regard to			
classroom administration, classroom organisation and record-keeping;			
 effectively present academically-professional information with regard to assessment of Economics teaching as 			
well as planning and preparation of Economics lessons using IT-skills and coherently and validly communicate as			
an individual or as part of a group; and			
use the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12			
students using the Outcomes-Based Educational approach and implement norms and values prescribed by the			
Education Department			
Module Code: ECOE111 NQF-Level:			
Title: ECONOMICS FOR EDUCATION: INTRODUCTION TO ECONOMICS (PART 1)			
Module Outcomes: After completion of this module student should be able to:			
have a comprehensive fundamental knowledge base of important terms, principles and theories with reference			
to the concept of economics, the economic problem and the measuring of the performance of the economy			
 and gather, organize, interpret and present information related to scarcity, choice, opportunity costs, micro-and 			
macro economics, positive- and normative economics, national income, determining national income, the uses			
of national income figures and the methods of increasing national income			
demonstrate an informed understanding of the consumer and the producer, the production- and distribution			
issue, as well as the mutual dependence between the important sectors, markets and flows in a mixed economy			
and the development and performance of the South African economy			
• to present related information coherently and reliably in order to, in the future, use the knowledge and skills			
you mastered in this module to effectively and according to ethical established values, instruct your future			
learners.			
learners.			
 and effectively execute assignments individually or as part of a group and creatively solve problems in relevant 			
• and effectively execute assignments individually or as part of a group and creatively solve problems in relevant			
and effectively execute assignments individually or as part of a group and creatively solve problems in relevant economic fields Module Code: ECOE121 NQF-Level:			
and effectively execute assignments individually or as part of a group and creatively solve problems in relevant economic fields Module Code: ECOE121 Title: ECONOMICS FOR EDUCATION: INTRODUCTION TO ECONOMICS (PART 2)			
and effectively execute assignments individually or as part of a group and creatively solve problems in relevant economic fields Module Code: ECOE121 INQF-Level: Title: ECONOMICS FOR EDUCATION: INTRODUCTION TO ECONOMICS (PART 2) Module Outcomes: After completion of this module the student should be able to:			
and effectively execute assignments individually or as part of a group and creatively solve problems in relevant economic fields Module Code: ECOE121 NQF-Level: Title: ECONOMICS FOR EDUCATION: INTRODUCTION TO ECONOMICS (PART 2) 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			
and effectively execute assignments individually or as part of a group and creatively solve problems in relevant economic fields Module Code: ECOE121 NQF-Level: Title: ECONOMICS FOR EDUCATION: INTRODUCTION TO ECONOMICS (PART 2) 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 recent economic related topics and problems such as privatisation, deregulation, nationalisation, division of			
and effectively execute assignments individually or as part of a group and creatively solve problems in relevant economic fields Module Code: ECOE121 NQF-Level: Title: ECONOMICS FOR EDUCATION: INTRODUCTION TO ECONOMICS (PART 2) 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 recent economic related topics and problems such as privatisation, deregulation, nationalisation, division of labour, mass production, the population and labour force of the RSA, price formation, elasticity and economic			
and effectively execute assignments individually or as part of a group and creatively solve problems in relevant economic fields Module Code: ECOE121 NQF-Level: Title: ECONOMICS FOR EDUCATION: INTRODUCTION TO ECONOMICS (PART 2) 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 recent economic related topics and problems such as privatisation, deregulation, nationalisation, division of			

	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 ap	propriate technology; and		
•	present related information cohere	ently and reliably, and to use the knowle	dge and skills gained in this module	
	to teach Economics effectively and	according to established ethical norms	and values to students.	
Mo	dule Code: ECOE211		NQF-Level:	
Title	ECONOMICS FOR EDUCATION: MIC	CRO-ECONOMICS		
		this module the student should be able	to:	
•		y terms, rules, concepts, established prin		
		ference from government, perfect and in		
	also be able to indicate changes in			
•		ding the theory of consumer choice and	economic and regional development	
•		alysis and also interpret information reg		
		etition, the oligopoly and market equilib		
•		ate information regarding the theory of p	-	
	informal sector, individually or as p		,,	
•		cost and profit concepts and production	and cost on both the short and long	
		esentation skills using appropriate techr		
•		ave mastered in this module in future to		
	ethically established norms and va			
Mo	dule Code: ECOE221	···· / ·· ·· · · · · · · · · · · · · ·	NQF-Level:	
		DM MICRO-TO MACRO-ECONOMICS		
		this module the student should be able	to:	
•		solid knowledge base of key terms, rules		
	-	our market, labour as a production factor		
		macroeconomic aspects of the labour m		
		et- and government failure, public- and		
	the state;			
•		analysis and interpret information regar	ding the labour problem trade	
		tate in production, government expendit		
		tate in production, Bovenment expendi		
	expenditure.			
	expenditure; communicate information with ref	erence to the monetary sector, the conc	epts of tax, requirements of a good	
•	communicate information with ref	erence to the monetary sector, the conc only and reliably individually or as part o		
•	communicate information with ref tax system and types of tax cohere	ntly and reliably individually or as part o	f a group and to select information	
•	communicate information with ref tax system and types of tax cohere with reference to money and mon	ntly and reliably individually or as part o ey-associated instruments, the South Afr	f a group and to select information ican Reserve Bank, the monetary	
•	communicate information with ref tax system and types of tax cohere with reference to money and mon policy framework in South Africa a	ntly and reliably individually or as part o	f a group and to select information ican Reserve Bank, the monetary	
•	communicate information with ref tax system and types of tax cohere with reference to money and mon policy framework in South Africa a technologies; and	ntly and reliably individually or as part o ey-associated instruments, the South Afr nd the budget and develop the necessar	f a group and to select information ican Reserve Bank, the monetary y presentation skills using appropriate	
•	communicate information with ref tax system and types of tax cohere with reference to money and mon policy framework in South Africa a technologies; and use the knowledge and skills gaine	ntly and reliably individually or as part o ey-associated instruments, the South Afr nd the budget and develop the necessar d in this module to teach Economics effe	f a group and to select information ican Reserve Bank, the monetary y presentation skills using appropriate	
• •	communicate information with ref tax system and types of tax cohere with reference to money and mon- policy framework in South Africa a technologies; and use the knowledge and skills gaine ethical norms and values to stude	ntly and reliably individually or as part o ey-associated instruments, the South Afr nd the budget and develop the necessar d in this module to teach Economics effe	f a group and to select information ican Reserve Bank, the monetary y presentation skills using appropriate actively and according to established	
	communicate information with ref tax system and types of tax cohere with reference to money and mon- policy framework in South Africa a technologies; and use the knowledge and skills gaine ethical norms and values to stude dule Code: ECOE311	ntly and reliably individually or as part o ey-associated instruments, the South Afr nd the budget and develop the necessar d in this module to teach Economics effe nts.	f a group and to select information ican Reserve Bank, the monetary y presentation skills using appropriate	
Title	communicate information with ref tax system and types of tax cohere with reference to money and mon- policy framework in South Africa a technologies; and use the knowledge and skills gaine ethical norms and values to stude dule Code: ECOE311 e: ECONOMICS FOR EDUCATION: MAR	ntly and reliably individually or as part o ey-associated instruments, the South Afr nd the budget and develop the necessar d in this module to teach Economics effe nts. CRO-ECONOMIC PROBLEMS (PART 1)	f a group and to select information ican Reserve Bank, the monetary y presentation skills using appropriate actively and according to established NQF-Level:	
Title	communicate information with ref tax system and types of tax cohere with reference to money and mon policy framework in South Africa a technologies; and use the knowledge and skills gaine ethical norms and values to stude dule Code: ECOE311 E: ECONOMICS FOR EDUCATION: MA dule Outcomes: After completion of	ntly and reliably individually or as part o ey-associated instruments, the South Afr nd the budget and develop the necessar d in this module to teach Economics effe nts. CRO-ECONOMIC PROBLEMS (PART 1) this module the student should be able to	f a group and to select information ican Reserve Bank, the monetary y presentation skills using appropriate actively and according to established NQF-Level: to:	
Title	communicate information with ref tax system and types of tax cohere with reference to money and mon policy framework in South Africa a technologies; and use the knowledge and skills gaine ethical norms and values to stude dule Code: ECOE311 E: ECONOMICS FOR EDUCATION: MA dule Outcomes: After completion of show an informed understanding of	ntly and reliably individually or as part o ey-associated instruments, the South Afr nd the budget and develop the necessar d in this module to teach Economics effe nts. CRO-ECONOMIC PROBLEMS (PART 1) this module the student should be able of key terms, rules, concepts, principles a	f a group and to select information ican Reserve Bank, the monetary y presentation skills using appropriate actively and according to established NQF-Level: to: ind theories with reference to	
Title	communicate information with ref tax system and types of tax cohere with reference to money and mon policy framework in South Africa a technologies; and use the knowledge and skills gaine ethical norms and values to stude dule Code: ECOE311 ECONOMICS FOR EDUCATION: MA dule Outcomes: After completion of show an informed understanding of international trade, poverty, econo	ntly and reliably individually or as part o ey-associated instruments, the South Afr nd the budget and develop the necessar d in this module to teach Economics effe nts. CRCP-ECONOMIC PROBLEMS (PART 1) this module the student should be able to of key terms, rules, concepts, principles a pomic integration and productivity and dis	f a group and to select information ican Reserve Bank, the monetary y presentation skills using appropriate actively and according to established NQF-Level: to: nd theories with reference to pose of a finished and systematic	
Title	communicate information with ref tax system and types of tax cohere with reference to money and mon- policy framework in South Africa a technologies; and use the knowledge and skills gaine ethical norms and values to stude dule Code: ECOE311 E: ECONOMICS FOR EDUCATION: MA dule Outcomes: After completion of show an informed understanding of international trade, poverty, econo knowledge basis of economically n	ntly and reliably individually or as part o ey-associated instruments, the South Afr nd the budget and develop the necessar d in this module to teach Economics effe nts. CRO-ECONOMIC PROBLEMS (PART 1) this module the student should be able of key terms, rules, concepts, principles a	f a group and to select information ican Reserve Bank, the monetary y presentation skills using appropriate actively and according to established NQF-Level: to: nd theories with reference to pose of a finished and systematic	
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	to the causes, effects and measur	ement of inflation;		
•	interact with unfamiliar and abstract information in respect of the nature and calculation of price indices by			
	using unfamiliar calculation methods and theory-driven arguments and to collect, organise, critically analyse and			
		to the importance of tourism in a countr		
•		ably in individual or group context about		
		nd to present information effectively with		
	according to ethically established	you have mastered in this module effect	lively to teach it in future to students	
Mo	dule Code: EDCC112		NQF-Level:	
	e: PROFESSIONAL STUDIES			
		of this module, the student should be able	e to:	
•		vledge of the relationship between educa		
	manifests itself in classroom activ	ities (instructional planning and impleme	entation)Use pre-prepared	
	observational instruments to ider	tify major school and routine administra	tive activities and communicate	
	•	d aspects in a written report, as well as in	n oral presentation	
•	-	erstanding of teaching as a profession		
•	• •	al media/technologies for this level of stu		
-	dule Code: EDCC 113		NQF-Level:	
	E: BASIC INTRODUCTION TO EDUCA			
		of this module, the student should be able		
•		edge of what philosophy/ philosophy of e		
	a philosophy of education;	red when developing a philosophy of edu	ication and describing the purposes of	
•		categories of philosophy, namely ontolo	any cosmology anthropology and	
•	epistemology;	categories of philosophy, namely ontoid	sgy, cosmology, antinopology and	
		edge of the philosophical foundations of	outcomes-based education	
•	formulate an own philosophy of li			
•		of the South African education system a	ind to write down lessons learned:	
•		m solving through dialogue to clarify owr		
	and spiritual issues and dilemmas		,	
Mo	dule code: EDCC114		NQF-level: 6	
-	dule code: EDCC114 e: INTRODUCTION TO CURRICULUM	AND PROFESSIONAL STUDIES	NQF-level: 6	
Title	e: INTRODUCTION TO CURRICULUM	AND PROFESSIONAL STUDIES of this module, the student should be able	· · · · ·	
Title	e: INTRODUCTION TO CURRICULUM dule Outcomes: Upon completion c		e to:	
Title Mo	e: INTRODUCTION TO CURRICULUM dule Outcomes: Upon completion c knowledge and an informed und	of this module, the student should be able	e to: ng theories, such as behaviourism,	
Title Mo	: INTRODUCTION TO CURRICULUM dule Outcomes: Upon completion c knowledge and an informed und social constructivism, etc., that ir	of this module, the student should be able erstanding of the various teaching-learni	e to: ng theories, such as behaviourism,	
Title Mo	E: INTRODUCTION TO CURRICULUM dule Outcomes: Upon completion c knowledge and an informed und social constructivism, etc., that in curriculum and assessment pract	of this module, the student should be able erstanding of the various teaching-learni nfluence the field of education and specif	e to: ng theories, such as behaviourism, fically the development of the	
Title Mo	E: INTRODUCTION TO CURRICULUM dule Outcomes: Upon completion c knowledge and an informed und social constructivism, etc., that in curriculum and assessment pract	of this module, the student should be able erstanding of the various teaching-learni nfluence the field of education and specif cices in the South African context;	e to: ng theories, such as behaviourism, fically the development of the	
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demonstrate fundamental knowledge with regard to the philosophical underpinnings and principles of curriculum; identify and explain the components of the curriculum; discuss the interdependence and interaction between the components of curriculum development; interpret the Curriculum and Assessment Policy Statement; demonstrate the skills of developing lesson plans; to describe the role of the educator as dynamic agent of curriculum development. Module Code: EDCC124 NQF-Level: Title: WORK INTEGRATED LEARNING demonstrate the skills of the object of the student should be able to: apply the theoretical knowledge they have obtained in the different professional studies modules in work-related training describe an awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment demonstrate the ability to form professional relationships develop and use observational skills, analyse observation data and reflect on the work-related training experience demonstrate the ability to be a professional teacher in SA. Module Outcomes: Upon completion of this module, the student should be able to explain the influence of history on the nature of the education system and education provisioning; describe the influence of history on the acture of the student should be able to explain the influence of history on the nature and functioning of the South African education system; describe the influence of politics on education provisioning of education in Africa; and explain the influence of politics on education provisioning of the South African education system; describe the influence of politics on education provisioning of the South African education system; describe the influence of politics on education provisioning of the South African education system. Module Outcomes: Upon completion of this module, the student should be able to especialised knowledge and informed understanding of academic and profe		inge against the south-African	
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principles underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills	demonstrate the ability to be a professional teacher in SA. Module code: EDCC125 Title: HISTORICAL AND POLITICAL CONTEXT OF EDUCATION IN SOUTH AFRICA Module Outcomes: Upon completion of this module, the student should history and politics on the nature of the education system and education i describe the influence of history on education provisioning of education i explain the influence of politics on the nature and functioning of the South describe the influence of politics on the nature and functioning of the South describe the influence of politics on the nature and functioning of the South describe the influence of politics on the nature and functioning of the South Afri Module code: EDCC126 Title: WORK INTEGRATED LEARNING (LEARNING IN PRACTICE; LEARNING FROM Module Outcomes: Upon completion of this module, the student should informed understanding of academic and professional knowledge related from practise); an ability to evaluate and be accountable for the complexity of the teach learning in a diverse educational environment; including extra-curricular an ability to act in accordance with prescribed organisational and professional practises and to seek guidance on ethical and professional issues. Module Outcomes: Upon completion of this module, the student should be ab a solid knowledge base in teaching and learning within a structured and f with reference to different learning facilitation skills and strategies, as we	be able to explain the influence of provisioning; n Africa; h African education system; n Africa; and can education system. NQF-level: 6 1 PRACTICE) be able to specialised knowledge and d to classroom practise (in practise and er's responsibilities in facilitating activities; and ethical codes of conduct, values and NQF-Level: le to demonstrate: ormal outcomes-based environment, il as assessment; eories in particular, and ensuing	

•	individually and in group work, the	ability to present a theoretical-based m	otivation for teaching and assessment
	strategies suitable to a specific lear	ning environment and school phase;	
•	the ability to reinforce the principle	es and practice of lesson plassing with a	fiven format and assessment criteria,
	and using the most effective instru	ctional skills for a specific teaching-learn	ing environment; and
•	the integration of a personal value	system in lesson-planning, assessment s	trategies and instructional skills.
Mo	dule Code: EDCC213		NQF-Level:
Title	e: EDUCATIONAL PSYCHOLOGY		
Mo	dule Outcomes: Upon completion of	this module, the student should be able	to:
•	demonstrate a fundamental knowl	edge of global perspectives in Communi	ty educational psychology;
•	demonstrate a fundamental knowl	edge of theoretical underpinnings of Cor	mmunity educational psychology;
•	understand the practical applicatio	ns of Community educational psycholog	y in South African school and
	classroom contexts with specific re	ference to Inclusive Education and Healt	th promoting schools;
•	demonstrate fundamental knowled	dge and understanding of human develo	pment from birth to late
	adolescence;		
•	demonstrate fundamental knowled	dge of physical, neurological and intellec	tual barriers to learning;
•	demonstrate the competence to a	oply the knowledge to identify physical,	neurological and intellectual barriers
	to learning.		
Mo	dule Code: EDCC 222		NQF-Level:
Title	e: EDUCATIONAL PSYCHOLOGY		
Mo	dule Outcomes: Upon completion of	this module, the student should be able	to:
•	demonstrate solid knowledge of th	e theoretical underpinnings for the deve	elopment of health promoting
	schools;		
•	•	d understanding of the psycho-social dyn	-
•		apply knowledge, skills and attitudes for	the development of supportive
	classroom environments;		
•		dge of emotional, behavioural and social	.
		tify emotional, behavioural and social b	
•		I understanding of serious learner misco	nduct and legal implications of
	dealing with such misconduct.		NO5 1 1
	dule Code: EDCC223		NQF-Level:
	e: WORK INTEGRATED LEARNING		
		this module, the student should be able	
•		hey have obtained in the different profe	ssional studies modules in work-related
•	training describe an awareness of the som	plexity of the teacher's roles in enabling	learning in a complex, educational
•	environment	plexity of the teacher's roles in enabling	learning in a complex educational
•	demonstrate the ability to form p	ofessional relationships	
•			on the work-related training experience
•	demonstrate the ability to be a pro-		on the work related training experience
Mo	dule Code: EDCC312		NQF-Level:
	e: PROFESSIONAL STUDIES		
		this module, the student should be able	to:
•		ystematic knowledge of the social cognit	
		derpinning teaching, learning and assess	-
	methods, strategies and skills;		
•	demonstrate a well-rounded know	ledge of and ability to take into conside	ration, the variables that influence
	student performance such as prior	knowledge, environmental variables, me	otivational variables, cognitive and
	meta-cognitive reflection, behavior	ral variables and task variables (M);	
•	demonstrate a well-rounded know	ledge and ensuing skills in the choice, pla	anning and implementation of
	indirect teaching strategies (P, VTC	, M);	
•	plan and conduct outcomes-based	assessment strategies (M, P, VTC);	
•	develop outcomes-based learning	materials (M).	
Mo	dule Code: EDCC 313		NQF-Level:
	e: INCLUSIVE EDUCATION		
Mo			
1410		this module, the student should be able	
•	demonstrate well-rounded knowle	dge of the practical implications of the in	nplementation of inclusive education
	demonstrate well-rounded knowle and of strategies for the accommo		nplementation of inclusive education
•	demonstrate well-rounded knowle and of strategies for the accommon contexts;	dge of the practical implications of the in dation of learners with specific barriers t	nplementation of inclusive education o learning in different classroom
	demonstrate well-rounded knowle and of strategies for the accommo contexts; to implement the SIAS-process; to	dge of the practical implications of the in	mplementation of inclusive education o learning in different classroom ort professional role players in the

	developed through reflective and creative thinking to support learners with specific barriers in different		
	classroom contexts; understand the value of inclusive education for the enhancement of an inclusive society and the provision of		
•			
		nstrate an appropriate attitude and under	erstanding towards learners,
Ma	educators and parents involved in t dule Code: EDCC321	ne support process.	NQF-Level:
	EDUCATIONAL MANAGEMENT		NQF-Level.
		this module, the student should be able	to:
•		relevance of education management;	
•	analyse and discuss the various mai		
•	•	he nature and practice of classroom ma	nagement;
•		the concept and related themes of leade	
	and		
•	develop management and leadersh	ip skills applicable to a diverse and chan	ging national and international
	context.		
	dule Code: EDCC322		NQF-Level:
	WORK INTEGRATED LEARNING		
		this module, the student should be able	
•		ey have obtained in the different profes	sional studies modules in work-
_	related training		
•	describe an awareness of the comp environment	lexity of the teacher's roles in enabling l	earning in a complex educational
•		fessional relationships	
	demonstrate the ability to form pro	s, analyse observation data and reflect o	on the work-related training
•	experience	s, analyse observation data and reflect o	in the work-related training
•	demonstrate the ability to be a prof	fessional teacher in SA	
•		appropriate skills with regard to admini	strative and management
	requirements		
•	know the basic principles of school	organisation and administration	
Mod	dule Code: EDCC411	0	
	uie coue. EDCC411		NQF-Level:
	e: EDUCATION LAW		NQF-Level:
Title	EDUCATION LAW	this module, the student teacher should	
Title Moe	e: EDUCATION LAW dule Outcomes: After completion of t	this module, the student teacher should ing obtained the following competencie	be able to contribute to quality
Title Moe	e: EDUCATION LAW dule Outcomes: After completion of t cation in a diverse community by hav		be able to contribute to quality s:
Title Moe	E EDUCATION LAW dule Outcomes: After completion of t cation in a diverse community by hav Being familiar with legislation as a s legal prescriptions;	ring obtained the following competencie source of Education Law and being able	be able to contribute to quality s: to act in accordance with relevant
Title Moe	E EDUCATION LAW dule Outcomes: After completion of t cation in a diverse community by hav Being familiar with legislation as a s legal prescriptions; Being familiar with the legal prescri	ing obtained the following competencie source of Education Law and being able ptions for the educator's conduct in term	be able to contribute to quality s: to act in accordance with relevant
Title Moe	E EDUCATION LAW dule Outcomes: After completion of t cation in a diverse community by hav Being familiar with legislation as a s legal prescriptions; Being familiar with the legal prescri (of SACE) and be able to act in acco	ing obtained the following competencie source of Education Law and being able ptions for the educator's conduct in terr rdance with it's provisions;	be able to contribute to quality s: to act in accordance with relevant ms of the Code of Professional Ethics
Title Moe	E EDUCATION LAW dule Outcomes: After completion of t cation in a diverse community by hav Being familiar with legislation as a s legal prescriptions; Being familiar with the legal prescri (of SACE) and be able to act in acco Being able to correctly interpret am	ing obtained the following competencie source of Education Law and being able ptions for the educator's conduct in terr rdance with it's provisions; d apply rights as enshrined in the Bill of	be able to contribute to quality s: to act in accordance with relevant ms of the Code of Professional Ethics Rights in the Constitution of the
Title Moe	E EDUCATION LAW dule Outcomes: After completion of t cation in a diverse community by hav Being familiar with legislation as a s legal prescriptions; Being familiar with the legal prescri (of SACE) and be able to act in acco Being able to correctly interpret an Republic of South Africa, to protect	ing obtained the following competencie cource of Education Law and being able ptions for the educator's conduct in terr rdance with it's provisions; d apply rights as enshrined in the Bill of and promote children's rights in school	be able to contribute to quality s: to act in accordance with relevant ms of the Code of Professional Ethics Rights in the Constitution of the s, to teach learners a positive attitude
Title Moe	E EDUCATION LAW dule Outcomes: After completion of t cation in a diverse community by hav Being familiar with legislation as a s legal prescriptions; Being familiar with the legal prescri (of SACE) and be able to act in acco Being able to correctly interpret an Republic of South Africa, to protect with regard to their own rights and	ing obtained the following competencie source of Education Law and being able ptions for the educator's conduct in terr rdance with it's provisions; d apply rights as enshrined in the Bill of	be able to contribute to quality s: to act in accordance with relevant ms of the Code of Professional Ethics Rights in the Constitution of the s, to teach learners a positive attitude
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Title Moc educ • • • • • • • • • • • • • • • • • • •	E EDUCATION LAW dule Outcomes: After completion of t cation in a diverse community by hav Being familiar with legislation as a s legal prescriptions; Being familiar with the legal prescri (of SACE) and be able to act in acco Being able to correctly interpret and Republic of South Africa, to protect with regard to their own rights and of others; Being able to handle learner discipli Understanding and being able to ap aspects of delictual liability in case s Being familiar with relevant aspects dule Code: EDCC412 E: PROFESSIONAL STUDIES due outcomes: Upon completion of demonstrate the competence of eff demonstrate the competence to pr review Assessments demonstrate effective and advance teaching (M). develop his/her own strategic teact delie Code: EDCC421 E: EDUCATIONAL SYSTEMS	ing obtained the following competencies cource of Education Law and being able to ptions for the educator's conduct in terr rdance with it's provisions; d apply rights as enshrined in the Bill of and promote children's rights in school responsibilities as well as that of others ine in accordance with the principles an typly the educator's duty of care towards studies; and s of Labour Law in education. This module, the student should be able fective recording and recordkeeping. ovide effective feedback on assessment at strategies as mediator of authentic les ning-learning approach (P, VTC). slevant learning materials (M).	be able to contribute to quality s: to act in accordance with relevant ms of the Code of Professional Ethics Rights in the Constitution of the s, to teach learners a positive attitude , and to be able to respect the rights d provisions of Education Law; learners and being able to apply NQF-Level: to: s arning situations and reflect on own NQF-Level:

• outline the historical development of the South African education system;

•	explain the structure of the educat	ion system by distinguishing the four cor	nponents;
•			
•	describe and critically analyse rele	vant debates and controversies in conter	nporary education systems.
Mod	lule Code: EDCC422		NQF-Level:
	: WORK INTEGRATED LEARNING		
		this module, the student should be able	
•	apply the theoretical knowledge th training	ney have obtained in the different profes	sional studies modules in work related
•		plexity of the teacher's roles in enabling I	earning in a complex educational
•	environment demonstrate the ability to form pr	ofessional relationships	
•	, ,	ls, analyse observation data and reflect o	on the work-related training experience
	demonstrate the ability to be a pro		in the work related training experience
•	, ,	line and take appropriate steps to solve t	hese problems
•		d appropriate skills with regard to admin	-
	requirements		-
•	have basic knowledge of mentorin	g and be able to demonstrate it	
Mod	lule Code: EDTM321		NQF-Level:
		TRODUCTION TO ENVIRONMENTAL EDU	CATION
Mod		this module a student will be able to:	
•		ledge and an informed understanding of	some of the Environmental
-	Education concepts;		
:		and skills that can engage young learners	5;
		o solve well defined problems; and continuously developing your role as a t	eacher
-	lule code: EDTC111	continuously developing your role as a t	NQF-level: 5
	: EDUCATIONAL MEDIA AND TECHN	OLOGY	
	n completion of this module, the stu		
•		erstanding of the theories and develop	ment of a multi-media approach to
	teaching and learning;	C I	
•		related to participative learning and sh	aring of information by means of the
	technology of web 2.0;		
•		nt and manage the sharing of informatic	on by means of the technology of web
	2.0;	0 0	,
•	the ability to identify, create an	d integrate suitable digital and non-di	gital media in order to enhance the
		learning situation with comprehension	-
	design; and		
the a	ability to distinguish and evaluate th	e use of digital and non-digital material f	or teaching and learning purposes
whil	e exploring the environment as a ric	h source of creative media suitable for the	ne educational context.
Asse	ssment Methods: 2 hours 1:1		
	lule Code: EGDD211		NQF-Level:
	ENGINEERING GRAPHICS AND DES		
Mod		this module, the student should be able	to:
•		g Graphics and Design as a subject;	
•	demonstrate a basic knowledge of		au of Tochnology
Mor	lule Code: EGDD321	sons according to the unique methodolo	NQF-Level:
	: ENGINEERING GRAPHICS AND DES		NQr-Level.
		this module, the student should be able	to:
•		ng curriculum development in the Engine	
•		assessment strategies in the different ta	
	and Design lesson.	-	
•	Design and compile portfolios for I	ooth students and educators.	
	lule Code: EGDD411		NQF-Level:
	ENGINEERING GRAPHICS AND DES		
	lule Outcomes: Upon completion of		
•	•	o Computer Aided Drawing programme;	
•	be able to create two dimensional	drawings and three dimensional wire fra	me models and solids; and

•	be able to use newly acquired skill	s concerning Turbo CAD and his/her know	wledge of Engineering Graphics and
		lected preparatory work for classroom a	ictivities.
Mod	ule Code: EGDD421		NQF-Level:
Title	ENGINEERING GRAPHICS AND DES	IGN METHODOLOGY	
Mod	lule Outcomes: Upon completion of	this module, the student should:	
•	have sound knowledge of the Solic	Works Computer Aided Drawing progra	mme;
•	be able to create parts, assemblies	and drawings;	
•	be able to use newly acquired skill	s and his/her knowledge of Engineering (Graphics and Design to plan lessons
	and to do selected preparatory wo	rk for classroom activities; and	
•	be able to compare a CAD program	me with a parametric CAD programme.	
Mod	ule Code: EGDE111		NQF-Level:
Title	ENGINEERING GRAPHICS AND DES	IGN (ENGINEERING)	
Mod	lule 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;	
•	explain and evaluate the necessity	to implement safety in the work place to	create a safe working environment;
•	demonstrate a basic knowledge ar	d understanding of the manufacturing o	f iron and steel as engineering
	materials;		
•	identify and select the correct ma	terial for a specific application and motiv	ate the reason for his/her choice;
٠	demonstrate a basic knowledge of	hand and precision measuring tools (ou	tside and inside micrometer),
		machines, grinders and the lathe) and co	<u>.</u>
•		of the above mentioned on technologic	
		problem solving to produce or improve	on products which can enhance our
	quality of life.		
	dule Code: EGDE112		NQF-Level:
	E: ENGINEERING GRAPHICS AND DE		
Mod	lule Outcomes: Upon completion of		
•		oncept and insight in the field of knowled	ge of mechanical technology which is
	relevant for the engineering indust		
•		to implement safety in the work place to	
•	_	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 (or	
		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
Maa	quality of life.		NOT Level
	ule Code: EGDE121		NQF-Level:
	: ENGINEERING GRAPHICS AND DES		
IVIOC	lule Outcomes: Upon completion of		d concents of indigenous and global
•	-	and understanding of the principles and	
		he context of Electrical Technology for E	
Maa	demonstrate skills of drawing Ele	ctrical Technology for Education circuitry	NQF-Level:
			NQF-Level:
	: ENGINEERING GRAPHICS AND DES		to
IVIOC		this module, the student should be able	
•	-	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	and tools an machine tools used in
•			
		escribe the maintenance and uses of the	
		of legitimate construction methods and	techniques; and
•	demonstrate protound knowledge	to design and plan a simple project.	
N4	dula Cadas EGDE211		NOE Lovely
	<pre>dule Code: EGDE211 e: ENGINEERING GRAPHICS AND DES</pre>	IGN	NQF-Level:
IVIOC	lule Outcomes: Upon completion of		and Douglanments, and
	-	of Descriptive Geometry, Intersections a	
•	be able to apply theoretical knowle	edge and drawing skill in order to solve re	elevant problems.

Mod	lule Code: EGDE221		NQF-Level:	
	ENGINEERING GRAPHICS AND DES	IGN		
•	 Module Outcomes: Upon completion of this module, the student should: have sound theoretical knowledge of Descriptive Geometry, Intersections and Developments; and 			
	-	edge and drawing skill in order to solve r		
Mor	lule Code: EGDE311		NQF-Level:	
	: ENGINEERING GRAPHICS AND DES	IGN	indi-Level.	
	lule Outcomes: Upon completion of			
10100		of Machine Drawing I, Oblique Projectio	Axonometric Projection	
	Perspective Projection and Civil Dr		Sh, Axonomethe Projection,	
		edge in order to solve relevant problems		
Mor	lule Code: EGDE321		NQF-Level:	
	ENGINEERING GRAPHICS AND DES	IGN	1401-12061.	
	lule Outcomes: Uponcompletion of			
IVIOC		of Machine Drawing II, Assembly Drawi	ngs and Electrical Drawings; andba	
•	÷	•	ngs and Electrical Drawings; and be	
Maa		e in order to solve relevant problems.	NOT Levels	
	lule Code: ENGD212		NQF-Level:	
	: ENGLISH METHODOLOGY			
IVIOC		this module the students should be able		
•		nowledge on the theories and variables	of second language acquisition	
•		nethodology regarding teaching of ESL;		
•		pply effective teaching strategies in SLA;		
•		in design and selection of learning mate		
•		of the educator –especially those appli	-	
•	•	assessment standards from the NCS for	First Additional Language;	
•	critically discuss and describe theo	-		
•		theories and various teaching strategies	in teaching ESL;	
•	apply OBE principles in design;			
•	perform the applicable roles in tea	-		
•		mes and assessment standards for effect	ctive teaching and learning;	
•	describe and apply effective plann	ing and design in teaching ESL;		
•		l employ principles for effective teaching	-	
•	to show enthusiasm in developing	into competent, knowledgeable and pro	ofessional educator	
	lule code: ENFF111		NQF-level: 5	
Title	: ENGLISH HOME LANGUAGE FP: FC	UNDATIONAL KNOWLEDGE AND MULTI	CULTURAL CHILDREN'S LITERATURE	
Mod	lule Outcomes: Upon completion o	f this module, the student should be abl	e to:	
•	Knowledge and an informed unde	rstanding of major theories, models and	d empirical research that describe the	
	cognitive, linguistic, motivation, a	nd socio-cultural foundations of readin	g and writing processes, components	
	and development.			
•	The ability to work in a group	to complete a project in an ethically	responsible manner reflecting their	
		of the historically shared knowledge of	-	
		vriting processes, components and deve		
		nformation from scientific evidence-ba		
	typical developmental progression		ased research minings related to the	
0	Oral language (semantic, syntactic	, pragmatic)		
0	Phonological skill			
0	Printed word recognition			
0	Spelling			
0	Reading fluency			
0	Reading comprehension			
0	Written expression			
•		mation on the language processing re	quirements of proficient reading and	
	writing reliably, accurately and col		quirements of proficient reduing and	
_				
0	Phonological (speech sound) proce	:22111R		
0	Orthographic (print) processing			
0	Semantic (meaning) processing			
0	Syntactic (sentence level) processi	ng		

	Discourse (connected text level)	shoessing.
•	The ability to distinguish betwe	een and evaluate the multiple factors (e.g., environmental, cultural, social,
	linguistic, play, etc.) affecting le	arners' development and learning and utilising developmentally appropriate
	practices to address these factors	s in the classroom.
•	The ability to manage all learners in a classroom while working with whole class/groups/individual learners a	
	well as selecting and implementing methods and activities relevant to learners who are performing at multi	
	instructional levels.	
Kno	wledge and an informed understar	ding of relevant theories and empirical research underlying learners' responses
to d	children's literature and the value of	f multicultural children's literature.
Мо	dule code: ENFF121	NQF-level: 6
		HONETICS, PHONOLOGY, PHONEMIC AWARENESS AND THE HISTORY OF
	LDREN'S LITERATURE	
Мо		of this module, the student should be able to:
•	•	derstanding of phonetics (the sounds of a language) in terms of how speech
		acterised, phonology (the sound patterns of language) as it relates to speech
		terns in human language (e.g., the order in which speech sounds are combined,
		pically applied to words and phrases, etc.) and phonemic awareness.
•		erpret children's reading and spelling errors as well as select, evaluate and
		propriate instructional practices to address children's reading and spelling
	errors.	
٠	The ability to present an overvi	ew of the history of children's literature and to distinguish between different
	types of children's literature b	y communicating their independent research in an academically acceptable
	manner	
the	ability to work collaboratively with	a community to identify and address authentic community needs, and engage in
		plish academic goals, enhance their personal and professional formation, and
	elop social responsibility.	
	dule Code: ENGD212	NQF-Level:
	e: ENGLISH METHODOLOGY	
Mo		of this module the students should be able to:
	-	
•	identify and have a fundamental	knowledge on the theories and variables of second language acquisition
•	identify and have a fundamental understand various theories and	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL;
•	identify and have a fundamental understand various theories and identify the criteria to select and	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA;
•	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material;
•	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven role	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator –especially those applicable in ESL teaching;
• • • •	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven role discuss the learning outcomes an	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator –especially those applicable in ESL teaching; d assessment standards from the NCS for First Additional Language;
• • • •	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven role discuss the learning outcomes an critically discuss and describe the	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator –especially those applicable in ESL teaching; d assessment standards from the NCS for First Additional Language; ories of SLA in teaching of ESL;
• • • •	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven role discuss the learning outcomes an critically discuss and describe the select most appropriate methods	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator –especially those applicable in ESL teaching; d assessment standards from the NCS for First Additional Language;
• • • •	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven roli discuss the learning outcomes an critically discuss and describe the select most appropriate methods apply OBE principles in design;	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator –especially those applicable in ESL teaching; d assessment standards from the NCS for First Additional Language; ories of SLA in teaching of ESL; s, theories and various teaching strategies in teaching ESL;
• • • • •	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven rolk discuss the learning outcomes an critically discuss and describe the select most appropriate methods apply OBE principles in design; perform the applicable roles in te	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator –especially those applicable in ESL teaching; d assessment standards from the NCS for First Additional Language; ories of SLA in teaching of ESL; , theories and various teaching strategies in teaching ESL; eaching of ESL;
• • • • • • •	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven role discuss the learning outcomes an critically discuss and describe the select most appropriate methods apply OBE principles in design; perform the applicable roles in te interpret and select learning outc	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator –especially those applicable in ESL teaching; d assessment standards from the NCS for First Additional Language; ories of SLA in teaching of ESL; t, theories and various teaching strategies in teaching ESL; eaching of ESL; comes and assessment standards for effective teaching and learning;
• • • • •	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven role discuss the learning outcomes an critically discuss and describe the select most appropriate methods apply OBE principles in design; perform the applicable roles in te interpret and select learning outco describe and apply effective plan	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator –especially those applicable in ESL teaching; d assessment standards from the NCS for First Additional Language; ories of SLA in teaching of ESL; s, theories and various teaching strategies in teaching ESL; eaching of ESL; comes and assessment standards for effective teaching and learning; ning and design in teaching ESL;
• • • • • • •	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven role discuss the learning outcomes an critically discuss and describe the select most appropriate methods apply OBE principles in design; perform the applicable roles in te interpret and select learning outco describe and apply effective plan motivate use of OBE principles ar	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator —especially those applicable in ESL teaching; d assessment standards from the NCS for First Additional Language; ories of SLA in teaching of ESL; s, theories and various teaching strategies in teaching ESL; eaching of ESL; comes and assessment standards for effective teaching and learning; ning and design in teaching ESL; and employ principles for effective teaching;
• • • • •	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven role discuss the learning outcomes an critically discuss and describe the select most appropriate methods apply OBE principles in design; perform the applicable roles in te interpret and select learning out describe and apply effective plan motivate use of OBE principles ar thow enthusiasm in developing into	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator –especially those applicable in ESL teaching; d assessment standards from the NCS for First Additional Language; ories of SLA in teaching of ESL; s, theories and various teaching strategies in teaching ESL; eaching of ESL; comes and assessment standards for effective teaching and learning; ning and design in teaching ESL; d employ principles for effective teaching; competent, knowledgeable and professional educator
• • • • • • • • • • • • • • • • •	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven roli discuss the learning outcomes an critically discuss and describe the select most appropriate methods apply OBE principles in design; perform the applicable roles in te interpret and select learning outc describe and apply effective plan motivate use of OBE principles ar thow enthusiasm in developing into dule Code: ENGD322	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator —especially those applicable in ESL teaching; d assessment standards from the NCS for First Additional Language; ories of SLA in teaching of ESL; s, theories and various teaching strategies in teaching ESL; eaching of ESL; comes and assessment standards for effective teaching and learning; ning and design in teaching ESL; and employ principles for effective teaching;
• • • • • • • • • • • • • • • • • • •	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven roli discuss the learning outcomes an critically discuss and describe the select most appropriate methods apply OBE principles in design; perform the applicable roles in te interpret and select learning out describe and apply effective plan motivate use of OBE principles ar thow enthusiasm in developing into dule Code: ENGD322 e: ENGLISH METHODOLOGY	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator –especially those applicable in ESL teaching; d assessment standards from the NCS for First Additional Language; ories of SLA in teaching of ESL; s, theories and various teaching strategies in teaching ESL; eaching of ESL; comes and assessment standards for effective teaching and learning; ning and design in teaching ESL; ad employ principles for effective teaching; competent, knowledgeable and professional educator NQF-Level:
• • • • • • • • • • • • • • • • • • •	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven roli discuss the learning outcomes an critically discuss and describe the select most appropriate methods apply OBE principles in design; perform the applicable roles in te interpret and select learning outc describe and apply effective plan motivate use of OBE principles ar how enthusiasm in developing into dule Code: ENGD322 e: ENGLISH METHODOLOGY dule Outcomes: After completion of	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator –especially those applicable in ESL teaching; d assessment standards from the NCS for First Additional Language; ories of SLA in teaching of ESL; t, theories and various teaching strategies in teaching ESL; eaching of ESL; comes and assessment standards for effective teaching and learning; ning and design in teaching ESL; d employ principles for effective teaching; competent, knowledgeable and professional educator NQF-Level:
• • • • • • • • • • • • • • • • • • •	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven rolk discuss the learning outcomes an critically discuss and describe the select most appropriate methods apply OBE principles in design; perform the applicable roles in te interpret and select learning outc describe and apply effective plan motivate use of OBE principles ar how enthusiasm in developing into dule Code: ENGD322 e: ENGLISH METHODOLOGY dule Outcomes: After completion of identify and name the teaching of	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator –especially those applicable in ESL teaching; d assessment standards from the NCS for First Additional Language; ories of SLA in teaching of ESL; , theories and various teaching strategies in teaching ESL; eaching of ESL; comes and assessment standards for effective teaching and learning; ning and design in teaching ESL; ad employ principles for effective teaching; competent, knowledgeable and professional educator MQF-Level: of this module the students should be able to: omponents and didactical principles for instruction of ESL;
• • • • • • • • • • • • • • • • • • •	identify and have a fundamental understand various theories and identify the criteria to select and name and describe OBE principle name and describe the seven rolk discuss the learning outcomes an critically discuss and describe the select most appropriate methods apply OBE principles in design; perform the applicable roles in te interpret and select learning outc describe and apply effective plan motivate use of OBE principles ar show enthusiasm in developing into dule Code: ENGD322 e: ENGLISH METHODOLOGY dule Outcomes: After completion of identify and name the teaching c name the requirements of select	knowledge on the theories and variables of second language acquisition methodology regarding teaching of ESL; apply effective teaching strategies in SLA; s in design and selection of learning material; es of the educator –especially those applicable in ESL teaching; d assessment standards from the NCS for First Additional Language; ories of SLA in teaching of ESL; , theories and various teaching strategies in teaching ESL; eaching of ESL; comes and assessment standards for effective teaching and learning; ning and design in teaching ESL; d employ principles for effective teaching; competent, knowledgeable and professional educator NQF-Level: of this module the students should be able to: omponents and didactical principles for instruction of ESL; ing sources and support material for lesson design;
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Mo	dule Code: ENGD416		NQF-Level:	
Title	e: ENGLISH METHODOLOGY			
Module Outcomes: After 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 Intersen Phase;			
	know specifically what is required of Intermediate- and Senior phase in ESL;			
	select and assess suitable learning	• •	f + +	
•		to be done in line with Learning Outcome	•	
•		work; Work Schedule and Lesson Plans fo	or each phase, driven by different SLA	
	teaching strategies;			
•		vith clustering of Learning Outcomes and		
ĺ		eas and Subjects and to apply sound OBE	principles to intermediate and	
	Senior Phases.			
٠	-	nd assessor with confidence, knowledge	and practical expertise in the phases	
	Intemediate and Senior;			
•		material for their own needs as well as the		
•		r prete r and designer of Learning Program	nmes with responsibility and	
	knowledge;			
•		nediator of learning and teaching experi	iences of excellence in order for each	
	student to achieve the set outcome			
•	act as guide for students to advance	e to next phase.		
	dule Code: ENGD417		NQF-Level:	
	e: ENGLISH METHODOLOGY: SENIOR			
Mo	dule Outcomes: After completion of	this module the students should be able	to:	
•	describe the different phases at scl			
•	identify and discuss the Learning O	utcomes for each phase and grade to no	te progression of outcomes;	
•	explain the development of the ski	Ils - as addressed in outcomes – e.g. spea	aking, reading, etc. – in children	
•	analyse and interpret Learning Out	comes and Assessment Standards for Se	nior- and Further Education and	
	Training Phase;			
•	know specifically what is required	of Senior – and FET phase in ESL;		
•	select and assess suitable learning	material for these phases;		
•	name and discuss the assessment t	to be done in line with Learning Outcome	es for these phases.	
•	plan a Learning Programme Frame	work; Work Schedule and Lesson Plans fo	or each phase, driven by different SLA	
	teaching strategies;			
•	interpret the NCS to plan lessons w	vith clustering of Learning Outcomes and	Assessment Standards; as well as	
		eas and Subjects and to apply sound OBE		
•		nd assessor with confidence, knowledge		
	Senior and FET;		· · · · · · · · · · · · · · · · · · ·	
•	,	material for their own needs as well as tl	he demand of ESL in these phases	
•		r prete r and designer of Learning Program		
	knowledge;			
•		nediator of learning and teaching experi	iences of excellence in order for each	
	student to achieve the set outcome			
•	act as guide for students to advance			
-	det us guide for students to duvune	ie to next phase.		
Mo	dule Code: ENGD426		NQF-Level:	
	e: ENGLISH METHODOLOGY: INT AND) SNR PHASE		
		this module the student should be able	to:	
•		ledge of OBE principles; the different ph		
-	•	language development in children; suital	÷	
	-	ethods for assessment in this phase;		
		rehensive skills in the planning and exect	ution of English lessons: programmer	
			ation of English ressolis, programmes;	
	integration with other learning are		proprieto logening statute la sel	
•		ence as educator and the selection of ap	ppropriate learning material and	
	teaching strategies for the Interme			
•		d values regarding the English language t	eaching profession; responsibility	
	towards students and the commun	iitv:		

Mod	lule Code: ENGD427		NQF-Level:	
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; 				
•				
•	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	•		
•	select and assess suitable learning			
•		o be done in line with Learning Outcome		
•	plan a Learning Programme Frame	work; Work Schedule and Lesson Plans fo	or each phase, driven by different SLA	
	teaching strategies;			
•	interpret the NCS to plan lessons w	ith clustering of Learning Outcomes and	Assessment Standards; as well as	
	integration with other Learning Are	eas and Subjects and to apply sound OBE	principles to Senior- and FET Phases;	
•	to competently take control of a cla	ass and teach ESL with success;		
•		nd assessor with confidence, knowledge	and practical expertise in the phases	
	Senior and FET;		· · · · · · · · · · · · · · · · · · ·	
•		material for their own needs as well as th	he demand of FSL in these phases.	
•		preter and designer of Learning Program	• •	
-		preter and designer of Learning Program	inco with responsibility and	
	knowledge;	adjator of loarning and toaching	ancos of avcallance in order for as	
•		nediator of learning and teaching experie	ences of excellence in order for each	
	student to achieve the set outcome			
•	act as guide for students to advance	e to next phase.		
	lule Code: ENGE111		NQF-Level:	
	: ENGLISH FOR EDUCATION			
Mod	lule Outcomes: Upon completion of	this module the students should be able	e to:	
•	demonstrate a solid knowledge and	d understanding of the literary genres of	film, drama and novel;	
•	demonstrate the necessary skills to	analyse and critically evaluate literary to	exts;	
•	have the knowledge and skills need	led to identify and evaluate the values ex	xplored in literary texts;	
•	have the knowledge and skills need	led to identify literary themes for a mult	icultural society related to the real	
	•	cus on the role literature study can play i		
	respect for all people in a democra		6 6	
•		and necessary skills to communicate effe	ctively, both individually and in	
		ecifically regarding all aspects of the tea		
•		vistic aspects of literary texts in order to		
•	language and grammar skills;		use interactive for the teaching of	
•		tao and undorstanding of didactic skills a	and approaches and apply this to the	
•		dge and understanding of didactic skills a	ind approaches and apply this to the	
	teaching of language and literature			
•		the four language skills and their applicat		
•	•	nd language medium of instruction, conte	ent teacher to successfully create and	
	•	nat is conducive to effective learning;		
•		ey content of area of specialisation by en	nploying holistic language skills and	
	successfully apply principles of lang	-		
•	demonstrate a solid knowledge of	the methodology of effective second lan	guage medium of instruction, e.g. to	
	employ communication technology	to enhance his/her own learning and th	e learning of others;	
•	demonstrate a fundamental knowl	edge of the principles of second language	e acquisition; and	
•	demonstrate ability to monitor and	evaluate own and students' progress		
Mod	lule Code: ENGE122		NQF-Level:	
	: ENGLISH FOR EDUCATION: LINGUIS	STICS FOR LANGUAGE TEACHERS		
		this module, the student should be able	to:	
•		understanding of the literary genres of p		
	literature in a variety of Afrocentric		set. ,, shore stories and young dutit	
		dge and skills in identifying, tracing and i	interpreting themes in literary genro	
•		analyse and critically evaluate Afrocent	ne merary texts in a multicultural	
	environment;			
•	u	kills needed to identify and evaluate the	values explored in Afrocentric literary	
	texts;			
•	demonstrate the solid knowledge a	and necessary skills to communicate effe	ctively, both individually and in	

	groups, in English in general and specifically regarding all aspects of the teaching-learning situa	ation;
•	demonstrate solid knowledge of stylistic aspects of literary texts in order to use literature for t	he teaching of
	language and grammar skills;	
•	demonstrate fundamental knowledge and understanding of didactic skills and approaches and	l apply this to the
	teaching of language and literature;	
•	demonstrate fundamental knowledge, skills and values regarding literature, language and dida	actics of English as
	a first and second language throughout the different educational phases.	_
Mod	odule Code: ENGE212 NQF-Level:	
Title	tle: ENGLISH: LINGUISTICS FOR THE TEACHER OF ENGLISH	
Mod	odule Outcomes: Upon completion of this module the student should be able to:	
•	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 pertain to the English	classroom;
•	demonstrate substantial competence in the four language skills and their application in the lar	nguage classroom;
•	successfully access, evaluate and apply technological information in the classroom;	
•	successfully create and maintain a learning environment that is conducive to effective learning	5,
•	successfully select, create and evaluate suitable learning resources;	
•	demonstrate a firm respect for and commitment to the language teaching profession; and	
•	monitor and evaluate his/her own and his/her students' progress	
Mod	odule Code: ENGE221 NQF-Level:	
Title	tle: ENGLISH FOR EDUCATION: LITERARY TEXT	
Mod	odule Outcomes: Upon completion of this module the student should be able to:	
•	Students are expected to demonstrate academic knowledge regarding the genres of film, dran	na, novel and
	poetry.	
•	They should be able to analyse and critically evaluate literature from various genres and conte	exts.
•	They should be able to synthesise didactic and academic knowledge inorder to formulate an ir	ndividual approach
	to the teaching of English as a first and second language throughout the different educational	phases.
•	Students should demonstrate the ability to integrate literary and other texts for the teaching of	of language and
	grammar skills and applydidactic skills and approaches to the teaching of language and literatu	ire.
•	They should be able to communicate effectively in English in general and specifically regarding	all aspects of the
•	They should be able to communicate effectively in English in general and specifically regarding teaching-learning situation.	all aspects of the
		all aspects of the
Мо	teaching-learning situation.	all aspects of the
Moo Title	teaching-learning situation. odule Code: ENGE311 NQF-Level:	; all aspects of the
Moo Title	teaching-learning situation. odule Code: ENGE311 NQF-Level: tle: ENGLISH: ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION	
Moo Title Moo	teaching-learning situation. odule Code: ENGE311 NQF-Level: tle: ENGLISH: ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION odule Outcomes: Upon completion of this module the student should be able to:	
Moo Title Moo	teaching-learning situation.	d poetry in a
Moo Title Moo	teaching-learning situation.	d poetry in a
Moo Title Moo •	teaching-learning situation.	d poetry in a
Moo Title Moo •	teaching-learning situation. odule Code: ENGE311 NQF-Level: tle: ENGLISH: ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION odule Outcomes: Upon completion of this module the student should be able to: demonstrate profound knowledge and insight regarding the literary genres of drama novel and variety of texts; idemonstrate interpret and critically comment on themes in a literary genre; demonstrate the skills and knowledge required to analyse and critically evaluate literary texts; demonstrate fundamental knowledge of stylistic aspects of literary texts in order to use literat teaching of language and grammar skills; State Stat	d poetry in a ure for the
Moo Title Moo •	teaching-learning situation.	d poetry in a ure for the
Moo Title Moo • •	teaching-learning situation.	d poetry in a ure for the plored in literary
Moo Title Moo • •	teaching-learning situation.	d poetry in a ure for the plored in literary
Moo Title Moo • •	teaching-learning situation. odule Code: ENGES11 NQF-Level: Ite: ENGLISH: ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION odule Outcomes: Upon completion of this module the student should be able to: demonstrate profound knowledge and insight regarding the literary genres of drama novel and variety of texts; identify, trace interpret and critically comment on themes in a literary genre; demonstrate fundamental knowledge required to analyse and critically evaluate literary texts; demonstrate fundamental knowledge of stylistic aspects of literary texts in order to use literat teaching of language and grammar skills; demonstrate the profound knowledge and skills needed to identify and evaluate the values extexts and films; demonstrate the fundamental knowledge required to access and apply technological informat language classroom; demonstrate the fundamental knowledge required to access and apply technological informat language classroom;	d poetry in a ure for the plored in literary
Moo Title Moo • •	teaching-learning situation. odule Code: ENGES11 NQF-Level: Ite: ENGLISH: ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION odule Outcomes: Upon completion of this module the student should be able to: demonstrate profound knowledge and insight regarding the literary genres of drama novel and variety of texts; identify, trace interpret and critically comment on themes in a literary genre; demonstrate the skills and knowledge required to analyse and critically evaluate literary texts; demonstrate fundamental knowledge of stylistic aspects of literary texts in order to use literat teaching of language and grammar skills; demonstrate the profound knowledge and skills needed to identify and evaluate the values extexts and films; demonstrate the fundamental knowledge required to access and apply technological informat language classroom; demonstrate substantial knowledge to select and/or create suitable learning resources;	d poetry in a ure for the plored in literary ion in the
Moo Title Moo • •	teaching-learning situation. odule Code: ENGE311 NQF-Level: tle: ENGLISH: ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION odule Outcomes: Upon completion of this module the student should be able to: demonstrate profound knowledge and insight regarding the literary genres of drama novel and variety of texts; identify, trace interpret and critically comment on themes in a literary genre; demonstrate the skills and knowledge required to analyse and critically evaluate literary texts; demonstrate fundamental knowledge of stylistic aspects of literary texts in order to use literat teaching of language and grammar skills; demonstrate the profound knowledge and skills needed to identify and evaluate the values extexts and films; demonstrate the fundamental knowledge required to access and apply technological informat language classroom; demonstrate substantial knowledge to select and/or create suitable learning resources;	d poetry in a ure for the plored in literary ion in the
Moo Title Moo • •	teaching-learning situation. odule Code: ENGE311 NQF-Level: tle: ENGLISH: ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION odule Outcomes: Upon completion of this module the student should be able to: demonstrate profound knowledge and insight regarding the literary genres of drama novel and variety of texts; identify, trace interpret and critically comment on themes in a literary genre; demonstrate the skills and knowledge required to analyse and critically evaluate literary texts; demonstrate fundamental knowledge of stylistic aspects of literary texts in order to use literat teaching of language and grammar skills; demonstrate the profound knowledge and skills needed to identify and evaluate the values extexts and films; demonstrate the fundamental knowledge required to access and apply technological informat 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 talaguage and literature;	d poetry in a ure for the plored in literary ion in the the teaching of
Moo Title Moo • • • •	teaching-learning situation. odule Code: ENGE311 NQF-Level: tle: ENGLISH: ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION odule Outcomes: Upon completion of this module the student should be able to: demonstrate profound knowledge and insight regarding the literary genres of drama novel and variety of texts; identify, trace interpret and critically comment on themes in a literary genre; demonstrate the skills and knowledge required to analyse and critically evaluate literary texts; demonstrate fundamental knowledge of stylistic aspects of literary texts in order to use literat teaching of language and grammar skills; demonstrate the profound knowledge and skills needed to identify and evaluate the values extexts and films; demonstrate the fundamental knowledge required to access and apply technological informat language classroom; demonstrate substantial knowledge to select and/or create suitable learning resources; demonstrate a profound knowledge to select and/or create suitable learning resources; demonstrate a profound knowledge to select and/or create suitable learning resources; <th>d poetry in a ure for the plored in literary ion in the the teaching of ching English; and</th>	d poetry in a ure for the plored in literary ion in the the teaching of ching English; and
Moo Title Moo • •	teaching-learning situation. odule Code: ENGE311 NQF-Level: tle: ENGLISH: ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION odule Outcomes: Upon completion of this module the student should be able to: demonstrate profound knowledge and insight regarding the literary genres of drama novel and variety of texts; identify, trace interpret and critically comment on themes in a literary genre; demonstrate the skills and knowledge required to analyse and critically evaluate literary texts; demonstrate fundamental knowledge of stylistic aspects of literary texts in order to use literat teaching of language and grammar skills; demonstrate the profound knowledge and skills needed to identify and evaluate the values extexts and films; demonstrate the fundamental knowledge required to access and apply technological informat 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 talaguage and literature; demonstrate a profound knowledge of the cognitive academic language skills required for team	d poetry in a ure for the plored in literary ion in the the teaching of ching English; and
Moo Title Moo • • •	teaching-learning situation. odule Code: ENGES11 NQF-Level: Itle: ENGLISH: ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION odule Outcomes: Upon completion of this module the student should be able to: demonstrate profound knowledge and insight regarding the literary genres of drama novel and variety of texts; identify, trace interpret and critically comment on themes in a literary genre; demonstrate the skills and knowledge required to analyse and critically evaluate literary texts; demonstrate fundamental knowledge of stylistic aspects of literary texts in order to use literat teaching of language and grammar skills; demonstrate the profound knowledge and skills needed to identify and evaluate the values extexts and films; demonstrate the fundamental knowledge required to access and apply technological informat language classroom; demonstrate a fundamental knowledge to select and/or create suitable learning resources; demonstrate a fundamental understanding of didactic skills and approaches and apply this to talinguage and literature; demonstrate a profound knowledge of the cognitive academic language skills required for tead demonstrate a profound knowledge of the cognitive academic language skills required for tead demonstrate a profound knowledge of the cognitive academic language skills required for tead	d poetry in a ure for the plored in literary ion in the the teaching of ching English; and
Moo Title Moo • • • • • • • • • • • • • • •	teaching-learning situation. odule Code: ENGES11 NQF-Level: Itle: ENGLISH: ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION odule Outcomes: Upon completion of this module the student should be able to: demonstrate profound knowledge and insight regarding the literary genres of drama novel and variety of texts; identify, trace interpret and critically comment on themes in a literary genre; demonstrate the skills and knowledge required to analyse and critically evaluate literary texts; demonstrate fundamental knowledge of stylistic aspects of literary texts in order to use literat teaching of language and grammar skills; demonstrate the profound knowledge and skills needed to identify and evaluate the values extexts and films; demonstrate the fundamental knowledge required to access and apply technological informat language classroom; demonstrate a fundamental understanding of didactic skills and approaches and apply this to talaguage and literature; demonstrate a profound knowledge of the cognitive academic language skills required for tead demonstrate a profound knowledge of the cognitive academic language skills required for tead demonstrate a profound knowledge of the cognitive academic language skills required for tead demonstrate a manple ability to identify themes and situations which students can identify an aiding them in dealing with similar situations in their personal lives.	d poetry in a ure for the plored in literary ion in the the teaching of ching English; and
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•	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 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.
Mor	Ile Code: ENGF121 NQF-Level:
	ENGLISH MEDIUM OF INSTRUCTION
	Ile 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.
Mod	Ile Code: ENGF211 NQF-Level:
Moo Title	Ile Code: ENGF211 NQF-Level:
Title	ENGLISH MEDIUM OF INSTRUCTION
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Title Moo • • • Moo Title	ENGLISH MEDIUM OF INSTRUCTION ale Outcomes: Upon completion of this module, the student should be able to: demonstrate advanced competence in the four macro language skills (listening, speaking, reading and writing) of Classroom English (this is underpinned by profound knowledge of and skills in the Interpersonal, Pedagogical and General aspects of the medium of instruction); demonstrate fundamental knowledge of and competence in presentational skills such as loudness of voice, rate of delivery, variation in tone and pitch, articulation and fluency, as well as appropriate gestures and body language (presentational skills also entail the use of contextual cues that will help students to link background content, language, and cultural knowledge to new knowledge); and demonstrate profound knowledge of the principles underpinning competence in the methodological skills that teacher-trainees require for effective L2MI. These include the ability to plan both content and language objectives for each learning task, design suitable and appropriate materials, design and introduce contextual clues, encourage purposeful interaction, create a classroom atmosphere and attitudes that promote language acquisition and conceptual development, and employ fair and appropriate assessment strategies. Ide Code: ETED211 INQF-Level: ELECTRICAL TECHNOLOGY METHODOLOGY Ide Outcomes: On completion of this module the student should be able to:
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Title Moo • • • Moo Title	ENGLISH MEDIUM OF INSTRUCTION ale Outcomes: Upon completion of this module, the student should be able to: demonstrate advanced competence in the four macro language skills (listening, speaking, reading and writing) of Classroom English (this is underpinned by profound knowledge of and skills in the Interpersonal, Pedagogical and General aspects of the medium of instruction); demonstrate fundamental knowledge of and competence in presentational skills such as loudness of voice, rate of delivery, variation in tone and pitch, articulation and fluency, as well as appropriate gestures and body language (presentational skills also entail the use of contextual cues that will help students to link background content, language, and cultural knowledge to new knowledge); and demonstrate profound knowledge of the principles underpinning competence in the methodological skills that teacher-trainees require for effective L2MI. These include the ability to plan both content and language objectives for each learning task, design suitable and appropriate materials, design and introduce contextual clues, encourage purposeful interaction, create a classroom atmosphere and attitudes that promote language acquisition and conceptual development, and employ fair and appropriate assessment strategies. Ide Outcomes: On completion of this module the student should be able to: demonstrate a fundamental knowledge of the NCS policy on Electrical Technology for Education in the FET phase; demonstrate knowledge and skills in problem-based teaching approaches; and demonstrate the ability to plan appropriate technology lessons according to the unique methodology of
Title Moo • • • • • • • • • •	ENGLISH MEDIUM OF INSTRUCTION ale Outcomes: Upon completion of this module, the student should be able to: demonstrate advanced competence in the four macro language skills (listening, speaking, reading and writing) of Classroom English (this is underpinned by profound knowledge of and skills in the Interpersonal, Pedagogical and General aspects of the medium of instruction); demonstrate fundamental knowledge of and competence in presentational skills such as loudness of voice, rate of delivery, variation in tone and pitch, articulation and fluency, as well as appropriate gestures and body language (presentational skills also entail the use of contextual cues that will help students to link background content, language, and cultural knowledge to new knowledge); and demonstrate profound knowledge of the principles underpinning competence in the methodological skills that teacher-trainees require for effective L2MI. These include the ability to plan both content and language objectives for each learning task, design suitable and appropriate materials, design and introduce contextual clues, encourage purposeful interaction, create a classroom atmosphere and attitudes that promote language acquisition and conceptual development, and employ fair and appropriate assessment strategies. Ide Code: ETED211 IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE IDE I
Title Moo • • • • • • • • • • • • •	ENGLISH MEDIUM OF INSTRUCTION ale Outcomes: Upon completion of this module, the student should be able to: demonstrate advanced competence in the four macro language skills (listening, speaking, reading and writing) of Classroom English (this is underpinned by profound knowledge of and skills in the Interpersonal, Pedagogical and General aspects of the medium of instruction); demonstrate fundamental knowledge of and competence in presentational skills such as loudness of voice, rate of delivery, variation in tone and pitch, articulation and fluency, as well as appropriate gestures and body language (presentational skills also entail the use of contextual cues that will help students to link background content, language, and cultural knowledge to new knowledge); and demonstrate profound knowledge of the principles underpinning competence in the methodological skills that teacher-trainees require for effective L2MI. These include the ability to plan both content and language objectives for each learning task, design suitable and appropriate materials, design and introduce contextual clues, encourage purposeful interaction, create a classroom atmosphere and attitudes that promote language acquisition and conceptual development, and employ fair and appropriate assessment strategies. Ide Outcomes: On completion of this module the student should be able to: demonstrate a fundamental knowledge of the NCS policy on Electrical Technology for Education in the FET phase; demonstrate hability to plan appropriate technology lessons according to the unique methodology of technology, with and without resources. Ide Code: ETED211 IDE Code: ETED212 IDE Code: ETED212 IDE Code: ETED213 IDE Code: ETED213 IDE Code: ETED214 IDE Code: ETED214 IDE Code: ETED215 IDE Code: IDE IDE Code: IDE IDE IDE Code: IDE IDE IDE IDE IDE IDE
Title Moo • • • • • • • • • • • • • • • • • •	ENGLISH MEDIUM OF INSTRUCTION alle Outcomes: Upon completion of this module, the student should be able to: demonstrate advanced competence in the four macro language skills (listening, speaking, reading and writing) of Classroom English (this is underpinned by profound knowledge of and skills in the Interpersonal, Pedagogical and General aspects of the medium of instruction); demonstrate fundamental knowledge of and competence in presentational skills such as loudness of voice, rate of delivery, variation in tone and pitch, articulation and fluency, as well as appropriate gestures and body language (presentational skills also entail the use of contextual cues that will help students to link background content, language, and cultural knowledge to new knowledge); and demonstrate profound knowledge of the principles underpinning competence in the methodological skills that teacher-trainees require for effective L2MI. These include the ability to plan both content and language objectives for each learning task, design suitable and appropriate materials, design and introduce contextual cleectence: ETED211 NQF-Level: ELECTRICAL TECHNOLOGY METHODOLOGY demonstrate knowledge and skills in problem-based teaching approaches; and demonstrate knowledge and skills in problem-based te
Title Moo • • • • • • • • • • • • • • • • • •	ENGLISH MEDIUM OF INSTRUCTION alle Outcomes: Upon completion of this module, the student should be able to: demonstrate advanced competence in the four macro language skills (listening, speaking, reading and writing) of Classroom English (this is underpinned by profound knowledge of and skills in the Interpersonal, Pedagogical and General aspects of the medium of instruction); demonstrate fundamental knowledge of and competence in presentational skills such as loudness of voice, rate of delivery, variation in tone and pitch, articulation and fluency, as well as appropriate gestures and body language (presentational skills also entail the use of contextual cues that will help students to link background content, language, and cultural knowledge to new knowledge); and demonstrate profound knowledge of the principles underpinning competence in the methodological skills that

	Technology for Education;	
•	apply and discuss suitable types of	assessment strategies in the different task types of a Technology lesson and
	-	the nature and practice of organising and management skills in Technology
	classroom management;	
•		cess of designing and compiling portfolios for both learners and educators in
	Technology; and	
•		ding of the safety aspects applicable in workshops, practical centres and
		Id be applied through-out Technology teaching and learning.
	dule code: ETED322	NQF-Level:
	ELECTRICAL TECHNOLOGY METHO	
		is module the student should be able to:
•		derstanding of the safety aspects applicable in the workshops, practical
	centres and Electrical Technology for	
:		tfolios for both learners and educators in Electrical Technology for Education;
•		I understanding of the nature and practice of organising and management ucation centre management, with specific reference to workshops for the
	planning and conducting of practica	
		rate the knowledge and skills acquired in the prerequisite modules in the
-		ducation project for Electrical Technology for Education.
Mo	dule Code: ETED421	NQF-Level:
	ELECTRICAL TECHNOLOGY METHO	
		is module the student should be able to:
•		lectrical principles with specific reference to Ohm's and Kirchoff's laws;
•	•	lectrical/electronic components, in which the learner must show competence
	Ũ	nciples of theses types of components in the teaching-learning experience
		ons in the applicable school curriculum;
•		tice, fundamental knowledge of semiconductor materials in the use of
	electronics; and	, 3
•	use measuring instruments and the	e oscilloscope in the completion of practical work sessions.
Mod	dule Code: ETEE212	NQF-Level:
Title	ELECTRICAL TECHNOLOGY FOR ED	UCATION
		UCATION is module the student should be able to:
	dule outcomes: On completion of thi	
	dule outcomes: On completion of the demonstrate basic knowledge of e	is module the student should be able to:
Moo •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience
Moo •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to application	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum;
Moo •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to application demonstrate in writing and in prac	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience
Moo •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to applicati demonstrate in writing and in prac electronics; and	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of
Moo • •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to applicati demonstrate in writing and in prac electronics; and use measuring instruments and the	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions.
Mod • • • Mod	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri- with specific reference to applicati demonstrate in writing and in prac electronics; and use measuring instruments and the dule Code: ETEE221	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. NQF-Level:
Mod • • • Mod Title	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to applicati demonstrate in writing and in prac electronics; and use measuring instruments and the dule Code: ETEE221 ELECTRICAL TECHNOLOGY FOR EDU	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. NQF-Level: UCATION
Mod • • • Mod Title	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to applicati demonstrate in writing and in prac electronics; and use measuring instruments and the dule Code: ETEE221 E: ELECTRICAL TECHNOLOGY FOR ED dule outcomes: On completion of thi	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to:
Mod • • • Mod Title	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to applicati demonstrate in writing and in prac electronics; and use measuring instruments and the dule Code: ETEE221 E: ELECTRICAL TECHNOLOGY FOR EDI dule outcomes: On completion of thi demonstrate in writing and practic	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating
Mod • • • Mod Title	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to applicati demonstrate in writing and in prac electronics; and use measuring instruments and the dule Code: ETEE221 : ELECTRICAL TECHNOLOGY FOR EDI dule outcomes: On completion of thi demonstrate in writing and practic emf, maximum effective and avera	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating ge value, middle ordinate rule and phasors (graphic and analytic), principle,
Mod • • • Mod Title	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to application demonstrate in writing and in prace electronics; and use measuring instruments and the dule Code: ETEE221 E: ELECTRICAL TECHNOLOGY FOR EDI dule outcomes: On completion of thi demonstrate in writing and practic emf, maximum effective and avera electromagnetism dynamic and sta	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating
Mod • • • Mod Title	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to applicatii demonstrate in writing and in prace electronics; and use measuring instruments and the dule Code: ETEE221 E: ELECTRICAL TECHNOLOGY FOR EDI dule outcomes: On completion of thi demonstrate in writing and practic emf, maximum effective and avera electromagnetism dynamic and sta meters (analogue);	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating ge value, middle ordinate rule and phasors (graphic and analytic), principle, tic emf, hysteretic, direct current machines, direct current starters and
Mod • • • Mod Title	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri- with specific reference to applicati demonstrate in writing and in prac- electronics; and use measuring instruments and the dule Code: ETEE221 ELECTRICAL TECHNOLOGY FOR EDI dule outcomes: On completion of thi demonstrate in writing and practic emf, maximum effective and avera electromagnetism dynamic and sta meters (analogue); apply the skills and knowledge to s	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating ge value, middle ordinate rule and phasors (graphic and analytic), principle, tic emf, hysteretic, direct current machines, direct current starters and olve practical problems; and demonstrate competent skills in handling
Moo • • Moo • •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri- with specific reference to applicati demonstrate in writing and in prac- electronics; and use measuring instruments and the dule Code: ETEE221 ELECTRICAL TECHNOLOGY FOR EDI dule outcomes: On completion of thi demonstrate in writing and practic emf, maximum effective and avera electromagnetism dynamic and sta meters (analogue); apply the skills and knowledge to s	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating ge value, middle ordinate rule and phasors (graphic and analytic), principle, tic emf, hysteretic, direct current machines, direct current starters and olve practical problems; and demonstrate competent skills in handling tention to the safety aspects as prescribed in this subject.
Mod • • • Mod • • • • • • • • • • • • • • • • • • •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to applicati demonstrate in writing and in prace electronics; and use measuring instruments and the dule Code: ETEE221 E: ELECTRICAL TECHNOLOGY FOR EDI dule outcomes: On completion of thi demonstrate in writing and practic emf, maximum effective and avera electromagnetism dynamic and sta meters (analogue); apply the skills and knowledge to s instruments and machines with att dule Code: ETEE311	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating ge value, middle ordinate rule and phasors (graphic and analytic), principle, tic emf, hysteretic, direct current machines, direct current starters and olve practical problems; and demonstrate competent skills in handling tention to the safety aspects as prescribed in this subject. Semester 1 NQF-Level: 6/7
Mod • • • Mod • • • • • • • • • • • • • • • • • • •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to applicati demonstrate in writing and in prac electronics; and use measuring instruments and the dule Code: ETEE221 E: ELECTRICAL TECHNOLOGY FOR ED dule outcomes: On completion of thi demonstrate in writing and practic emf, maximum effective and avera electromagnetism dynamic and sta meters (analogue); apply the skills and knowledge to s instruments and machines with att dule Code: ETEE311 E: ELECTRICAL TECHNOLOGY FOR ED	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating ge value, middle ordinate rule and phasors (graphic and analytic), principle, tic emf, hysteretic, direct current machines, direct current starters and olve practical problems; and demonstrate competent skills in handling tention to the safety aspects as prescribed in this subject. Semester 1 UCATION
Mod • • • Mod • • • • • • • • • • • • • • • • • • •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to applicati demonstrate in writing and in prac electronics; and use measuring instruments and the dule Code: ETEE221 E: ELECTRICAL TECHNOLOGY FOR ED dule outcomes: On completion of thi demonstrate in writing and practic emf, maximum effective and avera electromagnetism dynamic and sta meters (analogue); apply the skills and knowledge to s instruments and machines with att dule Code: ETEE311 E: ELECTRICAL TECHNOLOGY FOR ED dule outcomes: On completion of thi demonstrate in writing and practices with att dule Code: ETEE311	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating ge value, middle ordinate rule and phasors (graphic and analytic), principle, tic emf, hysteretic, direct current machines, direct current starters and olve practical problems; and demonstrate competent skills in handling tention to the safety aspects as prescribed in this subject. Semester 1 NQF-Level: 6/7
Mod • • • Mod • • • • • • • • • • • • • • • • • • •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to applicati demonstrate in writing and in prac electronics; and use measuring instruments and the dule Code: ETEE221 E: ELECTRICAL TECHNOLOGY FOR ED dule outcomes: On completion of thi demonstrate in writing and practic emf, maximum effective and avera electromagnetism dynamic and sta meters (analogue); apply the skills and knowledge to s instruments and machines with att dule Code: ETEE311 E: ELECTRICAL TECHNOLOGY FOR ED dule outcomes: On completion of thi demonstrate in writing and practices with att dule Code: ETEE311	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating ge value, middle ordinate rule and phasors (graphic and analytic), principle, tic emf, hysteretic, direct current machines, direct current starters and olve practical problems; and demonstrate competent skills in handling tention to the safety aspects as prescribed in this subject. Semester 1 UCATION is module the student should be able to:
Mod • • • Mod • • • • • • • • • • • • • • • • • • •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to applicati demonstrate in writing and in prace electronics; and use measuring instruments and the dule Code: ETEE221 E: ELECTRICAL TECHNOLOGY FOR EDI dule outcomes: On completion of thi demonstrate in writing and practic emf, maximum effective and avera electromagnetism dynamic and sta meters (analogue); apply the skills and knowledge to s instruments and machines with att dule Code: ETEE311 E: ELECTRICAL TECHNOLOGY FOR EDI dule outcomes: On completion of thi demonstrate in writing and practic processes;	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating ge value, middle ordinate rule and phasors (graphic and analytic), principle, tic emf, hysteretic, direct current machines, direct current starters and olve practical problems; and demonstrate competent skills in handling tention to the safety aspects as prescribed in this subject. Semester 1 UCATION is module the student should be able to:
Mod • • • Mod • • • • • • • • • • • • • • • • • • •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri- with specific reference to applicati demonstrate in writing and in prac- electronics; and use measuring instruments and the dule Code: ETEE221 E: ELECTRICAL TECHNOLOGY FOR EDI- dule outcomes: On completion of thi demonstrate in writing and practic emf, maximum effective and avera electromagnetism dynamic and sta meters (analogue); apply the skills and knowledge to s instruments and machines with att dule Code: ETEE311 E: ELECTRICAL TECHNOLOGY FOR EDI- dule outcomes: On completion of thi demonstrate in writing and practic processes; RLC series and parallel circuits, reso	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating ge value, middle ordinate rule and phasors (graphic and analytic), principle, tic emf, hysteretic, direct current machines, direct current skills in handling tention to the safety aspects as prescribed in this subject. Semester 1 UCATION is module the student should be able to: e that you have the basic knowledge of electrical theories, tests and
Mod • • • Mod • • • • • • • • • • • • • • • • • • •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri- with specific reference to applicati demonstrate in writing and in prac- electronics; and use measuring instruments and the dule Code: ETEE221 E: ELECTRICAL TECHNOLOGY FOR EDI- dule outcomes: On completion of thi demonstrate in writing and practic emf, maximum effective and avera electromagnetism dynamic and sta meters (analogue); apply the skills and knowledge to s instruments and machines with att dule Code: ETEE311 E: ELECTRICAL TECHNOLOGY FOR EDI- dule outcomes: On completion of thi demonstrate in writing and practic processes; RLC series and parallel circuits, reso methods to improve power factor at	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating ge value, middle ordinate rule and phasors (graphic and analytic), principle, tic emf, hysteretic, direct current machines, direct current starters and olve practical problems; and demonstrate competent skills in handling tention to the safety aspects as prescribed in this subject. Semester 1 UCATION is module the student should be able to: e that you have the basic knowledge of electrical theories, tests and on the student should be able to: e that you have the basic knowledge of electrical theories, tests and on the science of the student should be able to: e that you have the basic knowledge of electrical theories, tests and on the science of the student should be able to: e that you have the basic knowledge of electrical theories, tests and on the circuits, Q-factor, active and reactive components of current;
Mod • • • Mod • • • • • • • • • • • • • • • • • • •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri demonstrate in writing and in prac- electronics; and use measuring instruments and the dule Code: ETEE221 ELECTRICAL TECHNOLOGY FOR EDI dule outcomes: On completion of thi demonstrate in writing and practic emf, maximum effective and avera electromagnetism dynamic and sta meters (analogue); apply the skills and knowledge to s instruments and machines with att ELECTRICAL TECHNOLOGY FOR EDI dule 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;	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating ge value, middle ordinate rule and phasors (graphic and analytic), principle, tic emf, hysteretic, direct current machines, direct current starters and olve practical problems; and demonstrate competent skills in handling tention to the safety aspects as prescribed in this subject. Semester 1 UCATION is module the student should be able to: e that you have the basic knowledge of electrical theories, tests and provide the student should be able to: e that you have the basic knowledge of electrical theories, tests and phase diagrams three-phase alternating current systems, ruments (analogue), single phase transformers, auto-transformers and
Mod • • • Mod • • • • • • • • • • • • • • • • • • •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to application demonstrate in writing and in prac- electronics; and use measuring instruments and the dule Code: ETEE221 ELECTRICAL TECHNOLOGY FOR EDI dule outcomes: On completion of thi demonstrate in writing and practic enf, maximum effective and avera electromagnetism dynamic and sta meters (analogue); apply the skills and knowledge to s instruments and machines with att dule Code: ETEE311 E: ELECTRICAL TECHNOLOGY FOR EDI dule outcomes: On completion of thi demonstrate in writing and practic processes; RLC series and parallel circuits, ress methods to improve power factora; alternating current measuring instri instrument transformers; the skill and knowledge to solve pr	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating ge value, middle ordinate rule and phasors (graphic and analytic), principle, tic emf, hysteretic, direct current machines, direct current starters and olve practical problems; and demonstrate competent skills in handling sention to the safety aspects as prescribed in this subject. Semester 1 VCATION is module the student should be able to: e that you have the basic knowledge of electrical theories, tests and phase the student should be able to: e that you have the basic knowledge of electrical theories, tests and phase circuits, Q-factor, active and reactive components of current; as well as all phasor diagrams three-phase alternating current systems, ruments (analogue), single phase transformers, auto-transformers and actical problems and to demonstrate competent skills in handling instruments
Moo • • • • • • • • • • • • • • • • • •	dule outcomes: On completion of thi demonstrate basic knowledge of el demonstrate basic knowledge of el in the use, making and working pri with specific reference to application demonstrate in writing and in prac- electronics; and use measuring instruments and the dule Code: ETEE221 ELECTRICAL TECHNOLOGY FOR EDI dule outcomes: On completion of thi demonstrate in writing and practic enf, maximum effective and avera electromagnetism dynamic and sta meters (analogue); apply the skills and knowledge to s instruments and machines with att dule Code: ETEE311 E: ELECTRICAL TECHNOLOGY FOR EDI dule outcomes: On completion of thi demonstrate in writing and practic processes; RLC series and parallel circuits, ress methods to improve power factora; alternating current measuring instri instrument transformers; the skill and knowledge to solve pr	is module the student should be able to: lectrical principles with specific reference to Ohm's and Kirchoff's laws; lectrical/electronic components, in which the learner must show competence nciples of theses types of components in the teaching-learning experience ons in the applicable school curriculum; tice, fundamental knowledge of semiconductor materials in the use of e oscilloscope in the completion of practical work sessions. UCATION is module the student should be able to: e that they have basic knowledge of the following, generation of alternating ge value, middle ordinate rule and phasors (graphic and analytic), principle, tic emf, hysteretic, direct current machines, direct current starters and olve practical problems; and demonstrate competent skills in handling tention to the safety aspects as prescribed in this subject. Semester 1 UCATION is module the student should be able to: e that you have the basic knowledge of electrical theories, tests and provide the student should be able to: e that you have the basic knowledge of electrical theories, tests and phase diagrams three-phase alternating current systems, ruments (analogue), single phase transformers, auto-transformers and

	itle: ELECTRICAL TECHNOLOGY FOR EDUCATION		
Mod	Module outcomes: On completion of this module the student should be able to:		
٠	demonstrate complete and systema	atic knowledge, insight and conception c	of the functions and applications of
	amplifiers and semiconductors as fi	elds of study in electronics;	
٠	to show skill in working in groups, a	s well as individually, to design bias circu	uits and amplifier circuits with
	semiconductor according to specifications;		
•	to critically analyse, evaluate, impro	ove and demonstrate your designs pract	ically, and to use these skills for
	educational practice, taking into acc	count rules and regulations;	
•	demonstrate fundamental knowled	ge, insight and conception about the fur	nctions and applications of switching
	and control circuits, oscillators, in e	lectronic systems	
Mod	dule Code: ETEE411		NQF-Level: 7
Title	ELECTRICAL TECHNOLOGY FOR EDU	ICATION	
Mod	fule outcomes: On completion of this	s module the student should be able to:	
•	demonstrate a fundamental knowle	edge and insight concerning computer p	rinciples as electronic component;
•	with the aid of all relevant electroni	ic principles and processes, demonstrate	e how to convert Boolean algebra
	into logic circuits, design Logic coml	bination systems and show practical skil	ls as stated in the module; and
•	demonstrate that he/she can facilitation	ate the specific outcomes of this module	e in the applicable school curriculum.
Mod	dule Code: ETEE422		NQF-Level: 7
Title	ELECTRICAL TECHNOLOGY FOR EDU	ICATION	
Mod	lule outcomes: On completion of this	s module the student should be able to:	
•	demonstrate in writing and practice	that he/she has a complete and system	natic knowledge of the theories, tests
	and processes applicable to comple	x RLC-circuits, graphics and analytics pro	oblem solving, all aspects of power
	including total power, and power fa	ctor improvement of motors and electri	ic circuits;
•	determine the value of the capacita	nce of motors and electric circuits, three	e-phase transformers, instrument
	transformers, transmission (alterna	tors), illumination, alternating current m	notors and starters;
•		practical problems and to demonstrate	
		ing the safety aspects as prescribed in th	
Mod	ule Code: GEOD321		NQF-Level:
Title	: GEOGRAPHY METHODOLOGY		
Mod	lule Outcomes: Upon completion of	this module, the student should be able	to:
•	demonstrate a well-rounded and sy	stematic knowledge in Geography educ	
•			ation with special reference to the
•		stematic knowledge in Geography educ ography lesson, assessment methods, te	ation with special reference to the
•	design and implementation of a Ger and techniques and types as well as	stematic knowledge in Geography educ ography lesson, assessment methods, te	ation with special reference to the eaching and learning styles, methods
	design and implementation of a Ge and techniques and types as well a a coherent and critical understandin	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources;	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories
	design and implementation of a Ge and techniques and types as well as a coherent and critical understandin as well as indicating an ability to ma	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory;
•	design and implementation of a Ge and techniques and types as well as a coherent and critical understandin as well as indicating an ability to ma an ability to deal with unfamiliar co	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule ap new knowledge onto a given body of	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using
•	design and implementation of a Ge and techniques and types as well as a coherent and critical understandir as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule ap new knowledge onto a given body of ncrete and abstract problems and issues	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able
•	design and implementation of a Ge and techniques and types as well as a coherent and critical understandir as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule op new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able
•	design and implementation of a Ge and techniques and types as well as a coherent and critical understandir as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor to present and communicate inform Education in the FET phase;	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule op new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able on themes related to Geography
•	design and implementation of a Ge and techniques and types as well as a coherent and critical understandin as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor to present and communicate inform Education in the FET phase; act in an ethically correct and value communication, written and verbal	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule p new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a nation and their own ideas and opinions driven manner in all operational circum	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able on themes related to Geography istances and forms of
• • •	design and implementation of a Ge and techniques and types as well as a coherent and critical understandin as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor to present and communicate inform Education in the FET phase; act in an ethically correct and value communication, written and verbal bule Code: GEDD411	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule p new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a nation and their own ideas and opinions driven manner in all operational circum	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able on themes related to Geography
• • Mod	design and implementation of a Ge and techniques and types as well as a coherent and critical understandin as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor to present and communicate inform Education in the FET phase; act in an ethically correct and value communication, written and verbal bule Code: GEOD411 E: GEOGRAPHY METHODOLOGY	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule up new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a nation and their own ideas and opinions driven manner in all operational circum	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able on themes related to Geography istances and forms of
• • Moo Title	design and implementation of a Ge and techniques and types as well as a coherent and critical understandin as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor to present and communicate inform Education in the FET phase; act in an ethically correct and value communication, written and verbal dule Code: GEOD411 E: GEOGRAPHY METHODOLOGY dule Outcomes: On the successful con	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule op new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a nation and their own ideas and opinions driven manner in all operational circum	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; is in Geography Education using Geography lesson as well as be able on themes related to Geography Istances and forms of NQF-Level:
• • Mod	design and implementation of a Ge and techniques and types as well a: a coherent and critical understandir as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor to present and communicate inform Education in the FET phase; act in an ethically correct and value communication, written and verbal Jule Code: GEOD411 : GEOGRAPHY METHODOLOGY Jule Outcomes: On the successful con demonstrate a comprehensive and	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule op new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a nation and their own ideas and opinions driven manner in all operational circum mpletion of this module you should: systematic knowledge of Geography Edu	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able on themes related to Geography istances and forms of NQF-Level: ucation with special reference to
• • Moo Title	design and implementation of a Ge and techniques and types as well as a coherent and critical understandir as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor to present and communicate inform Education in the FET phase; act in an ethically correct and value communication, written and verbal fule Code: GEOD411 SEGEORAPHY METHODOLOGY Jule Outcomes: On the successful con demonstrate a comprehensive and different teaching and learning style	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule ap new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a hation and their own ideas and opinions driven manner in all operational circum mpletion of this module you should: systematic knowledge of Geography Edu es, strategies, methods, techniques as w	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able on themes related to Geography istances and forms of NQF-Level: ucation with special reference to
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• • Moo Title	design and implementation of a Ge and techniques and types as well as a coherent and critical understandir as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor to present and communicate inform Education in the FET phase; act in an ethically correct and value communication, written and verbal fule Code: GEOD411 E: GEOGRAPHY METHODOLOGY fule Outcomes: On the successful con demonstrate a comprehensive and different teaching and learning style design and effectively implementat demonstrate the skills to evaluate w	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; go of Geography Education's terms, rule p new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a nation and their own ideas and opinions driven manner in all operational circum mpletion of this module you should: systematic knowledge of Geography Edu es, strategies, methods, techniques as w ion of learning experiences; which of these elements are the most effi	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able on themes related to Geography estances and forms of NQF-Level: ucation with special reference to rell as curriculum development, fective concerning specific learning
• • <u>Moo</u> Title •	design and implementation of a Ge and techniques and types as well as a coherent and critical understandir as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor to present and communicate inform Education in the FET phase; act in an ethically correct and value communication, written and verbal dule Code: GEOD411 E: GEOGRAPHY METHODOLOGY demonstrate a comprehensive and different teaching and learning style design and effectively implementat demonstrate the skills to evaluate w content in Geography, subsequent	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ag of Geography Education's terms, rule p new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a nation and their own ideas and opinions driven manner in all operational circum mpletion of this module you should: systematic knowledge of Geography Edu es, strategies, methods, techniques as w ion of learning experiences; which of these elements are the most eff y implementing these in a creative, logic	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able on themes related to Geography estances and forms of NQF-Level: ucation with special reference to rell as curriculum development, fective concerning specific learning ral and systematic manner;
• • <u>Mod</u> Title	design and implementation of a Ge and techniques and types as well as a coherent and critical understandir as well as indicating an ability to ma an ability to deal with unfamiliar co- evidence-based solutions and theor to present and communicate inform Education in the FET phase; act in an ethically correct and value communication, written and verbal bule Code: GEOD411 E: GEOGRAPHY METHODOLOGY bule Outcomes: On the successful cor demonstrate a comprehensive and different teaching and learning style design and effectively implementati demonstrate the skills to evaluate v content in Geography, subsequently demonstrate an ability to deal with	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule op new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a nation and their own ideas and opinions driven manner in all operational circum mpletion of this module you should: systematic knowledge of Geography Edu es, strategies, methods, techniques as w ion of learning experiences; which of these elements are the most eff y implementing these in a creative, logic unfamiliar concrete and abstract proble	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; is in Geography Education using Geography lesson as well as be able on themes related to Geography istances and forms of NQF-Level: ucation with special reference to rell as curriculum development, fective concerning specific learning ral and systematic manner; ems and issues in Geography
• • <u>Mod</u> Title	design and implementation of a Ge and techniques and types as well as a coherent and critical understandir as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor to present and communicate inform Education in the FET phase; act in an ethically correct and value communication, written and verbal fule Code: GEOD411 : GEOGRAPHY METHODOLOGY fule Outcomes: On the successful con demonstrate a comprehensive and different teaching and learning style design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequently demonstrate an ability to deal with Education using evidence-based sol	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule op new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a hation and their own ideas and opinions driven manner in all operational circum	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able on themes related to Geography stances and forms of NQF-Level: ucation with special reference to tell as curriculum development, fective concerning specific learning ial and systematic manner; ms and issues in Geography well as demonstrating an ability to
• • <u>Mod</u> Title	design and implementation of a Ge and techniques and types as well as a coherent and critical understandir as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor to present and communicate inform Education in the FET phase; act in an ethically correct and value communication, written and verbal due Code: GEOD411 :: GEOGRAPHY METHODOLOGY demonstrate a comprehensive and different teaching and learning style design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequenth Education using evidence-based sol engage with journal articles, scholar	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule ap new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a hation and their own ideas and opinions driven manner in all operational circum mpletion of this module you should: systematic knowledge of Geography Edu es, strategies, methods, techniques as w ion of learning experiences; which of these elements are the most eff y implementing these in a creative, logic unfamiliar concrete and abstract proble utions and theory-driven arguments, as r reviews and primary resources and be	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able on themes related to Geography estances and forms of NQF-Level: ucation with special reference to rell as curriculum development, fective concerning specific learning eal and systematic manner; ems and issues in Geography well as demonstrating an ability to able to present and communicate
• • <u>Mod</u> Title	design and implementation of a Ge and techniques and types as well as a coherent and critical understandir as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor to present and communicate inform Education in the FET phase; act in an ethically correct and value communication, written and verbal due Code: GEOD411 :: GEOGRAPHY METHODOLOGY demonstrate a comprehensive and different teaching and learning style design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequenth Education using evidence-based sol engage with journal articles, scholar information and their own ideas an	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule op new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a hation and their own ideas and opinions driven manner in all operational circum	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able on themes related to Geography estances and forms of NQF-Level: ucation with special reference to rell as curriculum development, fective concerning specific learning eal and systematic manner; ems and issues in Geography well as demonstrating an ability to able to present and communicate
• • • • • •	design and implementation of a Ge and techniques and types as well as a coherent and critical understandir as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor to present and communicate inform Education in the FET phase; act in an ethically correct and value communication, written and verbal full Code: GEOD411 CGEOGRAPHY METHODOLOGY full Outcomes: On the successful cord demonstrate a comprehensive and different teaching and learning style design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequently demonstrate an ability to deal with Education using evidence-based sol information and their own ideas an argument;	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; go of Geography Education's terms, rule ap new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a nation and their own ideas and opinions driven manner in all operational circum mpletion of this module you should: systematic knowledge of Geography Edu es, strategies, methods, techniques as w ion of learning experiences; which of these elements are the most eff y implementing these in a creative, logic unfamiliar concrete and abstract proble utions and theory-driven arguments, as r reviews and primary resources and be d opinions on themes related to Geogra	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able on themes related to Geography estances and forms of NQF-Level: ucation with special reference to tell as curriculum development, fective concerning specific learning cal and systematic manner; erms and issues in Geography well as demonstrating an ability to able to present and communicate phy Education in a well structured
• • <u>Mod</u> Title	design and implementation of a Ge and techniques and types as well as a coherent and critical understandir as well as indicating an ability to ma an ability to deal with unfamiliar co evidence-based solutions and theor to present and communicate inform Education in the FET phase; act in an ethically correct and value communication, written and verbal full Code: GEOD411 Code: GEOD411 Code: GEOD411 Code: GEOD411 Code: GEOD411 Code: GEOD411 Commonstrate a comprehensive and different teaching and learning style design and effectively implementat demonstrate the skills to evaluate v content in Geography, subsequently demonstrate an ability to deal with Education using evidence-based sol information and their own ideas an argument; act in an ethically correct and value	stematic knowledge in Geography educ ography lesson, assessment methods, te s relevant resources; ng of Geography Education's terms, rule op new knowledge onto a given body of ncrete and abstract problems and issues y-driven arguments in the planning of a nation and their own ideas and opinions driven manner in all operational circum systematic knowledge of Geography Edu es, strategies, methods, techniques as w ion of learning experiences; which of these elements are the most eff y implementing these in a creative, logic unfamiliar concrete and abstract proble utions and theory-driven arguments, as r reviews and primary resources and be d opinions on themes related to Geogra	ation with special reference to the eaching and learning styles, methods es, concepts, principles and theories theory; s in Geography Education using Geography lesson as well as be able on themes related to Geography estances and forms of NQF-Level: ucation with special reference to tell as curriculum development, fective concerning specific learning cal and systematic manner; erms and issues in Geography well as demonstrating an ability to able to present and communicate phy Education in a well structured
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	economical trends of Africa and South Africa within a global context;	
•		etations, analyses, evaluations and deductions regarding physical, economical
	and population aspects of the RSA	
•		knowledge and understanding regarding the general concepts in Population
		rese and meaningful interpretations in this regard, as well as recognise,
		ionship between topographic, climatologic and manmade phenomena in the
	RSA;	ionship between topographic, chinatologic and mannade phenomena in the
•		s 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
	as demonstrate the ability to apply acquired knowledge in such a way as to display an ethically responsible	
	attitude toward Africa/South Africa	
•		and representation techniques demonstrate a fundamental knowledge, skills,
		Skills, Cartography and representation techniques and be able to apply it in
	practice.	skins, curtogruphy and representation teeninques and be able to apply it in
Mor	dule Code: GEOE121	NQF-Level:
		ARY GEOGRAPHY, CLIMATOLOGY AND OCEANOGRAPHY
		mpletion of this module you should:
•		
•		edge of Planetary Geography, Climatology and Oceanography in context of
•	the National Curriculum;	any Goography. Climatology and occapography that support the solution
•		ary Geography, Climatology and oceanography that support the coherent
•	understanding of concepts, ideas, t	
•	to teach it to students at school usi	knowledge to solve common problems within a familiar context and be able
•	communication, written and verbal	e driven manner in all operational circumstances and forms of
	,	
•		monstrate a fundamental knowledge, skills, understanding and insight of weather maps and be able to apply it in practice.
Mag	dule Code: GEOE211	
		NQF-Level:
	: GEOGRAPHY EDUCATION: URBAN	AND ECONOMIC GROGRAPHY
	dule Outcomes:	
		NOT Laurals
	dule Code: GEOE221	
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Title Mod	:: GEOGRAPHY EDUCATION: GEOMO dule Outcomes: Upon completion of demonstrate a solid knowledge bas identify themes relevant for a diver	RFOLOGY AND ENVIRONMENTAL GEOGRAPHY this module, students should: se of Urban and Economic Geography in context of the National Curriculum; rse society related to personal, community and economic areas and plan
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Title Moc •	E GEOGRAPHY EDUCATION: GEOMO dule Outcomes: Upon completion of demonstrate a solid knowledge bas identify themes relevant for a diver activities supporting coherent under demonstrate an ability to solve well correct procedures and appropriate	RFOLOGY AND ENVIRONMENTAL GEOGRAPHY this module, students should: se of Urban and Economic Geography in context of the National Curriculum; rse society related to personal, community and economic areas and plan erstanding of concepts, ideas, theories, principles and rules;
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Title	Title: GEOGRAPHY EDUCATION: ADVANCED GEOMORFOLOGY AND CLIMATOLOGY		
Mod	Module Outcomes: Upon completion of this module, the student should:		
•	demonstrate a comprehensive knowledge and insight regarding concepts and the application possibilities of		
	South Africa's Geological History and resulting landscapes, soils and hydrology. The student should also display a		
	systematic knowledge of advanced climatological phenomena on a global and South African context.		
•	analyse land forms, landscapes and climatic phenomena, which reflect the environmental conditions over time		
	during their origin, and evaluate these within the geological time context.		
•	discuss and critically evaluate the conditions which lead to the global geologic and climatic phenomena,		
•	be able to work with other individuals in group context in an ethically accountable and responsible manner		
	during the solving of problems characteristic of the learning contents of this module, and should undertake		
	small scale research regarding relevant subjects as expressed in the module;		
	practical: GIS and GIS in teaching; Students must demonstrate a fundamental knowledge, skills, understanding		
	and insight of GIS and be able to apply it in practice		
Mod	ule Code: HISD321 NQF-Level:		
Title	: HISTORY METHODOLOGY		
Mod	ule Outcomes: Upon completion of this module, students should:		
•	demonstrate a well rounded and coherent and sound knowledge of History methodology in context of the		
	National Curriculum Statement;		
•	demonstrate skills of planning teaching strategies, assessment and learning and teaching support material;		
•	demonstrate the competency to plan and design teaching strategies, assessment and learning and teaching		
	support material;		
•	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		
.Mo	dule Code: HISD411 NQF-Level:		
	: HISTORY METHODOLOGY		
Mod	ule Outcomes: Upon completion of this module, students should:		
•	demonstrate a comprehensive and coherent knowledge of History methodology in context of the National		
	Curriculum Statement;		
٠	demonstrate comprehensive skills in analysing and synthesising sources, plan, design and implement different		
	assessement strategies, compile tests, examination papers and memorandums as well as to conduct year		
	planning (learning programmes and work schedules) ;		
•	demonstrate the competency to analyse and synthesise sources and practically plan, design and implement		
	different assessement strategies, compile tests, examination papers and memorandums as well as year planning		
	(learning programmes and work schedule,		
•	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.		
	ule Code: HISE111 NQF-Level:		
	: HISTORY EDUCATION: ASPECTS OF ANCIENT AND MODERN WORLD HISTORY (ANTIQUITY TO 2000)		
•	ule Outcomes: On completion of this module you should:		
•	Demonstrate a fundamental knowledge and thorough understanding of ancient and modern World History,		
	from ancient times up until 2000, within the context of the National Curriculum Statement;		
•	demonstrate the skills to interrogate primary and secondary sources by drawing a distinction between the two,		
	sourcing them and interpreting different historical sources effectively in order to communicate this verbally or in 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.		
Mod	ule Code: HISE121 NQF-Level:		
Title	HISTORY EDUCATION: ASPECTS OF AFRICAN AND SOUTH AFRICAN HISTORY (ANTIQUITY TO 1870)		
Mod	ule 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.		
NIOC	ule Code: HISE211 NQF-Level:		

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;			
	ng primary and secondary sources by ident		
	urces in order to communicate these verba	-	
	demonstrate the competency of problem solving abilities to address political, social and economic issues within		
a South African context, 1836-194	,		
	professional nature with regard to the inte		
,	as in compliance with the Manifesto on Va		
Module Code: HISE 221		NQF-Level:	
	AFRICA AND 20 TH CENTURY WORLD HIST	DRY (1870 – 1990)	
Module Outcomes: Upon completion o			
6	d good understanding of aspects of Africa	n and 20 th century World History	
(1870-1990) in the context of the			
	ng primary and secondary sources by ident		
, .	urces in order to communicate these verba		
	roblem solving abilities to address politica ntury World History (1870-1990); and	i, social and economic issues within	
	professional nature with regard to the inte	reprotection of historical facts to	
	as in compliance with The Manifesto on V		
Module Code: HISE 311		NQF-Level:	
	EUROPEAN AND WORLD HISTORY (1914 -		
Module Outcomes: Upon completion of		- 2000)	
	coherent understanding of aspects of Europ	pean and World History (1914-2000)	
in context of the National Curricul	0		
	ng primary and secondary sources by ident	tifying analysing interpreting and	
	urces in order to communicate these verb		
	roblem solving abilities to address politica	-	
the context of European and Wor	•	, social and contonne issues within	
	professional nature with regard to the inte	rpretation of historical facts to	
	as in compliance with the Manifesto on Va	•	
Module Code: HISE 321		NQF-Level:	
	SOUTH AFRICAN HISTORY (1948 – 2000)		
Module Outcomes: Upon completion o			
	oherent understanding of aspects of South	h African History (1948-2000) in	
context of the National Curriculur			
	ng primary and secondary sources by ident	ifying, analysing, interpreting and	
synthesising different historical so	urces in order to communicate these verba	ally or in writing;	
 demonstrate the competence of p 	roblem solving abilities to address politica	l, social and economic issues within	
the context of the South African H			
• demonstrate values of an ethical-	professional nature with regard to the inte	rpretation of historical facts to	
always be true and within context	as in compliance with the Manifesto on Va	alues, Education and Democracy.	
Module Code: INTD321		NQF-Level:	
Title: INFORMATION TECHNOLOGY ME	THODOLOGY: FET PHASE		
Module Outcomes: Upon completion o	f this module, the student should:		
 demonstrate integrated knowledge 	e of departmental policy documents on In-	formation Technology in the FET	
	rk schedules in applicable learning context		
	ents that are applicable in Information Tec		
	demonstrate practical skills in the evaluation of existing examples of work schedules, the planning and presentation of both theoretical and practical lessons and the planning and implementation of the principles of		
assessment in Information Techno		implementation of the principles of	
 demonstrate the ability to integrate learning contexts and work schedules in a lesson plan format, to 			
	logy; te learning contexts and work schedules in	a lesson plan format, to	
communicate it, and to implemen	logy;	a lesson plan format, to	
communicate it, and to implemen possible; and	logy; te learning contexts and work schedules in t it in practice in order to make meaningfu	a lesson plan format, to I learning in Information Technology	
communicate it, and to implemen possible; and • demonstrate the ability to evaluat	logy; te learning contexts and work schedules in	a lesson plan format, to I learning in Information Technology	
communicate it, and to implemen possible; and	logy; te learning contexts and work schedules in t it in practice in order to make meaningfu	a lesson plan format, to I learning in Information Technology	

Title: INFORMATION TECHNOLOGY METHODOLOGY: FET PHASE		
Module outcomes: Upon completion of this module, the student should:		
demonstrate detailed knowledge with extensive comprehension of departmental policy documents regarding		
Information Technology in the FET phase, curriculum content and work		
contexts, a variety of assessment techniques, methods, and instruments		
Technology, as well as learning material for Information Technology and		
of the computer centre;		
 demonstrate practical skills in the analysis, interpretation, and application 	on of departmental documentation	
regarding Information Technology, the planning, presentation, and evalu		
practical lessons, and the planning, implementation, and evaluation of t		
Information Technology;		
 demonstrate the ability to implement and to apply learning contexts and 	work schedules in order to make	
meaningful learning in Information Technology possible and to develop appropriate learning activities to measure learners' achievement of specific learning goals; and		
 demonstrate the ability to evaluate and to debate the profile of the ideal 	Information Technology teacher	
Module Code: INTE111	NQF-Level:	
Title: INFORMATION TECHNOLOGY EDUCATION : INTRODUCTION TO COMPUTE	R SYSTEMS	
Module Outcomes: Upon completion of this module, the student should:		
 demonstrate basic knowledge about computer systems and the computer 	environment, system development,	
different number systems and binary logic;		
 demonstrate skills in system development, operations with different number 		
 demonstrate the ability to solve basic well-defined but unknown problems 	with respect to topics covered in this	
module; and		
 demonstrate the ability to apply the teaching-learning principles of relevant 	nt topics addressed in this module in	
practice.		
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;	6 6 <i>1</i>	
	sign of tables, relations, queries.	
• reliably demonstrate skills with reference to the normalisation of data, de	sign of tables, relations, queries,	
	sign of tables, relations, queries,	
 reliably demonstrate skills with reference to the normalisation of data, de forms, reports and macros; 		
 reliably demonstrate skills with reference to the normalisation of data, de forms, reports and macros; demonstrate the expertise to solve unknown well defined basic problems to a solve unknown well defined basic problems. 		
 reliably demonstrate skills with reference to the normalisation of data, de forms, reports and macros; demonstrate the expertise to solve unknown well defined basic problems to f <i>Microsoft Access</i>; and 		
 reliably demonstrate skills with reference to the normalisation of data, deforms, reports and macros; demonstrate the expertise to solve unknown well defined basic problems of <i>Microsoft Access</i>; and be able to apply the teaching-learning principles regarding databases. 		
 reliably demonstrate skills with reference to the normalisation of data, de forms, reports and macros; demonstrate the expertise to solve unknown well defined basic problems to f <i>Microsoft Access</i>; and 		
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 reliably demonstrate skills with reference to the normalisation of data, deforms, reports and macros; demonstrate the expertise to solve unknown well defined basic problems of <i>Microsoft Access</i>; and be able to apply the teaching-learning principles regarding databases. Assessment Methods: 3 hours 1:1 Module Code: INTE211 	that are school-oriented with the aid NQF-Level:	
reliably demonstrate skills with reference to the normalisation of data, de forms, reports and macros; demonstrate the expertise to solve unknown well defined basic problems of <i>Microsoft Access</i> ; and be able to apply the teaching-learning principles regarding databases. Assessment Methods: 3 hours 1:1 Module Code: INTE211 Title: INFORMATION TECHNOLOGY EDUCATION: COMPUTER NETWORKS AND W	that are school-oriented with the aid NQF-Level:	
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reliably demonstrate skills with reference to the normalisation of data, deforms, reports and macros; demonstrate the expertise to solve unknown well defined basic problems to of <i>Microsoft Access</i> ; and be able to apply the teaching-learning principles regarding databases. Assessment Methods: 3 hours 1:1 Module Code: INTE211 Title: INFORMATION TECHNOLOGY EDUCATION: COMPUTER NETWORKS AND W Module Outcomes: Upon completion of this module, the student should: demonstrate adequate knowledge of computer networks, data transmission for web page design; compare different networks, media used in data communication and netw	that are school-oriented with the aid NQF-Level: /EB PAGE DESIGN on in networks and software suitable	
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reliably demonstrate skills with reference to the normalisation of data, deforms, reports and macros; demonstrate the expertise to solve unknown well defined basic problems to of <i>Microsoft Access</i> ; and be able to apply the teaching-learning principles regarding databases. Assessment Methods: 3 hours 1:1 Module Code: INTE211 Title: INFORMATION TECHNOLOGY EDUCATION: COMPUTER NETWORKS AND W Module Outcomes: Upon completion of this module, the student should: demonstrate adequate knowledge of computer networks, data transmission for web page design; compare different networks, media used in data communication and netwidemonstrate practical skills in good web page design; and demonstrate skills in solving practical problems regarding computer network be able to apply the teaching-learning principles of the relevant topics in codesign in practice. Module Code: INTE211 Title: INFORMATION TECHNOLOGY EDUCATION : INTRODUCTORY DELPHI P Module Outcomes: Upon completion of this module the student should:	that are school-oriented with the aid NQF-Level: /EB PAGE DESIGN on in networks and software suitable ork topologies with one another, and orks and web page design; and omputer networks and web page NQF-Level: ROGRAMMING ed programming;	
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 reliably demonstrate skills with reference to the normalisation of data, deforms, reports and macros; demonstrate the expertise to solve unknown well defined basic problems of <i>Microsoft Access</i>; and be able to apply the teaching-learning principles regarding databases. Assessment Methods: 3 hours 1:1 Module Code: INTE211 Title: INFORMATION TECHNOLOGY EDUCATION: COMPUTER NETWORKS AND W. Module Outcomes: Upon completion of this module, the student should: demonstrate adequate knowledge of computer networks, data transmissic for web page design; compare different networks, media used in data communication and netw demonstrate practical skills in good web page design; and demonstrate skills in solving practical problems regarding computer networks be able to apply the teaching-learning principles of the relevant topics in codesign in practice. Module Code: INTE221 Title: INFORMATION TECHNOLOGY EDUCATION : INTRODUCTORY DELPHI P Module Outcomes: Upon completion of this module the student should: demonstrate knowledge of visual program development and object-orient demonstrate practical skills in algorithm design and elementary Delphi prodemonstrate practical skills in algorithm design and elementary Delphi prodemonstrate problem-solving skills in Delphi programming, individually and 	that are school-oriented with the aid NQF-Level: /EB PAGE DESIGN on in networks and software suitable ork topologies with one another, and orks and web page design; and omputer networks and web page NQF-Level: ROGRAMMING ed programming; gramming; in groups, and	
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•		t visual program development and the integration of databases in Delphi;
•	•	olving abilities to solve problems by using Delphi programming; and
•		skills within the teaching-learning situation
	dule Code: INTE321	NQF-Level:
Title	e: INFORMATION TECHNOLOGY EDUC	CATION: ADVANCED DELPHI PROGRAMMING
Mod	dule Outcomes: Upon completion of	this module, the student should:
•	demonstrate detailed knowledge a	and extended comprehension of visual program development as well as the
	integration of databases in an obje	ct-oriented language;
•	demonstrate detailed knowledge	and practical skills in the use of objects, classes and methods in Delphi
	programming;	
•	demonstrate advanced problem-so	olving skills in order to solve unknown but real-life problems through Delphi
	programming; and	
•	be able to apply these knowledge a	and skills within the teaching –learning situation.
Mod	dule Code: ITEE211	NQF-Level:
Title	e: ENGINEERING TECHNOLOGY FOR E	DUCATION
Mod	dule outcomes: On completion of this	s module the student should be able to:
•	•	e and have practical skills with regard to the safe use and care of precision-
	measuring instruments and special	
•		ans of sketches, precision-measuring instrument readings and identify and
		ent applicable to Mechanical Technology and the Fitting and Turning
	workshop;	
•	• •	aterials (also composite materials) concerning their type (ferrous and non-
	ferrous, alloys, plastics, etc.) and pr	
•		s and application of tests (e.g. Brinell, etc.) done on engineering materials;
		e of heat treatment processes on steel and evaluate the properties and
•	results that are obtained; and	e of near rearment processes on steer and evaluate the properties and
		comes to school learners in a didactic situation
Mor	dule Code: ITEE221	NQF-Level:
	e: ENGINEERING TECHNOLOGY FOR E	
		s module the student should be able to:
•	•	nd basic skills (both in writing and practical) in the safe use, maintenance and
		tions that are applicable to the power tools and machinery used in
	mechanical technology;	
•		mi joining methods, explain and discuss why each of them is applied in
		Il as critically evaluate the advantages and disadvantages of semi joining
	methods;	,,.,
•		ed outcomes in a didactic situation to school learners both theoretically and
	practically (in other words in a wor	
Mo	dule Code: ITEE311	NQF-Level:
	E: ENGINEERING TECHNOLOGY FOR E	
		s module the student should be able to:
•	•	gy and procedure to apply different manufacturing methods such as drilling,
		(on the lathe) to make an artefact;
•		balanced work on the lathe and compare the advantages and disadvantages
		I have concerning wear and safety, as well as perform calculations necessary
	to determine the correct procedure	
•		applied to mechanical components;
•		s mechanical principles such as force, pressure and torque using gauges,
	meters and relevant equipment; ar	
•		comes to school learners in a didactic situation.
Mor	dule Code: ITEE322	NQF-Level:
	. ENGINEERING TECHNOLOGY FOR E	
Mor	e: ENGINEERING TECHNOLOGY FOR E	
	dule outcomes: On completion of this	s module the student should be able to:
Moo •	dule outcomes: On completion of this demonstrate a thorough and system	s module the student should be able to: matic knowledge, and have practical skills in the safe use of mechanical
	dule outcomes: On completion of this demonstrate a thorough and system machines/technology and the chara	s module the student should be able to: matic knowledge, and have practical skills in the safe use of mechanical acteristics and manufacturing of various non-ferrous metals, non-ferrous
	dule outcomes: On completion of this demonstrate a thorough and syster machines/technology and the char- alloys, and the composition of com	s module the student should be able to: matic knowledge, and have practical skills in the safe use of mechanical acteristics and manufacturing of various non-ferrous metals, non-ferrous posite materials, and to critically evaluate the advantages and disadvantages
	dule outcomes: On completion of this demonstrate a thorough and syster machines/technology and the char- alloys, and the composition of com of these materials for the field of m	s module the student should be able to: matic knowledge, and have practical skills in the safe use of mechanical acteristics and manufacturing of various non-ferrous metals, non-ferrous posite materials, and to critically evaluate the advantages and disadvantages nechanical engineering as well as everyday use;
	dule outcomes: On completion of this demonstrate a thorough and syster machines/technology and the char- alloys, and the composition of com of these materials for the field of m demonstrate a thorough knowledg	s module the student should be able to: matic knowledge, and have practical skills in the safe use of mechanical acteristics and manufacturing of various non-ferrous metals, non-ferrous posite materials, and to critically evaluate the advantages and disadvantages

	and facilitate all of the above to scl	nool learners.	
Mo	dule Code: ITEE412		NQF-Level:
	e: ENGINEERING TECHNOLOGY FOR E	DUCATION	
		s module the student should be able to:	
•		shop management and maintenance, ar	nd to have acquired knowledge to
	design a workshop layout for a spe		
•	• • • •	wledge base regarding the use of milling	machine, the function of its different
	parts and have an enlightened and	critical understanding of the different m	nilling cutters and simple milling
	operations;	-	
•	demonstrate an extended knowled	ge of the parts and use of the dividing h	ead and the application and
	calculations of direct indexing, sim	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.
Mo	dule Code: ITEE422		NQF-Level:
Title	e: ENGINEERING TECHNOLOGY FOR E	DUCATION	
Mo	dule outcomes: On completion of thi	s module the student should be able to:	
•	demonstrate and critically evaluate	e more advanced operations on the milling	ng machine, including differential
	indexing with the applicable calculation	ations;	
•	demonstrate a comprehensive kno	wledge regarding gear tool terminology,	calculations, and possess effective
	manufacturing skills to cut spur gea	ars, helical gears and rails by making use	of the dividing head and gear
	settings;		
•		iple of computer-controlled and numerio	
		e it into the different programming princ	ciples and manufacturing processes,
	and		
•	· · · ·	anging and unknown contexts that requ	
		fectively communicate and facilitate the	
	dule Code: LAAC121		NQF-Level:
	E: INTRODUCTION TO LEARNING ARE		
	dule Outcomes: Upon completion of	,	
•		dge and an informed understanding of I	
	-	re in context of the National Curriculum	
•		, classify and communicate information a	•
		and Visual Arts in context of the National	
•	•	lems in facilitating learning through the ediate and Senior Phases according to lea	
		s and Culture in the National Curriculum	•
	-	responsible behaviour and fulfilling the	
-	the Learning Area Arts and Culture		various roles of the teacher within
Mo	dule Code: LAAD211		NQF-Level:
	e: ARTS AND CULTURE METHODOLOG	γ	
	dule Outcomes: On the successful co		
•		program, with the relevant organisationa	al principles, in die Senior Phase of
		, so that you may demonstrate knowled	
	the Learning Area Arts and Culture		
•	Compile a work schedule for a spe	cific grade in the Senior Phase in the Lea	rning Area Arts and Culture;
•	Plan an arts, a dance, drama, music	or an integrated lesson in the Senior Ph	nase;
•	Evaluate teaching methods for mu	sic, dance, drama and art as a subject sp	ecialist, debate on it and motivate
	your own preferences; and		
•		ance, drama and visual art, so that you m	nay facilitate music and dance, drama
		e in the Learning Area Arts and Culture	
-	dule Code: LAAD321		NQF-Level:
	e: ARTS AND CULTURE METHODOLOG		
		mpletion of this module the student sho	
•		ystematic knowledge base and a cohere	-
		d learning programmes in Dance, Drama	, Music and Visual Arts in the
	Intermediate Phase;	ate and present information and i	accomment practices
•		ate and present information on various a	assessment practices specific to Arts
	and Culture education using IT skill	s appropriately; Icrete and abstract problems and issues	in applying practical skills while
•	,	vities in Dance, Drama and Music in the	

•		orld pertaining Arts and Culture, while ap	plying various assessment practices	
	and applying knowledge in practica	l teaching.		
-	dule Code: LAAD411		NQF-Level:	
	e: LEARNING AREA ARTS AND CULTU			
	Module Outcomes: On the successful completion of this module the student should be able to:			
•		systematic knowledge base of didactic p	-	
		African Visual Arts in the Intermediate Ph		
•		of play in the learning Area Arts and Cultu		
	•	ng area Arts and Culture in the Intermedi		
•		analyse and deal with complex and/or re		
		o-lessons and practical teaching in the Le	earning Area Arts and Culture in the	
	Intermediate Phase; and			
•		n well-established world view while teac		
	-	Culture during micro-lessons and in pract	tical teaching and be aware of social	
Mo	and ethical implications of applying dule Code: LAAD421	knowledge in a certain context.	NQF-Level:	
	e: LEARNING AREA ARTS AND CULTU	DE .	NQF-Level.	
		mpletion of this module the student sho	uld be able to:	
•		systematic knowledge base and a coher		
•	·	tural arts education and inclusive arts ed	•	
		dependently evaluate different models for		
-	Area Arts and Culture in the Senior		or integrating the Arts in the Learning	
		analyse and deal with complex and/or re	al world problems in applying	
-		ated, such as theatre and musical storyte		
•		n well-established world view while teac	-	
	· · · · ·	ing micro-lessons and in practical teachir	8	
	implications of applying knowledge			
Mo	dule Code: LAAE111		NQF-Level:	
Title	e: LEARNING AREA ARTS AND CULTU	RE	•	
Mo	dule Outcomes: On the successful co	mpletion of this module you should:		
•		ormed understanding on how to create, in	nterpret and present works in all the	
	art forms and be aware of the relation	ions between the different art forms in t	he applied techniques to create,	
	interpret and present works of art	which support, explore and emphasise cu	ultural diversity, human rights,	
	environmental concerns, nation-bu	ilding, heritage and power relations betw	ween global and local cultures;	
•	demonstrate an ability to solve well-defined problems in creating and planning appropriate activities and			
		nior Phases which will guide school stude	ents to create, interpret and present	
	works of art;			
٠		behaviour in creating, interpreting and p		
	dule Code: LAAE121		NQF-Level:	
-	e: LEARNING AREA ARTS AND CULTU			
		mpletion of this module you should:		
•		dge and informed understanding on how		
		ugh the Arts; analyse and use multiple for		
		be aware of the relations between the d		
•		f communication and expression in all th	•	
		al issues, rituals, heritage, issues of stere	otyping, discrimination and	
	prejudice, mass media and technol			
•	,	Il-defined problems in planning appropria		
		hich will guide school students to comm	unicate and express themselves	
	through Dance, Drama, Music and		ing through the Arts	
•	, ,	behaviour in expressing and communicat	NOTI	
Module Code: LAAE211 NQF-Level:				
	Title: LEARNING AREA ARTS AND CULTURE Module Outcomes: On the successful completion of this module you should:			
•		se and sound understanding of history of different ways social and sultural groups		
	•	different ways social and cultural groups ow the Arts relate to cognate areas;	engage in and convey meaning	
	-	ormation on artistic and cultural process	es products and styles in past and	
1	present contexts.	ormation on artistic and cultural process	es, products and styles in past and	
	•	ll-defined but unfamiliar problems in pla	nning appropriate activities and	
	actionstrate an ability to solve we	in actimed but dimanninal problems in pial	ming appropriate activities and	

	lessons in the Intermediate- and Se	enior Phases which will guide school stud	lents to reflect critically and creatively	
	on artistic and cultural processes, products and styles;			
•	• compare different world views with you own, reflecting on artistic and cultural processes, products and styles.			
Mo	Module Code: LAAE221 NQF-Level:			
Title	E: LEARNING AREA ARTS AND CULTU	RE		
Mo	dule Outcomes: On the successful co	mpletion of this module you should:		
•		se and sound understanding on the impo	ortance of personal and social	
	-	t of the ability to work individually and c	•	
•	towards fostering healing and nation-building and be aware of how the Arts relate to cognate areas; apply personal and interpersonal skills in Dance, Drama, Music and Visual Arts activities pertaining to issues such			
		s, developing various literacies, being ad		
		itions, promoting nation-building, sharin		
	, 10	xplore and share experiences of power r	0	
	synthesise information;			
•		ll-defined but unfamiliar problems in pla	nning appropriate activities and	
•		enior Phases which will guide school stud		
	individually and collaboratively in A		ients to develop the ability to work	
•		h your own while working individually ar	d collaboratively in activities in the	
•	Arts.	in your own write working individually ar	in conaborativery in activities in the	
Ma			NOT Level	
	dule Code: LABD211		NQF-Level:	
	ECONOMIC MANAGEMENT SCIENC			
		this module the students should be able		
•		learning outcomes and assessment star		
		ormed notion of key terms, rules, conce	pts, principles and theories in this	
	regard;			
•		ional curriculum statement applicable to		
		understanding of concepts, ideas, theori		
		gard by using graphs and theory driven a	rguments; effectively use IT skills to	
	collect, organise, critically analyse	and to interpret;		
•	demonstrate problem solving abilit	ies to plan and present lessons for speci	fic application to EMS, using	
	appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills			
	to collect, organise, critically analyse and to interpret giving evidence of theoretical underpinning;			
	to collect, organise, critically analys	se and to interpret giving evidence of the		
•		se and to interpret giving evidence of the ctical aspects ethically, coherently and re	eoretical underpinning;	
•	effectively communicate EMS dida		eoretical underpinning;	
•	effectively communicate EMS dida	ctical aspects ethically, coherently and re	eoretical underpinning;	
• Mo	effectively communicate EMS dida students in the classroom situation	ctical aspects ethically, coherently and re by using individual or group methods.	eoretical underpinning; eliable to	
• Mo Title	effectively communicate EMS dida students in the classroom situation dule Code: LABD321 e: ECONOMIC MANAGEMENT SCIENC	ctical aspects ethically, coherently and re by using individual or group methods. E METHODOLOGY	eoretical underpinning; eliable to NQF-Level:	
• Mo Title	effectively communicate EMS dida students in the classroom situation dule Code: LABD321 e: ECONOMIC MANAGEMENT SCIENC dule Outcomes: After completion of	ctical aspects ethically, coherently and re by using individual or group methods. METHODOLOGY this module the students should be able	eoretical underpinning; eliable to NQF-Level: to:	
• Mo Title Mo	effectively communicate EMS dida students in the classroom situation dule Code: LABD321 e: ECONOMIC MANAGEMENT SCIENC dule Outcomes: After completion of have a finishing and systematic kno	ctical aspects ethically, coherently and re by using individual or group methods. EMETHODOLOGY this module the students should be able powledge base of the national curriculum	eoretical underpinning; eliable to NQF-Level: to:	
• Mo Title Mo	effectively communicate EMS dida students in the classroom situation dule Code: LABD321 e: ECONOMIC MANAGEMENT SCIENC dule Outcomes: After completion of have a finishing and systematic kno Management Science in the interm	ctical aspects ethically, coherently and re by using individual or group methods. EMETHODOLOGY this module the students should be able powledge base of the national curriculum mediate phase (grades 4-6);	eoretical underpinning; eliable to NQF-Level: to: statement of the Economic and	
• Title Mo	effectively communicate EMS dida- students in the classroom situation dule Code: LABD321 E: ECONOMIC MANAGEMENT SCIENC dule Outcomes: After completion of have a finishing and systematic kno Management Science in the interm show an informed notion of key te	ctical aspects ethically, coherently and re by using individual or group methods. E METHODOLOGY this module the students should be able owledge base of the national curriculum lediate phase (grades 4-6); rms, rules, concepts, principles and theo	eoretical underpinning; eliable to NQF-Level: to: statement of the Economic and	
• Moo Title •	effectively communicate EMS dida- students in the classroom situation dule Code: LABD321 E: ECONOMIC MANAGEMENT SCIENC dule Outcomes: After completion of have a finishing and systematic kno Management Science in the interm show an informed notion of key te teaching aids in and outside the cla	ctical aspects ethically, coherently and re- by using individual or group methods. E METHODOLOGY this module the students should be able owledge base of the national curriculum rediate phase (grades 4-6); rms, rules, concepts, principles and theo ussroom and lesson planning;	eoretical underpinning; eliable to NQF-Level: to: statement of the Economic and ries with regard to assessment,	
• Moo Title Moo •	effectively communicate EMS dida- students in the classroom situation dule Code: LABD321 E: ECONOMIC MANAGEMENT SCIENC dule Outcomes: After completion of have a finishing and systematic kno Management Science in the interm show an informed notion of key te teaching aids in and outside the cla use unknown and abstract informa	ctical aspects ethically, coherently and re by using individual or group methods. E METHODOLOGY this module the students should be able owledge base of the national curriculum rediate phase (grades 4-6); rms, rules, concepts, principles and theo issroom and lesson planning; tion in this regard by using graphs and the	eoretical underpinning; eliable to NQF-Level: to: statement of the Economic and ries with regard to assessment, neory driven arguments;	
• Moo Title Moo • •	effectively communicate EMS dida- students in the classroom situation dule Code: LABD321 e: ECONOMIC MANAGEMENT SCIENC dule Outcomes: After completion of have a finishing and systematic kno Management Science in the interm show an informed notion of key te teaching aids in and outside the cla use unknown and abstract informa effectively use IT skills to collect, on	ctical aspects ethically, coherently and re by using individual or group methods. E METHODOLOGY this module the students should be able owledge base of the national curriculum tediate phase (grades 4-6); rms, rules, concepts, principles and theo issroom and lesson planning; tion in this regard by using graphs and the rganise, critically analyse and to interpre	eoretical underpinning; eliable to NQF-Level: to: statement of the Economic and ries with regard to assessment, neory driven arguments; t;	
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	activities supporting the coherent understanding of concepts, ideas, theories, principles and rules,			
•	use unknown and abstract information in this regard by using graphs and theory driven arguments, effectively			
	use IT skills to collect, organise, critically analyse and to interpret;			
•	demonstrate problem solving abilities to plan and present lessons for sp			
	appropriate technologies, unknown and abstract information, graphs an	, .		
	to collect, organise, critically analyse and to interpret giving evidence of			
•	effectively communicate EMS didactical aspects ethically, coherently and	I reliably to students in the classroom		
	situation by using individual or group methods			
Mo	odule Code: LAND211	NQF-Level:		
Tit	le: NATURAL SCIENCES (SENIOR) METHODOLOGY			
Mo	odule Outcomes: Upon completion of this module, the student should be al	ble to:		
٠	demonstrate a comprehensive and systematic knowledge of the Learning	g Area natural Science in context of OBE		
	concerning the following: the nature and structure of natural Science, O	utcomes for natural Science and the		
	Natural Science lesson plan;			
•	identify and solve problems within the themes mentioned above, and pla	an activities which support a		
	comprehensive understanding of ideas, theories, principles and rules wit	hin these themes;		
•	act in a problem solving manner, concerning the planning and presentation	on of lessons and practical sessions in		
	context of the abovementioned theoretical themes by using applicable t	echnological resources; and		
•	demonstrate an appreciation of the contribution made by indigenous kn	owledge systems to educational issues		
	concerning the abovementioned content as well as demonstrate an ethic	cal professional attitude and behaviour		
	towards the content of Natural Science.			
Mo	odule Code: LAND321	NQF-Level:		
Tit	le: NATURAL SCIENCES (INTERMEDIATE) METHODOLOGY			
Mo	odule Outcomes: Upon completion of this module, the student should be al	ble to:		
•	Demonstrate a comprehensive and systematic knowledge of the following	ng themes in the teaching of Natural		
	Sciences and in the context of OBE: facilitation in the Intermediary Phase	e, didactic principles of Natural Sciences		
	education / teaching, and the Natural Sciences Learning Area laboratory;			
•	identify and solve problems in the above-mentioned themes, as well as t	o plan activities that are supportive of a		
	comprehensive understanding of the ideas, theories, principles and rules	in the themes;		
•	proceed by solving problems with regard to the planning and presentation	on of lessons and practical sessions in		
	the context of the above-mentioned theoretical themes by making use of	f, inter alia, appropriate technological		
	aids;			
•	show appreciation for the contribution of indigenous knowledge systems	s in educational issues regarding the		
	above-mentioned contents; and			
•	as facilitator, demonstrate an ethically professional attitude towards the			
-	odule Code: LAND411	NQF-Level:		
	le: NATURAL SCIENCES (INTERMEDIATE) METHODOLOGY			
	odule Outcomes: Upon completion of this module, the student should be al	ble to:		
•	Motivate the value of reflective strategies for the teacher;			
•	implement reflective strategies during practical teaching and micro lesson			
•	build sound didactic principles into learning opportunities with the inclusion	on of appropriate teaching-learning		
1	strategies and all available and improvised support mediums (media);			
•	put into operation the aims of the learning area Natural Sciences through	planning, development, implementation		
	and evaluation;			
•	set about achieving the outcomes in a problem solving way;			
•	demonstrate good communication skills; and			
•				
	odule Code: LAND421	NQF-Level:		
_	le: NATURAL SCIENCES (SENIOR) METHODOLOGY			
	odule Outcomes: Upon completion of this module, the student should be al	Die to:		
•		and a set of a set of the set of		
1	Create a learning culture in the Natural Sciences classroom, one in which	scientific thinking can be nurtured in		
•	learners;	-		
	learners; promote scientific literacy by employing primarily scientific methods dur	ing the scientific research;		
•	learners; promote scientific literacy by employing primarily scientific methods dur using the three learning outcomes of the learning area Natural Sciences	ing the scientific research;		
•	learners; promote scientific literacy by employing primarily scientific methods dur using the three learning outcomes of the learning area Natural Sciences activities that will enable them to achieve the outcomes;	ing the scientific research; in order to evaluate and select learners'		
•	learners; promote scientific literacy by employing primarily scientific methods dur using the three learning outcomes of the learning area Natural Sciences activities that will enable them to achieve the outcomes; plan and facilitate learners' activities in the Senior Phase by the use of ap	ing the scientific research; in order to evaluate and select learners' opropriate planning instruments and		
	learners; promote scientific literacy by employing primarily scientific methods dur using the three learning outcomes of the learning area Natural Sciences activities that will enable them to achieve the outcomes; plan and facilitate learners' activities in the Senior Phase by the use of ap methodologies – particularly in case studies, problem-based learning (PE	ing the scientific research; in order to evaluate and select learners' ppropriate planning instruments and iL) and exploratory learning; and		
•	learners; promote scientific literacy by employing primarily scientific methods dur using the three learning outcomes of the learning area Natural Sciences activities that will enable them to achieve the outcomes; plan and facilitate learners' activities in the Senior Phase by the use of ap	ing the scientific research; in order to evaluate and select learners' ppropriate planning instruments and iL) and exploratory learning; and		

Mod	ule Code: LANE211		NQF-Level:	
	LEARNING AREA NATURAL SCIENCE		-	
•	 Module Outcomes: Upon completion of this module the students should: have a fundamental knowledge of the following themes in the learning area Natural Sciences: structure of 			
-	matter, classification of matter, ma		Watural Sciences. structure of	
•		ms within these themes as well as plan a	activities that support the	
-		leas, theories, principles and rules within		
•		erning the planning and presentation of		
•	1 1 0	emes by employing applicable technolog		
•		ontribution of indigenous knowledge syst	-	
•		mentioned content and should demonst		
	attitude towards the content of the			
Mod	lule Code: LANE221		NQF-Level:	
	: LEARNING AREA NATURAL SCIENCE		NQI-LEVEI.	
	lule Outcomes: Upon completion of		a of Coography in Natural Sciences	
•		lge and a good understanding of the place	ce of Geography in Natural Sciences	
	as Learning Area in the context of t			
•		themes relevant to Planetary Geograph		
		d plan activities supporting the coherent	understanding of concepts, ideas,	
	theories, principles and rules;			
•		oblem solving abilities to plan and prese		
		a Natural Sciences using appropriate tec	nnologies and giving evidence of	
	theoretical underpinning;			
•	•	rofessional nature with regard to interre		
		h and humankind in compliance with Th	e Manifesto on Values, Education	
	and Democracy; and			
•		lamental knowledge, understanding, ins	•	
		cale, distance and area using maps so as		
	lule Code: LANE 311		NQF-Level:	
Title: LEARNING AREA NATURAL SCIENCE				
	lule Outcomes: Upon completion of			
•		emonstrate insight into future facilitatio	-	
•	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			
•	-	pt energy flow and illustrate and describ	e it at different levels of the field of	
	study; formulate and solve problems by means of critical and creative thinking:			
•	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 w			
•	. .	ciples discussed and demonstrated in th	lis module;	
•	demonstrate by your lifestyle the re	equired respect for Creation.	Noti	
	lule Code: LANE321	-	NQF-Level:	
	: LEARNING AREA NATURAL SCIENCE			
Mod	lule Outcomes: Upon completion of			
•		r, power and heat in a scientific context;		
•		vithin the context of light, sound and ele	ctricity;	
•	understand the value of energy sou			
•		y and the necessary safety and perform	them in a laboratory and	
	communicate the data in the form		and meetingly.	
•		and the tuition doctrine thereof critically	-	
•	-	ue system, demonstrate an ethical correct	ct attitude towards all facets of man	
	and nature;			
•	have your own point of view about	ethical matters concerning energy.		
	lule Code: LASD211		NQF-Level:	
	: SOCIAL SCIENCES METHODOLOGY			
Mod	lule Outcomes: Upon completion of	,		
•		wledge of Social Sciences as a Learning A	Area in context of the National	
	Curriculum Statement;			
•		and designing an elementary lesson;		
•		an, design and present lessons utilizing a	II kinds of learning and teaching	
	support materials;			

•	Demonstrate values of an ethical-professional nature with regard to human and environmental rights which are		
	in compliance with the manifesto on values, education and democracy.		
-	dule Code: LASD321		NQF-Level:
	SOCIAL SCIENCES METHODOLOGY		4
•		this module, the student should be able ledge to implement and demonstrate a C	
		aluate the different teaching approaches	
		ach along with using the most appropria	
	effectively;		, ,
•	demonstrate suitable skills to desig	gn, implement and demonstrate a Geogra	aphy and History lesson, as sub
	disciplines of the Social Sciences, a	s well as incorporating other learning are	eas creatively and knowledgeably;
•		ting, studying and assessing an applicabl	
		ulations as part of your environmental pr	
		ciences, using the most appropriate teac professional values in lesson design and	-
•	dule Code: LASD411	professional values in lesson design and	NQF-Level:
-	2: SOCIAL SCIENCES METHODOLOGY		NQT-LEVEI.
	dule Outcomes: Upon completion of	this module, students should:	
•		l coherent knowledge of Social Sciences a	as a Learning Area in context of the
	National Curriculum Statement;		
•	demonstrate comprehensive skills	of planning and designing and presenting	g a lesson;
•	demonstrate the competency to pl	an, design and present lessons utilizing a	all available teaching strategies,
	-	nd learning and teaching support materi	
•	•	rofessional nature in the design of learning	
	•	mental rights which are in compliance w	ith the Manifesto on Values,
Ma	Education and Democracy. dule Code: LASD421		NQF-Level:
	SOCIAL SCIENCES METHODOLOGY		NQF-Level.
		this module, the student should be able	to:
•			
	experiences and the subsequent implementation and demonstration of these areas as sub-disciplines of Social		
	Sciences. This includes the employ	ment of an expansive array of teaching t	echniques such as information and
	communication technology;		
•	-	e and applicable skills employed in the d	
	•	aphy and History lessons, whilst expertly	
	-	Ident should demonstrate an understand Sciences and subsequently evaluate thes	
		periences and to creatively and effective	
	teaching aids in practice;		· · · · · · · · · · · · · · · · · · ·
•	Demonstrate the competency to d	esign appropriate learning experiences, v	worksheets, assessment rubrics,
		aining to synoptic weather charts, graphs	
		nce with OBE and geographical-didactic p	
•	Apply ethical-professional values in	n learning experience design and practica	al teaching.
Mo	dule Code: LESE 111		NQF-Level:
-	E LEARNER SUPPORT		-
Mo	dule Outcomes: After completion of	the module the student should be able t	0:
•		ledge andunderstanding of different app	roaches, policy aspects, processes,
	terminology and concepts regardin		
•		usion in South Africa as well as the implic	
•		roaches, policy aspects, terminology and ell as problem solving thinking regarding	
ľ	situations in schools in South Africa		a variety of practical fillusion
•		de with regard to basic and ethical princ	iples which relate to inclusion and
	student support.		
Mo	dule Code: LESE 121		NQF-Level:
Title	ELEARNER SUPPORT		
Mo	dule Outcomes: After completion of		
•	Demonstrate a fundamental know	ledge and understanding of different cat	egories of barriers to learning;

Demonstrate a fundamental knowledge and understanding of different categories of barriers to learning;

Demonstrate skills to identify the different categories of barriers to learning based on the knowledge obtained; •

•	Demonstrate critical, creative as well as problem solving thinking regarding the student support process of the
	different categories of barriers to learning; and

•	uniterent categories of barriers to learning, and	
-	Demonstrate an appropriate attitude with regard to the ethics and correct use of terms of barriers to learning	
	ule Code: LESE 211 NQF-Level:	
	LEARNER SUPPORT	
Mo	ule Outcomes: After completion of the module the student should be able to:	
•	Demonstrate a well rounded and systematic knowledge of different physical and neural impairments as well a	S
	intellectual impairments;	
•	Demonstrate skills to identify and explain the different physical and neural impairments as well as intellectual	
	impairments based on the knowledge obtained;	
•	Demonstrate critical, creative as well as problem solving thinking regarding the student support process for th	e
	different physical and neural impairments as well as intellectual impairments; and	
•	Demonstrate an appropriate attitude and understanding towards the student experiencing differend physical	
	and neural impairments as well as intellectual impairments.	
Mo	ule Code: LESE 221 NQF-Level:	
Title	: LEARNER SUPPORT	
Mo	ule Outcomes: Ater completion of the module the student should:	
•	Demonstrate a well-rounded and systematic knowledge of different serious multiple impairments as well as	
	chronic illnesses;	
•	Demonstrate skills to identify and explain the different serious multiple impairments as well as chronic illnesse	es
	based on the knowledge obtained;	
•	Demonstrate critical, creative as well as problem solving thinking regarding the student support process for th	e
	differend serious multiple impairments as well as chronic illnesses (in assignments, class discussions, case	
	studies, scenarios, tests and exams); and	
•	By means of class discussions, case studies and the setting of scenarios, illustrate a positive attitude and	
	understanding with regard to the student experiencing different serious multiple impairments as well as chror	nic
	illnesses.	
Mo	ule Code: LESE311 NQF-Level:	
Title	LEARNER SUPPORT	
Mo	ule Outcomes: After completion of the module the student should be able to:	
•	Demonstrate a comprehensive and systematic knowledge of different sensory 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 th	ne
	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.	
Mo	ule Code: LESE 321 NQF-Level:	
	ELEARNER SUPPORT	
	ule Outcomes: After the completion of the module the student should be able to:	
•	Demonstrate a comprehensive and systematic knowledge of different psychological, emotional and behaviour	
	problems	
•	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	1e
-	different psychological, emotional and behaviour problems	
•	Demonstrate an appropriate attitude and understanding towards the student experiencing different	
•	psychological, emotional and behaviour problems	
Mo	ule Code: LEWV112 NQF-Level:	
	LIFE SKILLS	
	ule Outcomes: After the completion of the module the student should be able to:	
IVIO		
	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 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.	

Mod	dule Code: LEWV211		NQF-Level:
Title	: LIFE SKILLS		
Mod	dule Outcomes: After the completion	n of the module the student should be al	ble to:
•	describe the value and meaning of		
•	communicate effectively with anyb		
•	listen effectively		
•	handle conflict situations effectivel	v	
•	control anger and show self-contro) I	
•	understand the impact of peer pres	ssure	
•	resolve problems via mediation		
•	act as a mediator		
•	be aware of different values and es	stablish you own value system	
•	aware of how to handle a work site	uation	
Mo	dule Code: LIFD321		NQF-Level:
Title	LIFE SCIENCES METHODOLOGY		
Mod	dule Outcomes: Upon completion of	this module, the student should be able	to:
•		I knowledge, skills, attitudes and values v	
	Sciences teacher:	0, ,	C C
•	Outcome 1 (Knowledge)		
•		nowledge of the following: the Life Scien	ces teacher: policy documents that
		f the Life Sciences; the scientific method	
•	Outcome 2 (Skills)		
•		he above-mentioned themes; to plan act	ivities that support comprehensive
		es, principles and rules in the themes.	
•	Outcome 3 (Competencies)		
•		o planning and presentation of lessons a	nd practical sessions against the
		nes mentioned above by using, inter alia,	
•	Outcome 4 (Values)		
•	· ·	thical-professional requirements and res	ponsibilities required of a Life
	Sciences teacher.		
Mod	Sciences teacher. dule Code: LIFD411		NQF-Level:
			NQF-Level:
Title	dule Code: LIFD411 :: LIFE SCIENCES METHODOLOGY	s module you should have fundamental	
Title Moo	dule Code: LIFD411 :: LIFE SCIENCES METHODOLOGY	s module you should have fundamental l n Life Sciences.	
Title Mod valu	dule Code: LIFD411 :: LIFE SCIENCES METHODOLOGY dule Outcomes: After completing thi	Life Sciences.	
Title Moo valu The	Jule Code: LIFD411 :: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you	Life Sciences.	knowledge, skills, attitudes and
Title Moo valu The	Jule Code: LIFD411 :: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you ject specialist, interpreter and desig	Life Sciences. should be able to act/function as:	knowledge, skills, attitudes and de that you will be able to:
Title Moo valu The	Jule Code: LIFD411 :: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and	Life Sciences. should be able to act/function as: ner of learning programmes, which inclu	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning
Title Moo valu The	Jule Code: LIFD411 :: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and	Life Sciences. should be able to act/function as: ner of learning programmes, which inclu views on education strategies, methods g the design and implementation of the leases.	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning
Title Moo valu The	Jule Code: LIFD411 E: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and excellence may be enhanced during the Gr 10 - 12 school learner in par	Life Sciences. should be able to act/function as: ner of learning programmes, which inclu views on education strategies, methods g the design and implementation of the leases.	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning Life Sciences learning programme for
Title Moo valu The	Jule Code: LIFD411 E: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and excellence may be enhanced during the Gr 10 - 12 school learner in par	Life Sciences. should be able to act/function as: ner of learning programmes, which inclu views on education strategies, methods g the design and implementation of the l ticular; and	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning Life Sciences learning programme for
Title Moo valu The Subj •	Jule Code: LIFD411 E: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and excellence may be enhanced during the Gr 10 - 12 school learner in par interpret and apply the NCS for Gr	Life Sciences. should be able to act/function as: ner of learning programmes, which inclu views on education strategies, methods g the design and implementation of the ticular; and 10 - 12 (Life Sciences) in designing learni	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning Life Sciences learning programme for
Title Moo valu The Subj •	Jule Code: LIFD411 E: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and excellence may be enhanced during the Gr 10 - 12 school learner in par interpret and apply the NCS for Gr assessment instruments litator of learning, which includes th	Life Sciences. should be able to act/function as: ner of learning programmes, which inclu views on education strategies, methods g the design and implementation of the ticular; and 10 - 12 (Life Sciences) in designing learni	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning Life Sciences learning programme for ng experiences and associated
Title Moo valu The Subj •	Jule Code: LIFD411 E: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and excellence may be enhanced during the Gr 10 - 12 school learner in par interpret and apply the NCS for Gr assessment instruments litator of learning, which includes th Facilitate learning in the Life Science	Life Sciences. should be able to act/function as: ner of learning programmes, which inclu views on education strategies, methods g the design and implementation of the ticular; and 10 - 12 (Life Sciences) in designing learni at you will be able to:	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning Life Sciences learning programme for ng experiences and associated s of learners are taken into account;
Title Moo valu The Subj •	Jule Code: LIFD411 E: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and excellence may be enhanced during the Gr 10 - 12 school learner in par interpret and apply the NCS for Gr assessment instruments litator of learning, which includes th Facilitate learning in the Life Science create a learning environment in th demonstrate sound knowledge of e	I Life Sciences. should be able to act/function as: ner of learning programmes, which inclu views on education strategies, methods g the design and implementation of the ticular; and 10 - 12 (Life Sciences) in designing learni at you will be able to: tes in such a way that the different need: the Life Sciences in order for learning to o education strategies, skills and methods	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning Life Sciences learning programme for ng experiences and associated s of learners are taken into account; ccur excellently and effectively; and
Title Moo valu The Subj • Faci •	Jule Code: LIFD411 E: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and excellence may be enhanced durin the Gr 10 - 12 school learner in par interpret and apply the NCS for Gr assessment instruments litator of learning, which includes th Facilitate learning in the Life Science create a learning environment in th demonstrate sound knowledge of efficient outcomes-based education facilitate outcomes-based education	a Life Sciences. should be able to act/function as: ner of learning programmes, which inclu views on education strategies, methods g the design and implementation of the ticular; and 10 - 12 (Life Sciences) in designing learni at you will be able to: tes in such a way that the different need: the Life Sciences in order for learning to o education strategies, skills and methods on in Life Sciences.	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning Life Sciences learning programme for ng experiences and associated s of learners are taken into account; ccur excellently and effectively; and
Title Moo valu The Subj • Faci •	Jule Code: LIFD411 E: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and excellence may be enhanced durin, the Gr 10 - 12 school learner in par interpret and apply the NCS for Gr assessment instruments litator of learning, which includes th Facilitate learning in the Life Scienco create a learning environment in th demonstrate sound knowledge of facilitate outcomes-based educatio essor, which includes that you will be	a Life Sciences. should be able to act/function as: ner of learning programmes, which inclu views on education strategies, methods g the design and implementation of the ticular; and 10 - 12 (Life Sciences) in designing learni at you will be able to: tes in such a way that the different needs the Life Sciences in order for learning to o education strategies, skills and methods on in Life Sciences. a able to:	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning life Sciences learning programme for ng experiences and associated s of learners are taken into account; ccur excellently and effectively; and in order for you to effectively
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Title Moo valu The Subj • Faci • • Asse	Jule Code: LIFD411 E: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher ir roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and excellence may be enhanced during the Gr 10 - 12 school learner in par interpret and apply the NCS for Gr assessment instruments litator of learning, which includes th Facilitate learning in the Life Science create a learning environment in th demonstrate sound knowledge of a facilitate outcomes-based education essor, which includes that you will be Justly and fairly monitor and assess way. mer, researcher and life-long learne	a Life Sciences. should be able to act/function as: ner of learning programmes, which inclu views on education strategies, methods g the design and implementation of the l ticular; and 10 - 12 (Life Sciences) in designing learni at you will be able to: tes in such a way that the different needs the Life Sciences in order for learning to o education strategies, skills and methods on in Life Sciences. a able to: s school learners' progress in the Life Sciencer, which includes that you will be able to	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning Life Sciences learning programme for ng experiences and associated s of learners are taken into account; ccur excellently and effectively; and in order for you to effectively ences in a formative and summative :
Title Moo valu The Subj • Faci • • Asse	Jule Code: LIFD411 E: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and excellence may be enhanced during the Gr 10 - 12 school learner in par interpret and apply the NCS for Gr assessment instruments litator of learning, which includes th Facilitate learning in the Life Scienc create a learning environment in th demonstrate sound knowledge of a facilitate outcomes-based educatic sessor, which includes that you will be Justly and fairly monitor and assess way. mer, researcher and life-long learne Continue growing on a personal, a	a Life Sciences. should be able to act/function as: ner of learning programmes, which inclu views on education strategies, methods g the design and implementation of the l ticular; and 10 - 12 (Life Sciences) in designing learni at you will be able to: tes in such a way that the different needs the Life Sciences in order for learning to o education strategies, skills and methods in in Life Sciences. a able to: a school learners' progress in the Life Sciences	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning Life Sciences learning programme for ng experiences and associated s of learners are taken into account; ccur excellently and effectively; and in order for you to effectively ences in a formative and summative :
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Title Moo valu The Subj • • • • Asso	Jule Code: LIFD411 E: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and excellence may be enhanced durin the Gr 10 - 12 school learner in par interpret and apply the NCS for Gr assessment instruments litator of learning, which includes th Facilitate learning environment in th demonstrate sound knowledge of ef facilitate outcomes-based education create a learning environment in th dustly and fairly monitor and assessiva way. rner, researcher and life-long learnen Continue growing on a personal, a Sciences facilitator. duition, after completing this modul	a Life Sciences. should be able to act/function as: ner of learning programmes, which inclu views on education strategies, methods g the design and implementation of the l ticular; and 10 - 12 (Life Sciences) in designing learni at you will be able to: tes in such a way that the different need: the Life Sciences in order for learning to o aducation strategies, skills and methods on in Life Sciences. a able to: s school learners' progress in the Life Science r, which includes that you will be able to cademic, career and professional level b le you should be able to:	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning Life Sciences learning programme for ng experiences and associated s of learners are taken into account; ccur excellently and effectively; and in order for you to effectively ences in a formative and summative : y means of study and research as Life
Title Moo valu The Subj • • • • Asso	Jule Code: LIFD411 E: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher in roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and excellence may be enhanced durin, the Gr 10 - 12 school learner in par interpret and apply the NCS for Gr assessment instruments litator of learning, which includes th Facilitate learning environment in th demonstrate sound knowledge of e facilitate outcomes-based educatio ssor, which includes that you will be Justly and fairly monitor and assess way. mer, researcher and life-long learne Continue growing on a personal, a Sciences facilitator. ddition, after completing this modul Identify and solve problems as well	a Life Sciences. should be able to act/function as: ner of learning programmes, which incluviews on education strategies, methods g the design and implementation of the learning ticular; and 10 - 12 (Life Sciences) in designing learnivies at you will be able to: tes in such a way that the different needs the Life Sciences in order for learning to or aducation strategies, skills and methods on in Life Sciences. a able to: s school learners' progress in the Life Science r, which includes that you will be able to cademic, career and professional level by le you should be able to: a sapply critical and creative reasoning	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning Life Sciences learning programme for ng experiences and associated s of learners are taken into account; ccur excellently and effectively; and in order for you to effectively ences in a formative and summative : y means of study and research as Life
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Title Moo valu The Subj • • • • Asso	Jule Code: LIFD411 E: LIFE SCIENCES METHODOLOGY Jule Outcomes: After completing thi es regarding the roles of a teacher ir roles of the teacher imply that you ject specialist, interpreter and desig Apply your knowledge, insight and excellence may be enhanced during the Gr 10 - 12 school learner in par interpret and apply the NCS for Gr assessment instruments litator of learning, which includes th Facilitate learning in the Life Science create a learning environment in th demonstrate sound knowledge of ef facilitate outcomes-based educatio essor, which includes that you will be Justly and fairly monitor and assess way. mer, researcher and life-long learne Continue growing on a personal, a Sciences facilitator. ddition, after completing this modul Identify and solve problems as well manage yourself and your activitier analyse and critically evaluate know	n Life Sciences. should be able to act/function as: ner of learning programmes, which inclu views on education strategies, methods g the design and implementation of the ticular; and 10 - 12 (Life Sciences) in designing learni at you will be able to: tes in such a way that the different needs the Life Sciences in order for learning to one education strategies, skills and methods on in Life Sciences. a sole to: a school learners' progress in the Life Science r, which includes that you will be able to cademic, career and professional level b le you should be able to: la a apply critical and creative reasoning s effectively and responsibly; wledge regarding education obtained in ta	knowledge, skills, attitudes and de that you will be able to: and skills, as well as how learning Life Sciences learning programme for ng experiences and associated s of learners are taken into account; ccur excellently and effectively; and in order for you to effectively ences in a formative and summative : y means of study and research as Life regarding education in Life Sciences; the Life Sciences;
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Mod	dule Code: LIFE111		NQF-Level:	
Title	: LIFE SCIENCES			
Mod	dule Outcomes: Upon completion of	the module the students should:		
•				
•	effectively work with your fellow students as members of a team, group, organisation and community;			
•	manage yourself and your activities		5	
•	collect, analyse, organise and critic			
		of visual data responsive linguistic skills	in oral and written presentations.	
•	describe the scientific method;		in ordinana militari presentations,	
•		emical principles, and apply them in cert	ain life systems:	
•		e, functions and the following activities o		
		nucleic acids, photosynthesis, cell respira	•	
	applicable, illustrate them by mean		and metabolishi, and where	
	compare plant and animal cells;			
•		s and bio-ethical issues with regard to th	e module content:	
•		le approach to Life Sciences as a subject		
•		contents of this module thoroughly for y		
•	level.	contents of this module thoroughly for y	ou to teach it effectively at school	
Mor	dule Code: LIFE121		NQF-Level:	
	: LIFE SCIENCES			
	dule Outcomes: Upon completion of	the module the students should:		
•			arnorg	
		in order to successfully facilitate it to lea	amers,	
•	indicate insight into the evolutiona			
•	differentiate and compare the diffe		and the second for the letter	
•		y of Angiospermeae and relate it to the f		
•		egarding the uptake of water and nutrien		
•		tion, growth and development of plants,	as well as highlighting the	
	application possibilities for industry			
•	possess an ethically-responsible at	litude as Life Sciences teacher.	NOT Laurely	
	dule Code: LIFE211		NQF-Level:	
	ELIFE SCIENCES			
		the module the students should have:		
•		following themes: Domain Eukarya (King		
		malian tissue); Human Anatomy and Phy	vsiology (terminology), Cardio-	
	vascular; Lymphatic- and Immune s		probancius understanding of the	
•		blems, plan activities that support a com	prenensive understanding of the	
		within the themes identified above;		
•		inning and presentation of lessons and p	•	
•		tioned above by using amongst others te	-	
•		n of indigenous knowledge systems in ph nt and show an ethical responsible attitue	-	
Mor	dule Code: LIFE221	it and show an ethical responsible attitud	NQF-Level:	
	e: LIFE SCIENCES		NQF-LEVEI.	
	dule Outcomes: Upon completion of	the module the students should:		
•		ge of the following systems of human phy	viology and anatomy: locomotion	
•		is exchange, excretion and osmoregulation		
	regulation;	s exchange, excretion and osmoregulatic	n, co-ordination and temperature	
	- · ·	the above themes and plan activities that	at show a comprehensive	
-		es, rules and principles underlying these t	•	
	-	petences regarding the planning and pre-		
		heoretical themes given above by using a	•	
	technological aids;			
•	. .	ibution made by indigenous knowledge s	systems in the pharmacological and	
	bioethical issues regarding the the			
•	• •	ble attitude to life sciences content.		
Mor	dule Code: LIFE311		NQF-Level:	
-	: LIFE SCIENCES			
	dule Outcomes: Upon completion of	the module the students should:		
•		wledge in the following themes: Life Scie	ences: eco-systems, population	
<u> </u>				

	dynamics and the human impact on eco-forms and quantitative ecology;
•	be able to identify and solve problems within the above themes
	as well as plan activities that support the comprehensive comprehension of ideas, theories and principles and
	rules within the themes;
•	be able to use problem solving abilities regarding the planning and presentation of lessons and practical sessions
	within the context of the theoretical themes mentioned above by amongst others the use of suitable
	technological aids;
•	display an appreciation for the contribution indigenous knowledge systems play in pharmacology and bio-ethical
	issues in the above content and the ethical accountability towards the content of the Life Sciences.
Mor	dule Code: LIFE321 NQF-Level:
	: LIFE SCIENCES
	dule Outcomes: Upon completion of the module the students should:
•	identify, formulate and solve problems through critical and creative thinking with regard to aspects of
	reproduction, genetics and the evolution theory;
•	co-operate effectively with other learners in the completing of assignments and group assignments during 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
Mod	dule Code: LIFF121 NQF-Level:
Moo Title	dule Code: LIFF121 NQF-Level: 2: LIFE SKILLS FUNDAMENTAL
Moo Title	Skills FUNDAMENTAL NQF-Level: Bule Outcomes: Upon completion of this module, the student should be able to: Skills FUNDAMENTAL
Moo Title	Skills NQF-Level: Interstand Number of this module, the student should be able to: Interstand Interstand Interstand Intera
Moo Title	dule Code: NQF-Level: I: LIFE SKILLS FUNDAMENTAL Image: Skills FUNDAMENTAL dule 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
Moo Title	dule Code: NQF-Level: INFE SKILLS FUNDAMENTAL Intervention of this module, the student should be able to: dule 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
Moo Title	Build Code: NQF-Level: E: LIFE SKILLS FUNDAMENTAL dule 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
Moo Title	Build Code: LIFF121 INPE-Level: NQF-Level: E: LIFE SKILLS FUNDAMENTAL Jule 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
Moo Title	Build Code: NQF-Level: EXELTEE SKILLS FUNDAMENTAL NQF-Level: Build 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
Moo Title	Build Code: NQF-Level: EXELTEE SKILLS FUNDAMENTAL NQF-Level: Build 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
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Moo Title Moo • • • • •	Jule Code: LIFF121 NQF-Level: EXIFE SKILLS FUNDAMENTAL Jule 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. 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
Moo Title Moo • • • • •	Jule Code: LIFF121 NQF-Level: EX: LIFE SKILLS FUNDAMENTAL Jule 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 of 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 bule Code: LITA122 NQF-Level: ex GELETTERDHEID EERSTE ADDISIONELE TAAL: AFRIKAANS MQE-Level: bule Outcomes: Na afloop van hierdie module behoort die student: 'n fundamentele kennis te kan demonstreer rakende die onderrig van 'n addisionele taal (Afrik
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Moo Title Moo • • • • •	Jule Code: LIFF121 NQF-Level: E: LIFE SKILLS FUNDAMENTAL Jule 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 Stale Code: LITA122 NQF-Level: E: GELETTERDHEID EERSTE ADDISIONELE TAAL: AFRIKAANS NQF-Level: Stule Outcomes: Na afloop van hierdie module behoort die student: 'n fundamentele kennis te kan demonstreer rakende die onderrig
Moo Title Moo • • • • •	Jule Code: LIFF121 NQF-Level: EX: LIFE SKILLS FUNDAMENTAL Jule 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 dule Code: LITA122 Stel

binne 'n spesifieke onderrigieer omgewing te demonstreer;
die basiese beginsels van geletterdheid op 'n eties verantwoordbare wyse gedurende groepwerk, in die

	klaskamer en ook die gemeenskap kan demonstreer.	
Mor	lule Code: LITA123	NQF-Level:
-	: LITERACY 1 ST ADDITIONAL LANGUAGE (ENGLISH)	
	lule Outcomes: After you have completed this module, you should:	
•	demonstrate a fundamental knowledge of various aspects relating to the	ne teaching of Literacy specifically English
	as a first additional language in the Foundation Phase including: the pri	
	RNCS; specifications regarding first additional language acquisition; the	,
	which to build language learning activities; aspects of cooperative learn	, , ,
	vocabulary and designing lesson plans based on OBE principles;	
•	identify and solve common problems within a familiar context of the al	pove mentioned themes and plan
	activities based on the understanding of ideas and theoretical principle	
•	demonstrate a fundamental knowledge of planning and presenting a le	
	and assessment criteria, and use the most effective instructional skills a	and assessment strategies for a specific
	teaching-learning environment; and	
•	demonstrate the basic principles of literacy in an ethically responsible r	nanner during group work, in the
	classroom and in the community.	
Mod	lule Code: LITA222	NQF-Level:
Title	GELETTERDHEID EERSTE ADDISIONELE TAAL: AFRIKAANS	
	lule Outcomes: Na afloop van hierdie module behoort die student:	
•	geïntegreerde kennis te demonstreer, met 'n goeie begrip van die begi	nsels en teorieë aangaande die aanleer
	van 'n eerste addisionele taal;	-
•	die vermoë om te identifiseer, te analiseer, krities te besin oor en komp	olekse probleme op te los, te
	demonstreer, om kritiese en kreatiewe denke toe te pas in terme van o	lie verskillende strategieë om 'n taal te
	onderrig, asook die onderrig van skryf en die aanleer van 'n taal deur di	ie suksesvolle voltooiing van opdragte;
•	'n leeromgewing te skep en te bestuur wat effektiewe leer van die vere	eiste aspekte van Engels as Eerste
	Addisionele Taal vir Grondslagfaseleerders sal bevorder deur middel va	n die korrekte toepassing van die
	strategieë;	
•	Engelse geletterdheid binne 'n wye konteks te bevorder, soos in skole e	•
•	samewerkende leerprosessering te fasiliteer tydens effektiewe groepw	
	verskillende aspekte van die onderrig van Gronslagfase Engelse gelette	rdheid aan kinders op te los en om die
	oplossings te implementeer; en	
•	vaardighede toe te pas in die voorbereiding van gepaste geletterdheids	aktiwiteite vir die bevordering van die
	effektiewe gebruik van Engels as 'n Eerste Addisionele Taal.	
	lule Code: LITA223	NQF-Level:
	E: LITERACY FIRST ADDITIONAL LANGUAGE – ENGLISH	
Mod	lule 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 add	
	and creative thinking, in terms of the various strategies of teaching a la	
	and the acquisition of a language through the successful completion of create and manage a learning environment that will promote effective	•
-	English as a First Additional Language for Foundation Phase learners, by	• · · ·
	strategies;	means of the concer application of the
•	promote English literacy within a wide context, such as in schools and c	communities:
•	facilitate collaborative learning processing during effective group work	
	aspects of teaching Foundation Phase English literacy to children, and i	-
	apply skills in the preparation of suitable literacy activities, for the pron	
	First Additional Language.	
Mod	lule Code: LITA312	NQF-Level:
	: GELETTERDHEID EERSTE ADDISIONELE TAAL: AFRIKAANS	
	lule 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 assesseringstandaard	•
	assessering daarvan, fonetiek, die onderrig van spelling en woordeboel	
	skryfvaardighede en die gebruik van geskikte metodes; en die aanvang	
	taal en die skryfproses en die aanwending daarvan insluit.	
•	om kennis te gebruik vir die oplossing van spesifieke probleme binne di	ie konteks van bogenoemde temas en die
	beplanning van aktiwiteite wat gebaseer is op die verstaan van idees er	-
•	'n fundamentele kennis van die beplanning en aanbieding van lesse en	•

	bogenoemde teorie en gebruik van tegnologie te demonstreer;			
eie idees en opinies in goed gestruktureerde argumente op 'n professionele wyse te demonstreer.				
Mod	dule Code: LITA313		NQF-Level:	
Title	: LITERACY FIRST ADDITIONAL LA	ANGUAGE – ENGLISH		
Mod	dule Outcomes: Upon completio	n of this module, the students should:		
•	demonstrate a well-rounded knowledge base and sound understanding of Literacy, specifically English as a first			
	additional language in the Foundation Phase including: the assessment standards for reading and writing and			
	the application thereof; phonics and the teaching of spelling and dictionary use; the development of reading and			
	writing skills and the application of suitable methods; identify students' entry situation to reading in the first			
	additional language and the writing process and the application thereof;			
•	demonstrate an ability to solve	well-defined but unfamiliar problems using	g correct procedures and appropriate	
	evidence based on the above n	nentioned 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.			
Mod	dule code: LITG211	Semester 1	NQF-level: 5/6	
Title	e: Literacy: Visual Arts			
Mod	dule outcomes: On completion o	f this module the student should be able to		
•	demonstrate a solid knowledge	base and sound understanding of visual lite	eracy to describe art concept,	
	principles, styles, content, materials and techniques;			
•				
•	critically analyse and synthesize information on visual literacy in fine arts as applicable to EDUCATIONAL ART,			
		ills in the study of educational art in the Fou		
•		well-defined but unfamiliar problems in pla		
	learning activities in the Foundation phase using the informal approach to lesson presentation in art;			
•	 demonstrate ethically responsible behaviour while reflecting on the diversity of children's art in the Foundation 			
	phase, within the context of a n	-		
Mod	dule Code: LITG311		NQF-Level:	
Title	: LITERACY: VISUAL ARTS			
Mod	Module Outcomes: On the successful completion of this module the student should:			
•	• Demonstrate in-depth knowledge and understanding of the development stages of child art, from the scribbling			
	stage up to and including the realistic stage;			
•	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			
	demonstrate an understanding	or the forming language elements in visual	are and present it practically, as	
1	-	e teaching of art in the Foundation Phase; a		
•	applicable to the practice of th		nd	
•	applicable to the practice of th demonstrate basic values in the	e teaching of art in the Foundation Phase; a	nd liversity in the Foundation Phase. This	
•	applicable to the practice of th demonstrate basic values in the	e teaching of art in the Foundation Phase; a e assessment of child art with regard to its o untext of a multicultural society through the	nd liversity in the Foundation Phase. This	
• Mo	applicable to the practice of th demonstrate basic values in th should take place within the co	e teaching of art in the Foundation Phase; a e assessment of child art with regard to its o untext of a multicultural society through the	nd liversity in the Foundation Phase. This	
-	applicable to the practice of th demonstrate basic values in th should take place within the co learners' progress in a fair and	e teaching of art in the Foundation Phase; a e assessment of child art with regard to its o intext of a multicultural society through the reasoned way	nd diversity in the Foundation Phase. This evaluation of yourself, others and	
Title	applicable to the practice of th demonstrate basic values in th should take place within the co- learners' progress in a fair and odule Code: LITG322 a: AKADEMIES HUISTAAL: ONDER	e teaching of art in the Foundation Phase; a e assessment of child art with regard to its o intext of a multicultural society through the reasoned way	nd diversity in the Foundation Phase. This evaluation of yourself, others and	
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Title Moo • •	applicable to the practice of th demonstrate basic values in th should take place within the cc learners' progress in a fair and odule Code: LITG322 a: AKADEMIES HUISTAAL: ONDER dule Outcomes: Na voltooiing va bewys te kan lewer van grondij verskille daartussen en in staat vir aanwending as leermateriaa 'n vir-grondslagfase-opvoeders die funksies van verskillende ta tot die artistieke betekenisgeh kennis van literêr-teoretiese as demonstreer deur Afrikaanse g skoolprogramrelevante aspekt gebruik om sy haar eie (voorbe sinne en teksstrukturering in di	e teaching of art in the Foundation Phase; a e assessment of child art with regard to its o intext of a multicultural society through the reasoned way BOU VIR GRONDSLAGFASE n hierdie module behoort die student; ge kennis van die eieaard van kinder-, jeug- te wees om sy/haar kennis kan gebruik vir al in die grondslagfase -relevante prosawerk as literêre teks te ka val- en konsepsionele elemente van gedigte eel te kan beskryf en waardeer. pekte en insig in die hantering van vakterm gedigte selfstandig te kan ontsluit e van die Afrikaanse fonetiek, morfologie, si	nd diversity in the Foundation Phase. This evaluation of yourself, others and NQF-Level: en volwasseneliteratuur en van die die identifisering van geskikte tekste n analiseer en evalueer te kan vasstel en die bydrae daarvan e en -begrippe in die poësie te intaksis en tekslinguistiek te kan osigte van klanke, letters, woorde, iteer.	
Title Moo • •	applicable to the practice of th demonstrate basic values in th should take place within the co- learners' progress in a fair and odule Code: LITG322 e: AKADEMIES HUISTAAL: ONDER dule Outcomes: Na voltooiing va bewys te kan lewer van grondig verskille daartussen en in staat vir aanwending as leermateriaa 'n vir-grondslagfase-opvoeders die funksies van verskillende ta tot die artistieke betekenisgeh- kennis van literêr-teoretiese as demonstreer deur Afrikaanse g skoolprogramrelevante aspekt gebruik om sy haar eie (voorbe sinne en teksstrukturering in di dule Code: LITG 323	e teaching of art in the Foundation Phase; a e assessment of child art with regard to its of intext of a multicultural society through the reasoned way BOU VIR GRONDSLAGFASE n hierdie module behoort die student; ge kennis van die eieaard van kinder-, jeug- te wees om sy/haar kennis kan gebruik vir al in die grondslagfase relevante prosawerk as literêre teks te ka ial- en konsepsionele elemente van gedigte eel te kan beskryf en waardeer. pekte en insig in die hantering van vakterm gedigte selfstandig te kan ontsluit e van die Afrikaanse fonetiek, morfologie, si ield)skryfwerk te verbeter en om leer ten op ie grondslagfase met kundigheid te kan fasil	nd diversity in the Foundation Phase. This evaluation of yourself, others and NQF-Level: en volwasseneliteratuur en van die die identifisering van geskikte tekste n analiseer en evalueer te kan vasstel en die bydrae daarvan e en -begrippe in die poësie te intaksis en tekslinguistiek te kan osigte van klanke, letters, woorde,	
Title Moo • • • • • • • • • • • •	applicable to the practice of th demonstrate basic values in the should take place within the cc learners' progress in a fair and odule Code: LITG322 2: AKADEMIES HUISTAAL: ONDER dule Outcomes: Na voltooiing va bewys te kan lewer van grondi verskille daartussen en in staat vir aanwending as leermateriaa 'n vir-grondslagfase-opvoeders die funksies van verskillende ta tot die artistieke betekenisgeh- kennis van literêr-teoretiese as demonstreer deur Afrikaanse g skoolprogramrelevante aspekt gebruik om sy haar eie (voorbe sinne en teksstrukturering in di dule Code: LITG 323 2: LITERACY: ACADEMIC ENGLISH	e teaching of art in the Foundation Phase; a e assessment of child art with regard to its o intext of a multicultural society through the reasoned way BOU VIR GRONDSLAGFASE n hierdie module behoort die student; ge kennis van die eieaard van kinder-, jeug- te wees om sy/haar kennis kan gebruik vir al in die grondslagfase -relevante prosawerk as literêre teks te ka ial- en konsepsionele elemente van gedigte eel te kan beskryf en waardeer. pekte en insig in die hantering van vakterm gedigte selfstandig te kan ontsluit e van die Afrikaanse fonetiek, morfologie, si eld)skryfwerk te verbeter en om leer ten op ie grondslagfase HOME LANGUAGE	nd diversity in the Foundation Phase. This evaluation of yourself, others and NQF-Level: en volwasseneliteratuur en van die die identifisering van geskikte tekste n analiseer en evalueer te kan vasstel en die bydrae daarvan e en -begrippe in die poësie te intaksis en tekslinguistiek te kan osigte van klanke, letters, woorde, iteer. NQF-Level:	
Title Moo • • • • • • • • • • • •	applicable to the practice of th demonstrate basic values in th should take place within the cc learners' progress in a fair and odule Code: LITG322 : AKADEMIES HUISTAAL: ONDER dule Outcomes: Na voltooiing va bewys te kan lewer van grondi verskille daartussen en in staat vir aanwending as leermateriaa 'n vir-grondslagfase-opvoeders die funksies van verskillende ta tot die artistieke betekenisgeh- kennis van literêr-teoretiese as demonstreer deur Afrikaanse g skoolprogramrelevante aspekt gebruik om sy haar eie (voorbe sinne en teksstrukturering in di dule Code: LITG 323 :: LITERACY: ACADEMIC ENGLISH dule Outcomes: On the successfo	e teaching of art in the Foundation Phase; a e assessment of child art with regard to its o intext of a multicultural society through the reasoned way BOU VIR GRONDSLAGFASE n hierdie module behoort die student; ge kennis van die eieaard van kinder-, jeug- te wees om sy/haar kennis kan gebruik vir d al in die grondslagfase -relevante prosawerk as literêre teks te ka ial- en konsepsionele elemente van gedigte eel te kan beskryf en waardeer. pekte en insig in die hantering van vakterm gedigte selfstandig te kan ontsluit e van die Afrikaanse fonetiek, morfologie, si eld)skryfwerk te verbeter en om leer ten op ie grondslagfase HOME LANGUAGE al completion of this module the student sho	nd diversity in the Foundation Phase. This evaluation of yourself, others and NQF-Level: en volwasseneliteratuur en van die die identifisering van geskikte tekste n analiseer en evalueer te kan vasstel en die bydrae daarvan e en -begrippe in die poësie te intaksis en tekslinguistiek te kan osigte van klanke, letters, woorde, iteer. NQF-Level: ould:	
Title Moo • • • • • • • • • • • •	applicable to the practice of th demonstrate basic values in th should take place within the cc learners' progress in a fair and odule Code: LITG322 :: AKADEMIES HUISTAAL: ONDER dule Outcomes: Na voltooiing va bewys te kan lewer van grondii verskille daartussen en in staat vir aanwending as leermateriaa 'n vir-grondslagfase-opvoeders die funksies van verskillende ta tot die artistieke betekenisgeh- kennis van literêr-teoretiese as demonstreer deur Afrikaanse g skoolprogramrelevante aspekt gebruik om sy haar eie (voorbe sinne en teksstrukturering in di dule Code: LITG 323 :: LITERACY: ACADEMIC ENGLISH dule Outcomes: On the successfu	e teaching of art in the Foundation Phase; a e assessment of child art with regard to its o intext of a multicultural society through the reasoned way BOU VIR GRONDSLAGFASE n hierdie module behoort die student; ge kennis van die eieaard van kinder-, jeug- te wees om sy/haar kennis kan gebruik vir d al in die grondslagfase -relevante prosawerk as literêre teks te ka ial- en konsepsionele elemente van gedigte eel te kan beskryf en waardeer. upekte en insig in die hantering van vakterm tedigte selfstandig te kan ontsluit e van die Afrikaanse fonetiek, morfologie, si eld)skryfwerk te verbeter en om leer ten op ie grondslagfase HOME LANGUAGE al completion of this module the student shw	nd diversity in the Foundation Phase. This evaluation of yourself, others and NQF-Level: en volwasseneliteratuur en van die die identifisering van geskikte tekste n analiseer en evalueer te kan vasstel en die bydrae daarvan e en -begrippe in die poësie te intaksis en tekslinguistiek te kan osigte van klanke, letters, woorde, iteer. NQF-Level: ould:	
Title Moo • • • • • • • • • • • • • • • • • •	applicable to the practice of th demonstrate basic values in th should take place within the cc learners' progress in a fair and odule Code: LITG322 a: AKADEMIES HUISTAAL: ONDER dule Outcomes: Na voltooiing va bewys te kan lewer van grondi verskille daartussen en in staat vir aanwending as leermateriaa 'n vir-grondslagfase-opvoeders die funksies van verskillende ta tot die artistieke betekenisgehe kennis van literêr-teoretiese as demonstreer deur Afrikaanse g skoolprogramrelevante aspekt gebruik om sy haar eie (voorbe sinne en teksstrukturering in di dule Outcomes: On the successfu Demonstrate fundamental kno Analyse and evaluate prose rel	e teaching of art in the Foundation Phase; a e assessment of child art with regard to its o intext of a multicultural society through the reasoned way BOU VIR GRONDSLAGFASE n hierdie module behoort die student; ge kennis van die eieaard van kinder-, jeug- te wees om sy/haar kennis kan gebruik vir d al in die grondslagfase -relevante prosawerk as literêre teks te ka ial- en konsepsionele elemente van gedigte eel te kan beskryf en waardeer. pekte en insig in die hantering van vakterm gedigte selfstandig te kan ontsluit e van die Afrikaanse fonetiek, morfologie, si eld)skryfwerk te verbeter en om leer ten op ie grondslagfase HOME LANGUAGE al completion of this module the student sho	nd diversity in the Foundation Phase. This evaluation of yourself, others and NQF-Level: en volwasseneliteratuur en van die die identifisering van geskikte tekste n analiseer en evalueer te kan vasstel en die bydrae daarvan e en -begrippe in die poësie te intaksis en tekslinguistiek te kan sigte van klanke, letters, woorde, iteer. NQF-Level: ould: terature.	
	Foundation Phase.			
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•	Apply knowledge of phonetics, morphology and syntax effectively in their own written and spoken			
	communication and facilitate effective language acquisition in the foundation phase.			
Mod	dule Code: LITG413 NQF-Level:			
Title	ACADEMIC ENGLISH			
Mod	dule Outcomes: Upon completion of this module, the student should :			
•	demonstrate advanced competence in the four macro language skills (listening, speaking, reading and writing) of			
	Classroom English. This is underpinned by profound knowledge of and skills in the Interpersonal, Pedagogical			
	and General aspects of the medium of instruction			
•	demonstrate extensive knowledge of and competence in presentational skills such as loudness of voice, rate of			
	delivery, variation in tone and pitch, articulation and fluency, as well as appropriate gestures and body language.			
	Presentational skills also entail the use of contextual cues that will help students 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 and introduce contextual clues;			
	- encourage purposeful interaction;			
	- create a classroom atmosphere and attitudes that promote language acquisition and conceptual			
	development, and			
	- employ fair and appropriate assessment strategies			
	dule Code: LITH112 NQF-Level:			
	E GELETTERDHEID IN DIE HUISTAAL: AFRIKAANS			
	dule Outcomes: Na afloop van hierdie module behoort die student:			
•	'n fundamentele kennis rakende uitkomsgebaseerde onderwys, sowel as gepaste onderrig- en leerstrategieë in			
	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			
	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			
	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.			
	dule Code: LITH113 NQF-Level:			
	ELITERACY IN THE HOME LANGUAGE: ENGLISH			
	dule Outcomes: Upon completion of this module, the student should:			
•	be able to demonstrate a fundamental knowledge of outcomes based education, as well as relevant teaching			
	and learning strategies in English Home Language within the context of the learning area Languages, as			
	prescribed by the National Curriculum Statement;			
•	be able to demonstrate facilitation skills of methods, procedures and techniques relating to the teaching of			
	Listening (Learning Outcome 1), Speaking (Learning Outcome 2), as well as Language Struckture and Use			
	(Learning Outcome 6);			
•	be able to demonstrate problem solving skills by means of planning and presenting lessons during the teaching			
	of Listening (Learning Outcome 1), Speaking (Learning Outcome 2), as well as Language Structure and Use			
	(Learning Outcome 6);			
•	be able to show appreciation for the contribution that outcomes based education and the National Curriculum			
	Statement makes in order to strive to provide quality education to all learners in South Africa.			
	dule Code: LITH222 NQF-Level:			
	:: LITERACY HOME LANGUAGE: AFRIKAANS			
IVIO	dule Outcomes: Na voltooiing van die module behoort die leerders:			
•	'n stewige kennisbasis met goeie begrip van handskrif en skriftelike kommunikasie in die praktyk as Huistaal			
	(Afrikaans) sowel as denke en redenering in die Grondslagfase, kan demonstreer binne die konteks van die			
	leerarea Tale soos dit voorkom in die Nasionale Kurrikulumverklaring;			
•	sleutelaspekte, teorieë en beginsels met betrekking tot Handskrif en skriftelike kommunikasie (Leeruitkoms 4)			
	sowel as Dink- en Redeneer (Leeruitkoms 5) in die praktyk kan demonstreer;			
•	essensiële metodes, prosedures en tegnieke te kies en toe te pas ten einde probleemoplossingsvaardighede aan te sproek in die bedenzig op aanhieding van lesse tudens die onderzig van badskrift skriftelike kommunikasie			
	te spreek in die beplanning en aanbieding van lesse tydens die onderrig van handskrif, skriftelike kommunikasie on diek op redeposerskiwiteiter			
	en dink- en redeneeraktiwiteite; kennis, vaardighede en bevoegdhede effektief in groepsverband te kommunikeer.			
•	אניווווא, אממימוקוונער בוו גביטבצמוובער בוובאנובו ווו צוטבאזיפו גמווע נפ גטווווועוווגפנו.			

Mod	dule Code: LITH223		NQF-Level:
	LITERACY IN THE HOME LANGUAG	E: ENGLISH	
	dule Outcomes: Upon completion of		
NICC		nded and systematic knowledge, with a g	and understanding of percentual
•		id emergent literacy in the Home language	
•		nd practical procedures and processes co	
•			oncerning perceptual development,
_		eracy in the Home Language (English);	
•		noices and application of essential metho	-
		rceptual development, reading readiness	s and emergent literacy in the Home
	Language (English);		
•		towards the child as a unique human bei	ng through expression of an ethical
	justifiable moral system.		
	dule Code: LITH312		NQF-Level:
	ELITERACY HOME LANGUAGE: AFRI		
Mod	dule Outcomes: Na voltooiing van di		
•		met goeie begrip van Perseptuele ontwi	kkeling, Leesgereedheid en
	Aanvangslees in die Huistaal (Afrik		
•		dures en prosesse met betrekking tot Pe	
		n die Huistaal (Afrikaans) kan demonstree	
•	-	an essensiële metodes, prosedures en te	-
	effektiewe onderrig van Perseptue	le ontwikkeling, Leesgereedheid en Aanv	angslees in die Huistaal (Afrikaans) te
	kan demonstreer;		
•	sensitiwiteit teenoor die kind as un	ieke wese te demonstreer deur uitdrukk	ing te gee aan 'n eties-
	verantwoordbare waardesisteem.		
Mod	dule Code: LITH313		NQF-Level:
Title	ELITERACY IN THE HOME LANGUAG	E: ENGLISH	
Mod	dule Outcomes: Upon completion of	this module, the student should:	
•	be able to demonstrate a well-rour	nded and systematic knowledge, with go	od insight, of perceptual
	development, emergent literacy, re	eading readiness and reading theory in Er	nglish Home language;
•	be able to demonstrate essential a	nd practice orientated procedures and p	rocesses in relation to perceptual
	development, emergent literacy, re	eading readiness and reading theory in Er	nglish Home language;
•	be able to demonstrate effective cl	noices and the application of essential m	ethods, procedures and techniques
	in order to teach perceptual develo	opment, emergent literacy, reading readi	ness and reading theory in English
	Home language;		
•	be able to demonstrate sensitivity	towards the child as a unique human bei	ng by taking ethics and the value
	system into consideration.		
Mod	dule Code: LITH422		NQF-Level:
Title	LITERACY HOME LANGUAGE: AFRI	(AANS	
Mod	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)
	asook assessering in die geletterhe	idklaskamer in die Grondslagfase kan der	monstreer binne die konteks van die
	leerarea Tale soos dit voorkom in d	lie Nasionale Kurrikulumverklaring;	
•	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;	_
•		te demonstreer ten opsigte van die belar	ngrikheid van
•	goeie lees- en spelvermoëns by die		5
Mod	dule Code: LITH423		NQF-Level:
	LITERACY IN THE HOME LANGUAG	E: ENGLISH	
	dule Outcomes: Upon completion of		
•		matic knowledge of Learning Outcome 3	: Reading and Viewing in the Home
		sment of the Literacy classroom in the fo	
		contained in the National Curriculum Sta	-
•		application of essential procedures and t	
	(Learning Outcome 3: Reading and		,
•		familiar, concrete and abstract problems	s and issues regarding reading
		eading and Viewing) and its assessment;	
•		udes and behaviour towards learners from	
	•	ading and spelling ability in the child as	

Mod	lule Code: LLOD211		NQF-Level:
-	LIFE ORIENTATION METHODOLOG	Y: GET PHASE	
		this module, the student should be able	to:
•		se of the terminology, rules, concepts, pi	
	-	ntext of the National Curriculum for stud	-
•	•	, convert, evaluate and apply essential th	•
	, , ,	areas of Life Orientation to students in	
•	•	attained knowledge to solve well-define	•
		he five main focus areas of Life orientation	•
	specific application for students in	the Senior phase, using appropriate tech	nnological 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 presentation	of the five main focus areas of Life Orien	tation to students in the Senior
	phase.		
Mod	ule Code: LLOD321		NQF-Level:
Title	: LIFE ORIENTATION METHODOLOG	Y: INT PHASE	
Mod	lule Outcomes: Upon completion of	this module, the student should be able	to:
•	demonstrate a well-rounded and s	ystematic knowledge base of the termine	ology, rules, concepts, principles, and
	theories of the presentation of Life	Orientation as learning area in context of	of the National Curriculum to
	students in the Intermediate phase		
•	, , ,	convert, evaluate and apply essential the second se	
	•	s areas of Life Orientation to students in	
•	,	attained knowledge to solve well-define	
		orientation and present creative lesson	
		opropriate technological skills and giving	evidence of theoretical
	underpinning;		
•		-driven in all circumstances and forms of	
		of the four main focus areas of Life Orier	
	dule Code: LLOD411		NQF-Level:
	LIFE ORIENTATION METHODOLOG		
IVIO		this module, the student should be able	
•		I systematic knowledge base of the term ertaining to the presentation of the four	
	Intermediate phase.	iertaining to the presentation of the four	focus areas of Life Orientation in the
		, convert, evaluate and apply essential th	peories text methods and strategies
•	, , ,	ife Orientation in the Intermediate phase	
		attained knowledge to solve unfamiliar,	
•		lementation of Life Orientation learning	
		gical skills and giving evidence of theoret	
•		-driven in all circumstances and forms of	
		presentation of Life Orientation in the In	
Asse	essment Methods: 3 hours 1:1		
Mod	ule Code: LLOD421		NQF-Level:
Title	LIFE ORIENTATION METHODOLOG	Y: SNR PHASE	-
		this module, the student should be able	to:
•		systematic knowledge base of the term	
	•	ertaining to the presentation of the five	
	Senior phase.	0	
•	demonstrate an ability to interpret	, convert, evaluate and apply essential tl	heories, text, methods and strategies
		ife Orientation in the Senior phase.	5
•		attained knowledge to solve unfamiliar,	concrete and abstract problems
		lementation of Life Orientation learning	
	using appropriate technological ski	Ils and giving evidence of theoretical uno	derpinning;
•	act ethically responsible and value	-driven in all circumstances and forms of	communication, written as well as
		presentation of Life Orientation in the Se	
Mod	lule Code: LORD321		NQF-Level:
Title	: LIFE ORIENTATION METHODOLOG	Y: FET PHASE	
Mod	Jule 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 Life Orientation as Learning Area in context of the National Curriculum for students in the FET phase;
- demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the four main focus areas of Life Orientation namely personal development, citizenship, physical development and recreation as well as orientation to the world of work for students in the FET phase;
- demonstrate the ability to use the attained knowledge to solve well-defined, but unfamiliar problems, within a • familiar context pertaining to the four main focus areas of Life Orientation and present creative lessons for specific application for students in the FET phase, using appropriate technological skills and giving evidence of theoretical underpinning;
- act ethically responsible and value-driven in all circumstances and forms of communication, written as well as • orally, related to the four main focus areas of Life Orientation for students in the FET phase.

Module Code: LORD411	NQF-Le	vel:
Title: LIFE ORIENTATION METHODOLOG	/	

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

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

NQF-Level: Module Code: LORE111 Title: LIFE ORIENTATION: HEALTH PROMOTION, PERSONAL DEVELOPMENT AND WELL-BEING AND CAREER AND CAREER CHOICES

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

- demonstrate a fundamental knowledge base regarding various approaches, terminology and concepts, with reference to the learning outcomes of Life Orientation, namely health promotion, personal development and wellbeing, and career and career choices;
- identify various themes related to health promotion, personal development and wellbeing, and career choices, based on specific assessment standards of these focus areas in the various phases, as well as to plan corresponding activities efficiently in order to demonstrate a clear understanding of the various approaches, terminology and concepts within the context of Life Orientation;
- ٠ demonstrate the ability to utilise acquired knowledge to solve general problems related to lesson planning through a range of themes related to health promotion, personal development and wellbeing, and career and career choices, as indicated in the specific assessment standards of these learning outcomes in the various phases: and
- act ethically responsibly and value-driven in all circumstances and all forms of communication, whether written or verbal, regarding the learning and teaching of health promotion, personal development and wellbeing, and career and career choices in the various phases.

Module Code: LORE121	NQF-Level:
Title: LIFE ORIENTATION	

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

- demonstrate a fundamental knowledge base of the terminology, approaches, concepts, principles, and theories pertaining to specific aspects of the Life Orientation learning outcomes of physical development, social development and citizenship;
- identify various physical development and citizenship themes related to specific assessment standards of these . focus areas, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;
- demonstrate the ability to use the attained knowledge to solve common problems pertaining to lesson planning to apply a variety of physical development, social development and citizenship themes as indicated in the assessment standards of these learning outcomes:
- . 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 activities. NQF-Level:

Title: LIFE ORIENTATION: HEALTH PROMOTION, PERSONAL DEVELOPMENT AND WELL-BEING AND CAREER AND CAREER CHOICES

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 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.

	career and career choices in the dif	fferent phases.	0 , 1
Мо	dule Code: LORE221		NQF-Level:
Titl	e: LIFE ORIENTATION: LIFE ORIENTAT	ION: PHYSICAL DEVELOPMENT, SOCIAL	DEVELOPMENT AND CITIZENSHIP
Мо	dule Outcomes: Upon completion of	this module, the student should be able	e to:
•	demonstrate a solid knowledge bas	se of the terminology, approaches, cond	cepts, principles, and theories
	pertaining to specific aspects of the	e Life Orientation learning outcomes of	physical development, social
	development and citizenship;		
٠	identify various physical developm	ent, social development and citizenship	themes related to specific assessment
	standards of these focus areas in th	he different phases, and effectively plan	activities accordingly to demonstrate
	a clear understanding of the different	ent approaches, terminology and conce	pts within the context of Life
	Orientation;		
•	demonstrate the ability to use the	attained knowledge to solve well-define	ed problems pertaining to lesson
	planning to apply a variety of physi	ical development, social development a	nd citizenship themes as indicated in
	specific assessment standards of th	nese learning outcomes in the different	phases;
•	act ethically responsible and value	-driven in all circumstances and forms o	f communication, written as well as
	orally, with regard to the teaching	and learning of physical development, s	ocial development and citizenship
	theme activities in the different ph	ases.	
Ass	essment Methods: 3 hours 1:1		
Mo	dule Code: LORE311		NQF-Level:
Titl	e: LIFE ORIENTATION		
Мо	dule Outcomes: Upon completion of	this module, the student should be able	e to:
٠		owledge and understanding of career a	
		nalyse and guide students in order to e	
		cess it, and dealing with unemployment	
•		n ability to prevent and manage stress,	and adapt to change as part of an
	ongoing healthy lifestyle choice;		
٠		g, building and sustaining positive relation	onships with family and peers as well
	as in the workplace and the broade		
•	5	mental factors that cause ill health, acc	idents, crisis and disasters, and
	explore appropriate to deal with the		
		ations between sexes are constructed a	
		nding to work, cultural and social conte	
	dule Code: LORE321		NQF-Level:
	e: LIFE ORIENTATION		
		this module, the student should be able	
•		ystematic knowledge base of the termin	
		to specific aspects of the two Life Orien	tation learning outcomes of physical
	development and citizenship in the		
•		ent and citizenship themes related to sp	
		effectively plan activities accordingly to	6
		ogy and concepts within the context of	
•	demonstrate the ability to use the	attained knowledge to solve well-define	ed but unfamiliar problems pertaining
		ty of physical development and citizensh	

assessment standards of these learning outcomes in the FET phase;

	e-driven in all circumstances and forms of	
	and learning of physical development ar	nd citizenship theme activities in the
FET phase.		
Module Code: LSFP112		NQF-Level:
Title: THEORETICAL FRAMEWORK FOR	LEARNING SUPPORT IN THE FOUNDATION	N PHASE
Module Outcomes: After completion o	f this module the student should be able	to:
 understand and demonstrate basis 	ic knowledge, theory and practice of lear	ning support in local and global
context;		
 explain fundamental knowledge a 	nd understanding of barriers to learning	from an ecological and eco-systemic
perspective; and		
	edge and insight into learning support in S	
Module Code: LSFP122		NQF-Level:
	IT OF BARRIERS TO LEARNING AS WELL A	S PERCEPTUAL DEVELOPMENT IN THE
FOUNDATION PHASE		
•	f this module the student should be able	
	owledge of different approaches to asses	
-	l understanding of individual and eco-sys	
	f assessment strategies and techniques f	
	lid knowledge and understanding of perc	eptual development and the effect
thereof on successful learning.		
Module Code: LSFP211		NQF-Level:
	FOR LEARNING SUPPORT (FOUNDATION	
	f this module, the student should be able	e to:
•	different approaches to assessment.	
•	ndividual and systemic assessments for le	• • • •
-	assessment strategies and techniques in a	
	apply knowledge, basic skills and appropr	iate attitudes in the development of
an assessment plan for specific ba	rriers to learning	
Module Code: LSFP221		NQF-Level:
Title: LEARNER SUPPORT: INDIVIDUAL	SUPPORT FOR BARRIERS TO LEARNING	
(FOUNDATION PHASE)		
	f this module, the student should be able	
•	lifferent approaches to individual suppor	•
	lls and attitudes to develop Individual Edu	
	parriers to learning, within the educators'	
	tify individual support for learners who e	xperience barriers to learning within
the macro context		
Module Code: LSFP212		NQF-Level:
	FOR LEARNING SUPPORT (FOUNDATION	•
	f this module the student should be able	
	dge and insight regarding social factors the	hat can cause barriers to learning with
learners;		
•	l understanding regarding strategies that	can be applied to overcome socio-
economic barriers to learning;		
	ge regarding the different approaches to	early intervention with the young
child; and		
	anding toward gifted learners and their lo	
Module Code: LSFP222		NQF-Level:
Title: LEARNER SUPPORT: INDIVIDUALS	SUPPORT FOR BARRIERS TO LEARNING	
(FOUNDATION PHASE)		
	f this module the student should be able	
	tical knowledge regarding spoken langua	ge, reading and writing to illustrate
better understanding for learners		
_	arriers to learning that learners not learni	ng in their mother tongue
experience;	dae of underlying problems that -	ult in mothematical location bounds
 demonstrate fundamental knowle and 	edge of underlying problems that can resu	uit in mathematical learning barriers;
	ire and scope of challenging hehaviour a	s well as to analyze the causes of it
	ure and scope of challenging behaviour as	
Module Code: LSFP 311		NQF-Level:

Title	E: LEARNER SUPPORT FOUNDATION		
		this module, the student should be able	
•		e knowledge skills and attitudes to deve rriers to learning within a support team.	
•		dge of the functions of the institutional	
•	attitudes to collaborate in such a te	•	support teams and the skins and
		processes and strategies in a school and	classroom
Ma	dule Code: LSFP 312	processes and strategies in a school and	NQF-Level:
			NQF-Level.
	E: LEARNER SUPPORT FOUNDATION I	this module the student should be able	to
•			
		to the needs and accommodation of leaders to the needs and accommodation of leaders	
		to the needs and accommodation of leads to the needs and accommodation of leads an	-
		to the needs and accommodation of leads to the needs and accommodation of leads	
•		to the needs and accommodation of le	
•	disabilities;	to the needs and accommodation of lea	arriers with severe multiple
•	,	to the needs and accommodation of le	arners with chronic illnesses:
•		support to learners with above mention	
	dule Code: LSFP321	support to learners with above mention	NQF-Level:
			NQF-Level:
	ELEARNER SUPPORT		4
		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;		and in a three formation and three
•		ght, knowledge, skills and attitudes rega	arding the functions of the
	institutional support team	avaluate and early learning support are	access in the school and the
•	classroom.	evaluate and apply learning support pro	bcesses in the school and the
			NOT Lawals
	dule Code: LSKA311		NQF-Level:
	ELIFE SKILLS ART		
		this module, the student should be able	
•		ystematic knowledge base of the visual l	• • •
		in the Foundation Phase; and of the Nat	tional Curriculum Statement for the
	Learning Area Arts and Culture in the		
•		and techniques relevant for child art dev	
		ties in the Foundation Phase; and plan p	
		g of the subject didactics of art, with reg	and to the practice of art-teaching in
•	the Foundation Phase;	curriculation in the Learning Area Arts a	and Culture in the Foundation Phase
•		nation, ideas and opinions in well-struct	
	•	he facilitation of students through the ir	
	technologies and the informal appr	÷	
•		behaviour while reflecting on the diversi	ty within the National Curriculum for
•		Phase, through communication and beh	
Mo	dule Code: LSKE321	Fhase, through communication and ber	NQF-Level:
-	: LIFE SKILLS ENVIRONMENTAL STUD	NES	NQP-LEVEI.
		this module, the student should be able	to:
•		tematic knowledge base of the environn	
•	the environment;	ternatic knowledge base of the environm	ient and detail knowledge of aleas of
•		ures and processes with regard to the na	ature and field of environmental
•	studies;	ares and processes with regard to the ha	
•		nciples applicable to environmental stud	ies and the application thereof in the
	8 81	experiences for Foundation Phase stud	
•	1 0 0	iture and a sense of responsibility for the	,
		y expressing your own value system.	e important role people play in the
Acre	essment Methods: 2 hours 1:1	y expressing your own value system.	
-	dule Code: LSKH221		NQF-Level:
-	: LIFE SKILLS HEALTH EDUCATION		ITQI "LEVEI.
		this module, the student should be able	to:
1410	ane outcomes, opon completion of	this module, the student should be able	

•		tematic knowledge base of the environ	ment and detail knowledge of areas of
	the environment;		
•		ures and processes with regard to the n	ature and field of environmental
	studies;		
•		nciples applicable to environmental stud	
		g experiences for Foundation Phase stud ature and a sense of responsibility for th	
	•	y expressing your own value system.	le important role people play in the
Mc	odule Code: LSKM121		NQF-Level:
	le: LIFE SKILLS MUSIC		
-		f this module the student should be abl	e to:
•		dge and informed understanding of som	
	rhythm, melody, form, texture, ter	npo, timbre and dynamics;	
•	analyse and apply some music acti	vities and skills in which young students	can be involved such as singing,
	· •	play, improvisation and reading and wr	iting music and accompany school
	students on the guitar or African p		
•	•	II-defined problems in planning appropr	iate music activities and lessons in the
	Foundation Phase;		
•	teacher.	behaviour while constantly developing	your role as a Foundation Phase music
Mc	odule Code: LSKM211		NQF-Level:
-	le: LIFE SKILLS MUSIC		NQT-LEVEL
-		f this module the student should be able	e to:
•		se and sound understanding of music, d	
	6	and apply the grouping and clustering of	•
		tter understanding of the application of	
•	critically analyse and synthesise inf	formation on the implications of the dev	elopment of the young student for
	0, 11 /	tic principles in music, read and write m	
		ay recorder or melodica and accompany	/ more advanced Foundation Phase
	songs on the guitar or African perc		
•			anning appropriate music, dance and
	drama activities and lessons in the	Foundation Phase; and	
	drama activities and lessons in the compare world views and demonst		
•	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher.	Foundation Phase; and	y developing his/her role as
• Mc	drama activities and lessons in the compare world views and demonst	Foundation Phase; and	
• Mo Tit	drama activities and lessons in the compare world views and demons Foundation Phase music teacher. odule Code: LSKN312 le: LIFE SKILLS: NUTRITION	Foundation Phase; and	y developing his/her role as
• Mo Tit	drama activities and lessons in the compare world views and demons Foundation Phase music teacher. odule Code: LSKN312 le: LIFE SKILLS: NUTRITION odule Outcomes: Upon completion of	Foundation Phase; and trate own world view while continuous	y developing his/her role as NQF-Level:
• Ma Tit	drama activities and lessons in the compare world views and demons Foundation Phase music teacher. odule Code: LSKN312 le: LIFE SKILLS: NUTRITION odule Outcomes: Upon completion of demonstrate a well-rounded know	Foundation Phase; and trate own world view while continuousl this module the students should be abl	y developing his/her role as NQF-Level: e to: nutrition for children as a component
• Ma Tit	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. Ddule Code: LSKN312 le: LIFE SKILLS: NUTRITION Ddule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va	Foundation Phase; and trate own world view while continuousl this module the students should be abl ledge base and sound understanding of ccts of nutrition, foods, under-nutrition, arious problems regarding aspects of nu	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context;
• Ma Tit	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. odule Code: LSKN312 le: LIFE SKILLS: NUTRITION odule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th	Foundation Phase; and trate own world view while continuousl this module the students should be abl ledge base and sound understanding of ects of nutrition, foods, under-nutrition,	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context;
• Titl Mc	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. odule Code: LSKN312 le: LIFE SKILLS: NUTRITION odule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle;	Foundation Phase; and trate own world view while continuousle this module the students should be abl ledge base and sound understanding of ects of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a
• Ma Tit	drama activities and lessons in the compare world views and demons Foundation Phase music teacher. dule Code: LSKN312 le: LIFE SKILLS: NUTRITION dule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we	Foundation Phase; and trate own world view while continuousl this module the students should be abl ledge base and sound understanding of ects of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar II-defined but unfamiliar problems using	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate
• Titl Mc	drama activities and lessons in the compare world views and demonsi Foundation Phase music teacher. odule Code: LSKN312 le: LIFE SKILLS: NUTRITION odule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we evidence based on the above ment	Foundation Phase; and trate own world view while continuously this module the students should be able ledge base and sound understanding of ects of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar II-defined but unfamiliar problems using tioned themes and plan activities based	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate
• Titl Mc	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. Ddule Code: LSKN312 le: LIFE SKILLS: NUTRITION dule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we evidence based on the above ment theoretical principles of the theme	Foundation Phase; and trate own world view while continuousl this module the students should be abl ledge base and sound understanding of ects of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar II-defined but unfamiliar problems using tioned themes and plan activities based is;	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate on the understanding of ideas and
• Titl Mc •	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. dule Code: LSKN312 le: LIFE SKILLS: NUTRITION odule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we evidence based on the above ment theoretical principles of the theme demonstrate the ability to solve pr	Foundation Phase; and trate own world view while continuousl this module the students should be abl ledge base and sound understanding of ects of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar II-defined but unfamiliar problems using tioned themes and plan activities based s; oblems in relation to the planning and p	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate on the understanding of ideas and oresentation of lessons and practical
• Titl Mc •	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. Idule Code: LSKN312 Le: LIFE SKILLS: NUTRITION odule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we evidence based on the above ment theoretical principles of the theme demonstrate the ability to solve pr sessions within the context of the ta	Foundation Phase; and trate own world view while continuousl this module the students should be abl ledge base and sound understanding of ects of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar II-defined but unfamiliar problems using tioned themes and plan activities based is;	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate on the understanding of ideas and presentation of lessons and practical information technology demonstrate
• Titi Mc •	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. Idule Code: LSKN312 Le: LIFE SKILLS: NUTRITION odule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we evidence based on the above ment theoretical principles of the theme demonstrate the ability to solve pr sessions within the context of the ta	Foundation Phase; and trate own world view while continuousle this module the students should be abl ledge base and sound understanding of ccts of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar II-defined but unfamiliar problems using tioned themes and plan activities based s; oblems in relation to the planning and p above mentioned theory by using basic	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate on the understanding of ideas and presentation of lessons and practical information technology demonstrate
• Titi Mc •	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. Jodule Code: LSKN312 Le: LIFE SKILLS: NUTRITION odule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we evidence based on the above ment theoretical principles of the theme demonstrate the ability to solve pr sessions within the context of the a own ideas and opinions in well-stru	Foundation Phase; and trate own world view while continuousle this module the students should be abl ledge base and sound understanding of ccts of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar II-defined but unfamiliar problems using tioned themes and plan activities based s; oblems in relation to the planning and p above mentioned theory by using basic	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate on the understanding of ideas and presentation of lessons and practical information technology demonstrate nner.
• Titi Mc • •	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. dule Code: LSKN312 le: LIFE SKILLS: NUTRITION dule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we evidence based on the above meni theoretical principles of the theme demonstrate the ability to solve pr sessions within the context of the a own ideas and opinions in well-stru bule Code: LSKP311 le: LIFE SKILLS PHYSICAL EDUCATION	Foundation Phase; and trate own world view while continuousle this module the students should be abl ledge base and sound understanding of ccts of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar II-defined but unfamiliar problems using tioned themes and plan activities based s; oblems in relation to the planning and p above mentioned theory by using basic	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate on the understanding of ideas and presentation of lessons and practical information technology demonstrate nner. NQF-Level:
• Titi Mc • •	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. odule Code: LSKN312 le: LIFE SKILLS: NUTRITION odule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we evidence based on the above ment theoretical principles of the theme demonstrate the ability to solve pr sessions within the context of the a own ideas and opinions in well-stru- odule Code: LSKP311 le: LIFE SKILLS PHYSICAL EDUCATION odule Outcomes: Upon completion of demonstrate a well-rounded and s	Foundation Phase; and trate own world view while continuousle this module the students should be abl ledge base and sound understanding of ects of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar II-defined but unfamiliar problems using tioned themes and plan activities based is; oblems in relation to the planning and p above mentioned theory by using basic uctured arguments in a professional ma	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate on the understanding of ideas and presentation of lessons and practical information technology demonstrate nner. NQF-Level: to:
• Titi Mc • • • <u>Mc</u> Titi Mc	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. dule Code: LSKN312 le: LIFE SKILLS: NUTRITION odule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we evidence based on the above ment theoretical principles of the theme demonstrate the ability to solve pr sessions within the context of the a own ideas and opinions in well-stri odule Code: LSKP311 le: LIFE SKILLS PHYSICAL EDUCATION odule Outcomes: Upon completion of demonstrate a well-rounded and s Foundation Phase student;	Foundation Phase; and trate own world view while continuousle this module the students should be able ledge base and sound understanding of ects of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar II-defined but unfamiliar problems using tioned themes and plan activities based is; oblems in relation to the planning and p above mentioned theory by using basic uctured arguments in a professional ma this module the student should be able ystematic knowledge of the perceptual	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate on the understanding of ideas and oresentation of lessons and practical information technology demonstrate nner. NQF-Level: to: and gross motor development of the
• Titi Ma • • • <u>Ma</u> Titi	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. dule Code: LSKN312 le: LIFE SKILLS: NUTRITION odule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we evidence based on the above ment theoretical principles of the theme demonstrate the ability to solve pr sessions within the context of the a own ideas and opinions in well-stru odule Code: LSKP311 le: LIFE SKILLS PHYSICAL EDUCATION odule Outcomes: Upon completion of demonstrate a well-rounded and s Foundation Phase student; identify and plan a variety of move	Foundation Phase; and trate own world view while continuousle this module the students should be abl ledge base and sound understanding of ccts of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar II-defined but unfamiliar problems using tioned themes and plan activities based s; oblems in relation to the planning and p above mentioned theory by using basic uctured arguments in a professional ma this module the student should be able ystematic knowledge of the perceptual ement activities supporting the coherent	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate on the understanding of ideas and oresentation of lessons and practical information technology demonstrate nner. NQF-Level: to: and gross motor development of the
Mac Titl Mac • •	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. dule Code: LSKN312 le: LIFE SKILLS: NUTRITION odule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we evidence based on the above ment theoretical principles of the theme demonstrate the ability to solve pr sessions within the context of the a own ideas and opinions in well-stru- dule Outcomes: Upon completion Of demonstrate a well-rounded and s Foundation Phase student; identify and plan a variety of move theories, principles and rules of move	Foundation Phase; and trate own world view while continuousle this module the students should be able ledge base and sound understanding of ccts of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar II-defined but unfamiliar problems using tioned themes and plan activities based is; oblems in relation to the planning and p above mentioned theory by using basic uctured arguments in a professional ma this module the student should be able ystematic knowledge of the perceptual ement activities supporting the coherent povement development;	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate on the understanding of ideas and oresentation of lessons and practical information technology demonstrate nner. NQF-Level: to: and gross motor development of the sunderstanding of concepts, ideas,
• Titi Mc • • • <u>Mc</u> Titi Mc	drama activities and lessons in the compare world views and demonsi Foundation Phase music teacher. odule Code: LSKN312 le: LIFE SKILLS: NUTRITION odule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we evidence based on the above ment theoretical principles of the theme demonstrate the ability to solve pr sessions within the context of the a own ideas and opinions in well-stru- odule Outcomes: Upon completion of demonstrate a well-rounded and s Foundation Phase student; identify and plan a variety of move theories, principles and rules of move demonstrate the ability to solve we	Foundation Phase; and trate own world view while continuousle this module the students should be able ledge base and sound understanding of ccts of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar II-defined but unfamiliar problems using tioned themes and plan activities based is; oblems in relation to the planning and p above mentioned theory by using basic uctured arguments in a professional ma this module the student should be able ystematic knowledge of the perceptual ement activities supporting the coherent povement development; ell-defined but unfamiliar problem to pla	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate on the understanding of ideas and presentation of lessons and practical information technology demonstrate nner. NQF-Level: to: and gross motor development of the understanding of concepts, ideas, an and present scientific and creative
Mac Titl Mac • •	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. Ddule Code: LSKN312 le: LIFE SKILLS: NUTRITION doule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we evidence based on the above ment theoretical principles of the theme demonstrate the ability to solve pr sessions within the context of the a own ideas and opinions in well-stru doule Code: LSKP311 le: LIFE SKILLS PHYSICAL EDUCATION odule Outcomes: Upon completion of demonstrate a well-rounded and s Foundation Phase student; identify and plan a variety of move theories, principles and rules of mot demonstrate the ability to solve we movement development lessons for	Foundation Phase; and trate own world view while continuousle this module the students should be able ledge base and sound understanding of ects of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar ll-defined but unfamiliar problems using tioned themes and plan activities based is; oblems in relation to the planning and p above mentioned theory by using basic uctured arguments in a professional ma this module the student should be able ystematic knowledge of the perceptual ment activities supporting the coherent ovement development; ell-defined but unfamiliar problem to pla- prospecific application to different age ar	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate on the understanding of ideas and oresentation of lessons and practical information technology demonstrate nner. NQF-Level: to: and gross motor development of the c understanding of concepts, ideas, an and present scientific and creative nd developmental groups in the
Mac Titl Mac • •	drama activities and lessons in the compare world views and demonst Foundation Phase music teacher. Ddule Code: LSKN312 le: LIFE SKILLS: NUTRITION doule Outcomes: Upon completion of demonstrate a well-rounded know of Life Skills including: various aspe special diets for young students; va the impact that nutrition has on th healthy lifestyle; demonstrate an ability to solve we evidence based on the above ment theoretical principles of the theme demonstrate the ability to solve pr sessions within the context of the a own ideas and opinions in well-stru doule Code: LSKP311 le: LIFE SKILLS PHYSICAL EDUCATION odule Outcomes: Upon completion of demonstrate a well-rounded and s Foundation Phase student; identify and plan a variety of move theories, principles and rules of mot demonstrate the ability to solve we movement development lessons for	Foundation Phase; and trate own world view while continuousle this module the students should be able ledge base and sound understanding of ccts of nutrition, foods, under-nutrition, arious problems regarding aspects of nu e development of the child and an awar II-defined but unfamiliar problems using tioned themes and plan activities based is; oblems in relation to the planning and p above mentioned theory by using basic uctured arguments in a professional ma this module the student should be able ystematic knowledge of the perceptual ement activities supporting the coherent povement development; ell-defined but unfamiliar problem to pla	y developing his/her role as NQF-Level: e to: nutrition for children as a component over-nutrition, malnutrition and trition in the South African context; reness of correct nutrition and a g correct procedures and appropriate on the understanding of ideas and oresentation of lessons and practical information technology demonstrate nner. NQF-Level: to: and gross motor development of the c understanding of concepts, ideas, an and present scientific and creative nd developmental groups in the

	orally, related to movement devel	opment in the Foundation phase.	
Mod	lule code: LSKS111		NQF-level: 5
Title	: LIFE SKILLS FOR EARLY CHILDHOOI	EDUCATION AND DEVELOPMENT: HEA	ALTH SCIENCES
Mod	lule Outcomes: Upon completion o	f this module, the student should be ab	le to:
•	knowledge and informed unders	tanding of the different theories unde	rpinning the teaching and learning of
	social science in ECED (formal (Gr	1-3) and informal (Gr R) context).	
•			to do foundation research and resolve
	problems:	°	
	•	pecific knowledge about the main con	cepts related to social science in the
	ECED.		
		al science in the ECED.	
•		anding within the field of social science,	with regard to:
•		•	cted in the current prescribed curricula
	•	foundation phase and ECED learners.	eted in the current presended currenta
	,		live
		ncepts benefit the society in which we	
•			our in practices specifically relevant to
	social science pertaining to enviro		
•		• • • •	outions to successfully complete social
		or learning progress and outcome real	lization of the group and act as group
	member.		
the a		ress and apply relevant teaching-learnin	
M		components of social science to realise a	
	lule Code: MALA211		NQF-Level:
		EVELOPMENT OF NUMBER SYSTEMS	
IVIOC		this module students should be able to	
•	6.1	lerstanding and insight into the history	
	integers ;	and computational procedures with na	tural numbers, whole numbers to
	•	ning with understanding through the sc	olution of real life situations
	(problems), implementing various		
•		al concepts, procedures and processes	so that the learner may make
		problems, reason in a mathematical man	
	and depict these in a number of w		
•	as subject specialist, understand, e	xplain, compare, demonstrate and imp	lement the specialised nature of
	teaching Mathematics, conduct pr	oblem-solving, use calculators, and final	lly diagnose the mistakes and
	problems learners have and solve	these, as prescribed by the National Cur	riculum Statement, learning outcome
	1: Number and number operations		
•		nediate solutions, models and represent	
•	evaluate the validity of the mather	natical representations, models and sol	utions to problems.
	lule Code: MALA221		NQF-Level:
	AREA MATHEMATICS: NUMBER SY		
Mod		this module students should be able to	
•	. .	lerstanding and insight regarding the ex	
		as advanced mental strategies (integer	
•		s, procedures and processes in order to plems, reason mathematically (knowled	•
		l arithmetic and represent it in various	- ,
		xplain, compare, demonstrate and impl	
5		rrors and problems as determined by th	
	Learning Outcome 1, Numbers;	in the problems as determined by th	
•		ning with understanding through the sc	olution of real life situations
		ng various computational procedures;	
•		nediate solutions, models and represent	tations when necessary;
•		natical representations, models and sol	
			NQF-Level:

Title: LEARNING AREA MATHEMATICS: DATA HANDLING AND FUNCTIONAL R	
Module Outcomes: Upon completion of this module students should be able to:	
 demonstrate basic knowledge, understanding and insight regarding advance 	ed number patterns (including
sequences and series), elementary functional relationships as well as data	handling and the implementing of
appropriate technology;	
• as subject specialist, understand, explain, compare, demonstrate and imple	ement, solve problems, use
calculators, as determined by the National Curriculum Statement, Learning	
Learning outcome 5 (data handling)	
 demonstrate skills to facilitate learning with understanding through the sol 	ution of real life situations
	ution of real life situations
(problems), implementing various computational procedures;	
 be competent to interpret and remediate solutions, models and representation 	-
 evaluate the validity of the mathematical representations, models and solu 	tions to problems.
Module Code: MALA321	NQF-Level:
Title: LEARNING AREA MATHEMATICS: GEOMETRY - AN INVESTIGATIVE APPROA	СН
Module Outcomes: Upon completion of this module students should be able to:	
• demonstrate basic knowledge, understanding and insight regarding Euclide	an geometry. (Learning outcome 3:
Measurement; and Learning outcome 4: Shape and space) including the dis	
geometry using 3-D real life objects and 2-D forms;	
 demonstrate skills to facilitate learning of geometry with understanding, th 	rough the colution of real life
	lough the solution of real life
situations (problems), implementing appropriate technology;	
demonstrate an understanding of the Van Hiele levels of geometrical thoug	ght and to be able to apply these
effectively;	
 be competent to interpret and remediate geometrical solutions, models an 	d representations, when necessary;
 evaluate the validity of the geometrical representations, models and solution 	ons to problems.
Module Code: MATD211	NQF-Level:
Title: MATHEMATICS METHODOLOGY: SENIOR PHASE	
Module Outcomes: Upon completion of this module, the students should be abl	e to:
 demonstrate a solid knowledge of teaching-learning approaches in mathem 	
 identify and motivate the role of assessment of and for mathematics learni 	-
 apply different teaching strategies to plan and present mathematics lesson 	s for senior phase students;
 illustrate an appreciation for the value of mathematics in real life. 	
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 systematic knowledge of the structure and co 	intent of the school Mathematics
· · · ·	
curriculum with regard to the Intermediate Phase Learning Outcome 1(Nur	
understand and apply learning theories and aspects thereof that are releva	
Mathematics in the planning and compilation of a lesson plan for a specific	grade (4-6) of this school phase (Part
1);	
use suitable technology, with evidence of theoretical grounding, to plan an	d present Mathematics lessons for
the Intermediate Phase; and	
through communication and action, demonstrate an appreciation of the va	lue of Mathematics in the world of
work.	
Module Code: MATD321	
	NOF-Level:
Title: MATHEMATICS METHODOLOGY/ FET PHASE	NQF-Level:

	demonstrate a well-rounded and sy	ystematic knowledge of the structure ar	nd 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 underpinning	ng;	
•	demonstrate an appreciation for th	e value of mathematics in real life throu	ugh communication and behaviour.
Mo	dule Code: MATD413		NQF-Level:
	E: MATHEMEMATICS METHODOLOG		
		this module the student should be able	
•		atic knowledge of the structure and cont	
	-	mediate Phase learning outcome 3 (Spa	
		on plans and reflection on presentation	
•		abulary in Mathematics that is required	by the NCS for learning outcomes 3
	and 4 and use it correctly and with		
•		nd improve lesson plans regarding learn	
		s in other learning areas; suitable use of nediate Phase while proving theoretical	
		ie value of mathematics in the world of	
•	action	le value of mathematics in the world of	work through communication and
Mo	dule Code: MATD411		NQF-Level:
	: MATHEMEMATICS METHODOLOGY	(: FET	
		this module students should be able to:	
•		systematic knowledge of the structure	
	Literacy Curriculum;		
•	demonstrate the abilities to plan an	nd compile a portfolio for Mathematical	Literacy, including a work schedule
	for a specific grade, lesson plans, a	nd self-developed learning materials;	
•	apply knowledge of mathematical I	iteracy to plan and present mathematic	al literacy lessons;
•	demonstrate an appreciation for th	e value of mathematics in real life throu	ugh communication and behaviour in
	the class situation		
	dule Code: MATD421		
			NQF-Level:
Title	: MATHEMATICS METHODOLOGY: SI		
Title Mo	e: MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of	this module the students should be able	e to:
Title	e: MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and	this module the students should be able systematic knowledge of the structure	e to:
Title Mo •	: MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable	this module the students should be able systematic knowledge of the structure to this school phase(s);	e to: and content of the school
Title Mo	: MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te	this module the students should be able systematic knowledge of the structure	e to: and content of the school
Title Mo •	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons;	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato	e to: and content of the school rs, computer programmes) and plan
Title Mo •	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th	this module the students should be able systematic knowledge of the structure to this school phase(s);	e to: and content of the school rs, computer programmes) and plan
Title Mo •	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation.	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato	e to: and content of the school rs, computer programmes) and plan work in communication and
Title Mo • • Mo	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato he value of mathematics in the world of	e to: and content of the school rs, computer programmes) and plan
Title Mo • • Mo Title	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 MATHEMATICS FOR EDUCATION: F	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato e value of mathematics in the world of UNCTIONS	e to: and content of the school rs, computer programmes) and plan work in communication and
Title Mo • • Mo Title	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completiion th	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato ne value of mathematics in the world of CUNCTIONS the module students should be able to:	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level:
Title Mo • • Mo Title Mo	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 : MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completiion th demonstrate basic knowledge, und	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato e value of mathematics in the world of UNCTIONS	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: he following functions: linear
Title Mo • • Mo Title Mo	MATHEMATICS METHODOLOGY: Si dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 a: MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completiion th demonstrate basic knowledge, und functions, quadratic functions, poly	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato he value of mathematics in the world of UNCTIONS he module students should be able to: lerstanding and insight with respect to t	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: he following functions: linear ons, rational functions, trigonometric
Title Mo • • Mo Title Mo	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 E: MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completion th demonstrate basic knowledge, und functions, quadratic functions, poly functions, exponential functions, lo	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato he value of mathematics in the world of UNCTIONS he module students should be able to: lerstanding and insight with respect to t romial functions, absolute value function	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: he following functions: linear ons, rational functions, trigonometric tions;
Title Mo • • Title Mo •	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 E: MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completion th demonstrate basic knowledge, und functions, quadratic functions, poly functions, exponential functions, lo	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato he value of mathematics in the world of UNCTIONS he module students should be able to: lerstanding and insight with respect to t momial functions, absolute value function garithmic functions and hyperbolic func- orld situations and related problems usi	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: he following functions: linear ons, rational functions, trigonometric tions;
Title Mo • • Title Mo •	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completion th demonstrate basic knowledge, und functions, quadratic functions, poly functions, exponential functions, lo demonstrate skills to model real-w pen and paper methods and by app	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato he value of mathematics in the world of UNCTIONS he module students should be able to: lerstanding and insight with respect to t momial functions, absolute value function garithmic functions and hyperbolic func- orld situations and related problems usi	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: the following functions: linear ons, rational functions, trigonometric tions; ng the mentioned functions both by
Title Mo • • Title Mo •	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completiion th demonstrate basic knowledge, und functions, quadratic functions, lo demonstrate skills to model real-w pen and paper methods and by app be competent to interpret solution	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato e value of mathematics in the world of UNCTIONS the module students should be able to: lerstanding and insight with respect to t roomial functions, absolute value functio garithmic functions and hyperbolic func orld situations and related problems usi plying suitable computer software;	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: the following functions: linear ons, rational functions, trigonometric tions; ng the mentioned functions both by cesses. Students should be able to
Title Mo • • Title Mo •	MATHEMATICS METHODOLOGY: Si dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completiion th demonstrate basic knowledge, und functions, quadratic functions, poly functions, exponential functions, poly functions, exponential functions, poly functions and paper methods and by app be competent to interpret solution execute basic operations with the f the functions;	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato the value of mathematics in the world of CUNCTIONS the module students should be able to: lerstanding and insight with respect to t momial functions, absolute value function orld situations and hyperbolic funct orld situations and related problems usi olying suitable computer software; s produced by the abovementioned pro functions, apply compound functions an	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: the following functions: linear ons, rational functions, trigonometric tions; ng the mentioned functions both by cesses. Students should be able to d if possible, determine the inverse of
Title Mo • • • • • • • • • • • •	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completion th functions, quadratic functions, poly functions, exponential functions, lo demonstrate skills to model real-w pen and paper methods and by app be competent to interpret solution execute basic operations with the f the functions; use functions to model real-life situ	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato we value of mathematics in the world of <u>UNCTIONS</u> we module students should be able to: ierstanding and insight with respect to t imomial functions, absolute value functio garithmic functions and hyperbolic func orld situations and related problems usi olying suitable computer software; s produced by the abovementioned pro	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: the following functions: linear ons, rational functions, trigonometric tions; ng the mentioned functions both by cesses. Students should be able to d if possible, determine the inverse of the mathematical solutions are valid.
Title Mo • • • • • • • • • • • • • • • • • •	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of tue and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completion th demonstrate basic knowledge, und functions, quadratic functions, poly functions, exponential functions, lo demonstrate skills to model real-w pen and paper methods and by app be competent to interpret solution execute basic operations with the f the functions; use functions to model real-life situ dule Code: MATE121	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato he value of mathematics in the world of <u>UNCTIONS</u> he module students should be able to: lerstanding and insight with respect to t romaial functions, absolute value function orld situations and related problems usi olying suitable computer software; s produced by the abovementioned pro functions, apply compound functions an lations and problems evaluate whether	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: the following functions: linear ons, rational functions, trigonometric tions; ng the mentioned functions both by cesses. Students should be able to d if possible, determine the inverse of
Title Mo • • • • • • • • • • • • • • • • • •	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completion th demonstrate basic knowledge, und functions, quadratic functions, poly functions, exponential functions, lo demonstrate skills to model real-w pen and paper methods and by app be competent to interpret solution execute basic operations with the f the functions; use functions to model real-life sitt dule Code: MATE121 mATHEMATICS FOR EDUCATION: E	this module the students should be able systematic knowledge of the structure to this school phase(s); cchnology (calculators, graphic calculato ne value of mathematics in the world of <u>UNCTIONS</u> ne module students should be able to: lerstanding and insight with respect to t roomial functions, absolute value functio rold situations and related problems usi olying suitable computer software; s produced by the abovementioned pro functions, apply compound functions an lations and problems evaluate whether LEMENTARY STATISTICS	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: the following functions: linear ons, rational functions, trigonometric tions; ng the mentioned functions both by cesses. Students should be able to d if possible, determine the inverse of the mathematical solutions are valid.
Title Mo • • • • • • • • • • • • • • • • • •	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completion th demonstrate basic knowledge, und functions, quadratic functions, poly functions, exponential functions, lo demonstrate skills to model real-w pen and paper methods and by app be competent to interpret solution execute basic operations with the f the functions; use functions to model real-life sitt dule Code: MATE121 MATHEMATICS FOR EDUCATION: E MATHEMATICS FOR	this module the students should be able systematic knowledge of the structure to this school phase(s); schnology (calculators, graphic calculato e value of mathematics in the world of <u>UNCTIONS</u> the module students should be able to: lerstanding and insight with respect to t roomial functions, absolute value functio garithmic functions and hyperbolic func orld situations and related problems usi plying suitable computer software; s produced by the abovementioned pro functions, apply compound functions an uations and problems evaluate whether <u>LEMENTARY STATISTICS</u> this module students should:	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: the following functions: linear ons, rational functions, trigonometric tions; ing the mentioned functions both by cesses. Students should be able to d if possible, determine the inverse of the mathematical solutions are valid. NQF-Level:
Title Mo • • • • • • • • • • • • • • • • • •	MATHEMATICS METHODOLOGY: Si dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completion th demonstrate basic knowledge, und functions, quadratic functions, poly functions, exponential functions, lo demonstrate skills to model real-w pen and paper methods and by app be competent to interpret solution execute basic operations with the f the functions; use functions to model real-life situ dule Code: MATE121 MATHEMATICS FOR EDUCATION: E dule Code: MATE121 MATHEMATICS FOR EDUCATION: E dule Code: MATE121 MATHEMATICS FOR EDUCATION: E dule Outcomes: Upon completion of demonstrate basic knowledge and	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato we value of mathematics in the world of UNCTIONS we module students should be able to: ierstanding and insight with respect to t romail functions, absolute value functiin garithmic functions and hyperbolic func orld situations and related problems usi olying suitable computer software; s produced by the abovementioned pro functions, apply compound functions an lations and problems evaluate whether ILEMENTARY STATISTICS this module students should: insight with respect to elementary statis	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: the following functions: linear ons, rational functions, trigonometric tions; ng the mentioned functions both by cesses. Students should be able to d if possible, determine the inverse of the mathematical solutions are valid. NQF-Level:
Title Mo • • • • • • • • • • • • • • • • • •	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 E: MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completiion th demonstrate basic knowledge, und functions, quadratic functions, poly functions, exponential functions, lo demonstrate skills to model real-w pen and paper methods and by app be competent to interpret solution execute basic operations with the f the functions; use functions to model real-life situ dule Outcomes: Upon completion of dule Outcomes: Upon completion of dule Code: MATE121 e: MATHEMATICS FOR EDUCATION: E dule Outcomes: Upon completion of demonstrate basic knowledge and demonstrate the ability to determi	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato the value of mathematics in the world of <u>UNCTIONS</u> the module students should be able to: terstanding and insight with respect to t momial functions, absolute value functiin garithmic functions and hyperbolic func orld situations and related problems usi blying suitable computer software; s produced by the abovementioned pro functions, apply compound functions an tations and problems evaluate whether <u>LEMENTARY STATISTICS</u> this module students should: insight with respect to elementary statis ne the probability of an event using an a	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: the following functions: linear ons, rational functions, trigonometric tions; ng the mentioned functions both by cesses. Students should be able to d if possible, determine the inverse of the mathematical solutions are valid. NQF-Level:
Title Mo • • • • • • • • • • • • • • • • • •	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 E: MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completiion th demonstrate basic knowledge, und functions, quadratic functions, lo demonstrate skills to model real- we pen and paper methods and by app be competent to interpret solution execute basic operations with the f the functions; use functions to model real-life situ dule Code: MATE121 E: MATHEMATICS FOR EDUCATION: E dule Outcomes: Upon completion of demonstrate basic knowledge and demonstrate the ability to determin ability to gather, organise and repre-	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato the value of mathematics in the world of <u>UNCTIONS</u> the module students should be able to: lerstanding and insight with respect to t momial functions, absolute value functio orld situations and related problems usi olying suitable computer software; s produced by the abovementioned pro functions, apply compound functions an atations and problems evaluate whether <u>ELEMENTARY STATISTICS</u> this module students should: insight with respect to elementary stati- ne the probability of an event using an a esent data;	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: the following functions: linear ons, rational functions, trigonometric tions; ng the mentioned functions both by cesses. Students should be able to d if possible, determine the inverse of the mathematical solutions are valid. NQF-Level: stics and probability; ppropriate definition, as well as the
Title Mo • • • • • • • • • • • • • • • • • •	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 E: MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completion th functions, quadratic functions, poly functions, exponential functions, lo demonstrate skills to model real-w pen and paper methods and by app be competent to interpret solution execute basic operations with the f the functions; use functions to model real-life situ dule Outcomes: Upon completion th the functions; use functions to model real-life situ dule Code: MATE121 E: MATHEMATICS FOR EDUCATION: E dule Outcomes: Upon completion of the functions; use functions to model real-life situ dule Outcomes: Upon completion of demonstrate basic knowledge and demonstrate basic knowledge and demonstrate the ability to determin ability to gather, organise and repri apply the rules of probability and si	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato the value of mathematics in the world of <u>UNCTIONS</u> the module students should be able to: lerstanding and insight with respect to t momial functions, absolute value function orld situations and hyperbolic funct orld situations and related problems usi olying suitable computer software; s produced by the abovementioned pro functions, apply compound functions an atations and problems evaluate whether <u>cultions</u> and problems and i insight with respect to elementary statistics to solve real life problems and i	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: the following functions: linear ons, rational functions: linear ons, rational functions, trigonometric tions; ing the mentioned functions both by cesses. Students should be able to d if possible, determine the inverse of the mathematical solutions are valid. NQF-Level: stics and probability; ippropriate definition, as well as the interpret data in order to draw
Title Mo • • • • • • • • • • • • • • • • • •	MATHEMATICS METHODOLOGY: SI dule Outcomes: Upon completion of demonstrate a comprehensive and mathematics curriculum applicable demonstrate the effective use of te and present mathematics lessons; demonstrate an appreciation for th behaviour in the class situation. dule Code: MATE111 MATHEMATICS FOR EDUCATION: F dule Outcomes: Upon completion th demonstrate basic knowledge, und functions, quadratic functions, poly functions, exponential functions, poly functions, exponential functions, lo demonstrate skills to model real-w pen and paper methods and by app be competent to interpret solution execute basic operations with the f the functions; use functions to model real-life sitt dule Outcomes: Upon completion of demonstrate the ability to determi ability to gather, organise and repri apply the rules of probability and si conclusions with respect to the ress	this module the students should be able systematic knowledge of the structure to this school phase(s); echnology (calculators, graphic calculato the value of mathematics in the world of <u>UNCTIONS</u> the module students should be able to: lerstanding and insight with respect to t momial functions, absolute value functio orld situations and related problems usi olying suitable computer software; s produced by the abovementioned pro functions, apply compound functions an atations and problems evaluate whether <u>ELEMENTARY STATISTICS</u> this module students should: insight with respect to elementary stati- ne the probability of an event using an a esent data;	e to: and content of the school rs, computer programmes) and plan work in communication and NQF-Level: he following functions: linear ons, rational functions; linear ons, rational functions, trigonometric tions; ing the mentioned functions both by cesses. Students should be able to d if possible, determine the inverse of the mathematical solutions are valid. NQF-Level: stics and probability; appropriate definition, as well as the interpret data in order to draw cisions using suitable computer

	probability at school-level;		
•	evaluate the validity of mathematical solutions within the context of real world situations and to judge the value		
	of the topics in this module with regard to how they fit into the broader framework of mathematics.		
Mod	dule Code: MATE211		NQF-Level:
Title	: MATHEMATICS FOR EDUCATION: S	PHERICAL AND EUCLIDEAN GEOMETRY	
Mod	dule Outcomes: After completing the	module students should:	
•	demonstrate solid knowledge, unde	erstanding and insight with respect to Eu	clidean and spherical geometry by
	studying geometry on the plane and	d on the sphere;	
•	demonstrate solid knowledge, unde	erstanding and insight with respect to de	efining and describing conic sections
	conceptually and algebraically;		
٠	demonstrate skills to compare the s	spherical proofs and results of theorems	and axioms with those of Euclidean
	geometry; comparing relationships	between trigonometry and geometry or	n the sphere;
•	demonstrate skills using suitable co	mputer software to facilitate the model	ling of real-word problems;
•		ationship between spherical geometry a	-
٠	be competent in applying the theor	y of conic sections in order to solve real-	-world problems;
٠	evaluate the validity of mathematic	al solutions to real life problems.	
Mod	dule Code: MATE221		NQF-Level:
Title	: MATHEMATICS FOR EDUCATION: If	NTRODUCTORY ALGEBRA	
Mod	dule Outcomes: After completing this	s module the student should:	
•		erstanding and insight with respect to nu	
		omial functions, partial fractions and sec	
•		culations with the respective number sys	
		ons, resolving rational polynomial quotie	,
	•	escribe the behaviour of sequences and	-
•		es of the respective number systems, pr	
		ons using polynomials, use applicable co	
		and series and to model real word situat of mathematical solutions within the cor	•
•		module with regard to how they fit into	
	mathematics.	module with regard to now they in into	
	mathematics.		
Mor	dule Code: MATE311		NOF-Level:
	dule Code: MATE311 : MATHEMATICS FOR EDUCATION: C	ALCULUS	NQF-Level:
Title	: MATHEMATICS FOR EDUCATION: C		NQF-Level:
Title	. MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this	module the student should:	
Title	e: MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge,	module the student should: understanding and insight with respect	to limits and continuity, the
Title	: MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mea	module the student should:	to limits and continuity, the the properties of the definite
Title	: MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mea integral, Riemann-sums and the Fun	module the student should: understanding and insight with respect anings of the integral, the midpoint rule,	to limits and continuity, the , the properties of the definite ntegral Calculus;
Title	: MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mea integral, Riemann-sums and the Fun demonstrate skill in the calculation	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation
Title	: MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mea integral, Riemann-sums and the Fun demonstrate skill in the calculation	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation
Title	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mei integral, Riemann-sums and the Fui demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation I-sum and a large variety of indefinite iour of functions within real life
Title Moo •	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mea- integral, Riemann-sums and the Fuu demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems wher	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi re rates of change, area, total change and	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation I-sum and a large variety of indefinite iour of functions within real life d volume are involved;
Title Moo •	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mea- integral, Riemann-sums and the Fuu demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems wher be capable to evaluate the meaning	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation I-sum and a large variety of indefinite iour of functions within real life d volume are involved;
Title Moo • •	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mea- integral, Riemann-sums and the Fuu demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems wher be capable to evaluate the meaning situations.	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi re rates of change, area, total change and	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation h-sum and a large variety of indefinite iour of functions within real life d volume are involved; within the context of real life
Title Moo • •	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mea- integral, Riemann-sums and the Fuu demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems wher be capable to evaluate the meaning situations.	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi re rates of change, area, total change and and validity of his analysis or solutions	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation I-sum and a large variety of indefinite iour of functions within real life d volume are involved;
Title Moo • • • Title	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mei- integral, Riemann-sums and the Fui demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems wher be capable to evaluate the meaning situations. dule Code: MATE321 e: MATHEMATICS FOR EDUCATION: L	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi re rates of change, area, total change an g and validity of his analysis or solutions NEAR ALGEBRA	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation h-sum and a large variety of indefinite iour of functions within real life d volume are involved; within the context of real life
Title Moo • • • Title	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mei- integral, Riemann-sums and the Fui demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems wher be capable to evaluate the meaning situations. dule Code: MATE321 MATHEMATICS FOR EDUCATION: L dule Outcomes: After completing this	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi re rates of change, area, total change an g and validity of his analysis or solutions NEAR ALGEBRA s module the student should:	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation -sum and a large variety of indefinite iour of functions within real life d volume are involved; within the context of real life NQF-Level:
Title Moo • • • Title	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mei- integral, Riemann-sums and the Fui demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems wher be capable to evaluate the meaning situations. dule Code: MATE321 :: MATHEMATICS FOR EDUCATION: L dule Outcomes: After completing this demonstrate advanced knowledge,	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, idamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi re rates of change, area, total change and g and validity of his analysis or solutions INEAR ALGEBRA is module the student should: understanding and insight with respect	to limits and continuity, the , the properties of the definite integral Calculus; e derivation of certain differentiation -sum and a large variety of indefinite iour of functions within real life d volume are involved; within the context of real life NQF-Level: to the solution of geometrical
Title Moo • • • Title	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mei- integral, Riemann-sums and the Fuu demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems when be capable to evaluate the meaning situations. dule Code: MATE321 a: MATHEMATICS FOR EDUCATION: L dule Outcomes: After completing this demonstrate advanced knowledge, problems using geometrical vectors	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi re rates of change, area, total change and and validity of his analysis or solutions INEAR ALGEBRA is module the student should: understanding and insight with respect is, vector operations, the linear depender	to limits and continuity, the , the properties of the definite integral Calculus; e derivation of certain differentiation i-sum and a large variety of indefinite iour of functions within real life d volume are involved; within the context of real life NQF-Level: to the solution of geometrical ncy of vectors inside a three-
Title Moo • • • Title	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mea- integral, Riemann-sums and the Fuu demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems wher be capable to evaluate the meaning situations. dule Code: MATE321 e: MATHEMATICS FOR EDUCATION: L dule Outcomes: After completing this demonstrate advanced knowledge, problems using geometrical vectors dimensional space, bases for system	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi re rates of change, area, total change and and validity of his analysis or solutions INEAR ALGEBRA s module the student should: understanding and insight with respect t, vector operations, the linear depender ns of vectors, solving systems of linear e	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation I-sum and a large variety of indefinite iour of functions within real life d volume are involved; within the context of real life NQF-Level: to the solution of geometrical ncy of vectors inside a three- quations within real life contexts,
Title Moo • • • Title	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mei- integral, Riemann-sums and the Fui demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems where be capable to evaluate the meaning situations. dule Code: MATE321 MATHEMATICS FOR EDUCATION: L dule Outcomes: After completing this demonstrate advanced knowledge, problems using geometrical vectors dimensional space, bases for syster non-linear equations and non-linea	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi- re rates of change, area, total change and g and validity of his analysis or solutions INEAR ALGEBRA is module the student should: understanding and insight with respect is, vector operations, the linear depender ns of vectors, solving systems of linear e r inequalities, algebraic operations with	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation I-sum and a large variety of indefinite iour of functions within real life d volume are involved; within the context of real life NQF-Level: to the solution of geometrical ncy of vectors inside a three- quations within real life contexts,
Title Moo • • • Title	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mei- integral, Riemann-sums and the Fui demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems when be capable to evaluate the meaning situations. dule Code: MATE321 MATHEMATICS FOR EDUCATION: L dule Outcomes: After completing this demonstrate advanced knowledge, problems using geometrical vectors dimensional space, bases for syster non-linear equations and non-linear matters within the context of real li	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi- re rates of change, area, total change and g and validity of his analysis or solutions INEAR ALGEBRA is module the student should: understanding and insight with respect is, vector operations, the linear depender ns of vectors, solving systems of linear e r inequalities, algebraic operations with fe situations;	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation a-sum and a large variety of indefinite iour of functions within real life d volume are involved; within the context of real life NQF-Level: to the solution of geometrical ncy of vectors inside a three- quations within real life contexts, matrices and the application of these
Title Moo • • • Title	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mei- integral, Riemann-sums and the Fui demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems where be capable to evaluate the meaning situations. dule Code: MATE321 MATHEMATICS FOR EDUCATION: L dule Outcomes: After completing this demonstrate advanced knowledge, problems using geometrical vectors dimensional space, bases for syster non-linear equations and non-linea matters within the context of real li demonstrate skill in the use of appl	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi- re rates of change, area, total change and g and validity of his analysis or solutions INEAR ALGEBRA is module the student should: understanding and insight with respect is, vector operations, the linear depender ns of vectors, solving systems of linear e r inequalities, algebraic operations with	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation a-sum and a large variety of indefinite iour of functions within real life d volume are involved; within the context of real life NQF-Level: to the solution of geometrical ncy of vectors inside a three- quations within real life contexts, matrices and the application of these
Title Moo • • • Title	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mei- integral, Riemann-sums and the Fui demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems wher be capable to evaluate the meaning situations. dule Code: MATE321 2: MATHEMATICS FOR EDUCATION: L dule Outcomes: After completing this demonstrate advanced knowledge, problems using geometrical vectors dimensional space, bases for syster non-linear equations and non-linea matters within the context of real li demonstrate skill in the use of appl programs graphically;	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi re rates of change, area, total change and g and validity of his analysis or solutions INEAR ALGEBRA module the student should: understanding and insight with respect t, vector operations, the linear depender ns of vectors, solving systems of linear e r inequalities, algebraic operations with fe situations; icable computer software to perform ma	to limits and continuity, the , the properties of the definite integral Calculus; e derivation of certain differentiation -sum and a large variety of indefinite iour of functions within real life d volume are involved; within the context of real life NQF-Level: to the solution of geometrical ncy of vectors inside a three- quations within real life contexts, matrices and the application of these atrix operations and solve linear
Title Moo • • • Title	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mea- integral, Riemann-sums and the Fuu demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems when be capable to evaluate the meaning situations. dule Code: MATE321 a: MATHEMATICS FOR EDUCATION: L dule Outcomes: After completing this demonstrate advanced knowledge, problems using geometrical vectors dimensional space, bases for syster non-linear equations and non-linea matters within the context of real li demonstrate skill in the use of appl programs graphically; be competent to solve real life prot	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and 1 of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi re rates of change, area, total change and and validity of his analysis or solutions (NEAR ALGEBRA is module the student should: understanding and insight with respect is, vector operations, the linear depender ns of vectors, solving systems of linear e r inequalities, algebraic operations with fe situations; icable computer software to perform ma oblems using vectors, matrices and linear	to limits and continuity, the , the properties of the definite integral Calculus; e derivation of certain differentiation i-sum and a large variety of indefinite iour of functions within real life d volume are involved; within the context of real life NQF-Level: to the solution of geometrical ncy of vectors inside a three- quations within real life contexts, matrices and the application of these atrix operations and solve linear programming;
Title Mod • • • • Title Mod • • • •	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mea- integral, Riemann-sums and the Fuu demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems when be capable to evaluate the meaning situations. dule Code: MATE321 a: MATHEMATICS FOR EDUCATION: L dule Outcomes: After completing this demonstrate advanced knowledge, problems using geometrical vectors dimensional space, bases for syster non-linear equations and non-linea matters within the context of real li demonstrate skill in the use of appl programs graphically; be competent to solve real life prot be capable to evaluate the validity	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi re rates of change, area, total change and g and validity of his analysis or solutions INEAR ALGEBRA module the student should: understanding and insight with respect t, vector operations, the linear depender ns of vectors, solving systems of linear e r inequalities, algebraic operations with fe situations; icable computer software to perform ma	to limits and continuity, the , the properties of the definite integral Calculus; e derivation of certain differentiation i-sum and a large variety of indefinite iour of functions within real life d volume are involved; within the context of real life NQF-Level: to the solution of geometrical ncy of vectors inside a three- quations within real life contexts, matrices and the application of these atrix operations and solve linear programming; ntext of real life situations.
Title Moo • • • • • • • • • • • • • • • • • •	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mei- integral, Riemann-sums and the Fui demonstrate skill in the calculation rules, the calculation of a large varia- and definite integrals; be competent to apply differentiati situations and solve problems where be capable to evaluate the meaning situations. dule Code: MATE321 MATHEMATICS FOR EDUCATION: L dule Outcomes: After completing this demonstrate advanced knowledge, problems using geometrical vectors dimensional space, bases for syster non-linear equations and non-linear matters within the context of real li demonstrate skill in the use of appl programs graphically; be competent to solve real life prot be capable to evaluate the validity dule Code: MATF221	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi re rates of change, area, total change and g and validity of his analysis or solutions INEAR ALGEBRA s module the student should: understanding and insight with respect s, vector operations, the linear depender ns of vectors, solving systems of linear e r inequalities, algebraic operations with fe situations; icable computer software to perform ma oblems using vectors, matrices and linear of mathematical solutions within the cor	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation h-sum and a large variety of indefinite iour of functions within real life d volume are involved; within the context of real life NQF-Level: to the solution of geometrical ney of vectors inside a three- quations within real life contexts, matrices and the application of these atrix operations and solve linear programming; ntext of real life situations. NQF-Level:
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Title Moo · · · · · · · · · · · · · · · · · ·	MATHEMATICS FOR EDUCATION: C dule Outcomes: After completing this demonstrate advanced knowledge, meanings of the derivative, the mei- integral, Riemann-sums and the Fui demonstrate skill in the calculation rules, the calculation of a large vari- and definite integrals; be competent to apply differentiati situations and solve problems where be capable to evaluate the meaning situations. dule Code: MATE321 e: MATHEMATICS FOR EDUCATION: L dule Outcomes: After completing this demonstrate advanced knowledge, problems using geometrical vectors dimensional space, bases for syster non-linear equations and non-linea matters within the context of real li demonstrate skill in the use of appl programs graphically; be competent to solve real life prot be capable to evaluate the validity dule Code: MATE221 2: MATHEMATICS IN PRACTICE: NUMI dule Outcomes: Upon completion of	module the student should: understanding and insight with respect anings of the integral, the midpoint rule, ndamental Theorem of Differential and I of the derivative from the definition, the ety of derivatives, the limit of a Riemann on and integration to analyse the behavi re rates of change, area, total change and g and validity of his analysis or solutions INEAR ALGEBRA s module the student should: understanding and insight with respect s, vector operations, the linear depender ns of vectors, solving systems of linear e r inequalities, algebraic operations with fe situations; icable computer software to perform ma oblems using vectors, matrices and linear of mathematical solutions within the cor	to limits and continuity, the , the properties of the definite ntegral Calculus; e derivation of certain differentiation -sum and a large variety of indefinite iour of functions within real life d volume are involved; within the context of real life NQF-Level: to the solution of geometrical ncy of vectors inside a three- quations within real life contexts, matrices and the application of these atrix operations and solve linear programming; ntext of real life situations. NQF-Level: ING

•	Identify number patterns in a variety of contexts, and be able to make generalisations and also be able to
	gather, organise, represent data
	Demonstrate the chility to apply this knowledge to calve real life problems in a variety of contavts, and apply

•	Demonstrate the ability to apply this knowledge to solve real-life problems in a variety of contexts, and analyse
	data from a variety of contexts and use elementary statistics to communicate, critically interpret and draw
	conclusions from these findings, and make forecasts based on probability

•	emonstrate positive attitudes towards the teaching and learning of mathematic	tics

odule Code: MATF311	NQF-Level:

Title: MATHEMATICS IN PRACTICE: GEOMETRY IN ACTION

Module 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
- demonstrate skills in the calculation of area of two-dimensional figures and surface area and volume of threedimensional solids solution of real-life problems,
- solve real-life problems by implementing these skills, including the use of dynamic computer software (e.g. The Geometer's Sketchpad[®])
- evaluate the validity of mathematical solutions within the context of real-life situations

Module code: MFPC111

M

Title: MATHEMATICS FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT: LEARNING AND TEACHING THEORIES AND STRATEGIES IN PRIMARY MATHEMATICS

NOF-level: 5

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

- a knowledge and informed understanding of :
- different forms of mathematical knowledge, as well as various views on effective primary Mathematics teaching and learning;
- the different theories within the field of basic mathematics relevant to ECED (Focusing on the Foundation Phase); and
- the development and construction of the meaning of problem-solving in primary Mathematics ;
- an ability to select, plan, implement and manage standard and non- standard procedures, rules, methods and skills within the field of mathematics, in order to promote problem-solving;
- an ability to distinguish, evaluate and solve routine or new Mathematical problems and to apply the solutions to support progress in the practice of higher order thinking abilities during mathematical problem-solving;
- the ability to communicate concepts, theories and views on effective mathematics teaching and learning, verbally
 and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of
 copyright and rules on plagiarism; and

an ability to monitor their own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes.

Module code: MFPC121		NQF-level: 6	
Title: MATHEMATICS FOR EARLY CHILD	HOOD EDUCATION AND DEVELOPMENT	NUMBER SENSE AND OPERATIONS	
Module Outcomes: Upon completion	of this module, the student should be ab	le to:	
 knowledge and informed underst 	anding of		
primary Mathematics , number co	oncept, classification, counting and the b	ase- ten numeration system;	
 the different theories, procedures 	s, methods and models of knowledge rele	evant to whole numbers in the field of	
primary Mathematics; and			
 the development and constructio 	n of the meaning of whole numbers and	l operations with whole numbers in	
primary Mathematics;			
ability to select, plan, implement	and manage standard and non-standard	procedures and methods within the	
field of Mathematics, in order to	promote real life problem-solving practic	ces;	
• the ability to anticipate, distinguis	sh, analise, interpret, assess, facilitate an	d remedy routine or new problem-	
solving practices of learners in pri	imary Mathematics in familiar contexts a	nd to apply the solutions to support	
progress in the practice of problem area identification;			
the ability to communicate conce	• the ability to communicate concepts, methods and models, verbally and in writing, via different technologies		
and media, in an accurate and col	herent manner, with understanding of co	opyright and rules on plagiarism; and	
monitor own learning progress, implem	nent relevant learning strategies in Math	ematics to improve learning, and	
manage resources effectively	to successfully realize task outcomes.		

Module Code: MATL112		NQF-Level:
Title: MATHEMATICS LITERACY: NUMBERS IN CONTEXT		
Module Outcomes: Upon completion of this module students should be able to:		
demonstrate a solid knowledge of numbers within the context of a Mathematical Literacy Curriculum;		

• identify relevant real-life contexts in which to embed the solid knowledge of numbers;

•	demonstrate problem solving abilities by applying a solid knowledge of numbers in the mathematisation of real-		
	life situations; appreciate the role that a solid knowledge of numbers plays as a tool to make sense of reality.		
•		edge of numbers plays as a tool to ma	,
	ule Code: MATL121		NQF-Level:
	MATHEMATICAL LITERACY: EXPLORIN		
	ule Outcomes: Upon completion of thi		
•	demonstrate a fundamental knowledg	ge of shape, space and measurement	within the context of a Mathematical
	Literacy Curriculum;		
•	identify relevant real-life contexts in v	which to embed the fundamental know	wledge of shape, space and
	measurement;		
•	demonstrate problem solving abilities		e of shape, space and measurement
	in the mathematisation of real-life site	uations;	
•	appreciate the role that a fundamenta	al knowledge of shape, space and mea	asurement play as a tool to make
	sense of reality.		
	ule Code: MATL212		NQF-Level:
	: MATHEMATICAL LITERACY: EXPLORIN		
Mod	ule Outcomes: Upon completion of thi	is module students should be able to:	
•	demonstrate a fundamental knowledge	ge of numbers and relationships within	n the context of a Mathematical
	Literacy Curriculum;		
•	identify relevant real-life contexts in v	which to embed the fundamental know	wledge of numbers and relationships;
•	demonstrate problem solving abilities	s by applying a fundamental knowledg	e of numbers and relationships in the
	mathematisation of real-life situations	s;	
•	appreciate the role that a fundamenta	al knowledge of numbers and relation	ships play as a tool to make sense of
	reality.		
Mod	ule Code: MATL221		NQF-Level:
Title	: MATHEMATICAL LITERACY: STATISTIC	CS IN CONTEXT	
Mod	ule Outcomes: Upon completion of thi	is module students should be able to:	
•	demonstrate a solid knowledge of sta	tistics and probability within the conte	ext of a Mathematical Literacy
	Curriculum;		
•	identify relevant real-life contexts in v	which to embed the solid knowledge o	of statistics and probability;
•	demonstrate problem solving abilities	s by applying a solid knowledge of stat	istics and probability in the
	mathematisation of real-life situation	s;	
•	appreciate the role that a solid knowle	edge of statistics and probability plays	as a tool to make sense of reality.
Mod	ule Code: MATL311		NQF-Level:
Title	: MATHEMATICS LITERACY: FUNCTIONS	S IN CONTEXT	
Mod	ule Outcomes: Upon completion of thi	is module students should be able to:	
•	demonstrate a well-rounded and system	ematic knowledge of functions within	the context of a Mathematical
	Literacy Curriculum;		
•	identify relevant real-life contexts in v	which to embed the well-rounded and	systematic knowledge of functions;
•	demonstrate problem solving abilities	by applying a well-rounded and syste	ematic knowledge of functions in the
	mathematisation of real-life situations	s;	
•	appreciate the role that a well-rounde	ed knowledge of functions plays as a t	ool to make sense of reality.
Mod	ule Code: MATL321		NQF-Level:
Title	: MATHEMATICAL LITERACY: GEOMETE	RY IN CONTEXT	
Mod	ule Outcomes: Upon completion of thi	is module students should be able to:	
•	demonstrate a well-rounded and syst	ematic knowledge of shape, space and	d measurement within the context of
	a Mathematical Literacy Curriculum;		
•	identify relevant real-life contexts in v	which to embed the well-rounded and	systematic knowledge of shape,
	space and measurement;		
•	demonstrate problem solving abilities	by applying a well-rounded and syste	ematic knowledge of shape, space
	and measurement in the mathematisa	ation of real-life situations;	
•	appreciate the role that a well-rounde	ed knowledge of shape, space and me	asurement plays as a tool to make
	sense of reality.	- • • •	
Mod	ule Code: MBLO421		NQF-Level:
	MANAGING BARRIERS TO LEARNING		
	ule Outcomes: On completion of the n	nodule the student should be able	
•	to prove that he/she possesses the ne		g the following: knowledge of South
	African policy documents regarding in		
•	the identification of barriers to learning	ng 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 approach;		
•	normal as well as deviating develo	pment of a child	
Mo	dule Code: MFPF111		NQF-Level:
Title	: MATHEMATICS: INTRODUCTION T	O FUNDAMENTAL MATHEMATICS	
Mo	dule Outcomes: On completion of th	is module, the student should:	
•	acquire a sound and systematic kn	owledge of the learning of Mathematics;	,
•	understand the necessity of the high	gher-order thoughts to understand Math	ns and solve problems (in context);
•	understand the necessity of the high	gher-order thoughts to understand Math	ns and understanding problem solving
	(in context) and the application the		
•		ension of numbers, classification, countin	ng and our base-ten number system,
	is;		
•		strategies, models and presentations of	
•		own knowledge of Maths with confidence	
		e solution, presentation and modelling c ture the right attitudes and values towar	
•	Mathematics.	ture the right attitudes and values towar	rus the study and learning of
Mo	dule Code: MFPF 121		NQF-Level:
-	e: NUMERACY		NQF-LEVEI.
	dule Outcomes: On completion of th	is module, the student should:	
•		it with respect to the construction of me	aning of whole numbers:
	• •	it with respect to the estimating and app	. .
	for whole numbers;		
•	build on the meaning of estimation	and the four main operations:	
•		ntext (real-life problems) with teaching/f	acilitation of problem solving;
•	interpret and assess methods/stra		
•		hematic knowledge of learning theories	to real-life problems through problem
	solving;		
•	accommodate all learners so that t	hey gain positive attitudes and values to	wards mathematics.
		78	
Мо	dule Code: MFPF 211		NQF-Level:
	dule Code: MFPF 211 e: NUMERACY METHODOLOGY		
Title			
Title	e: NUMERACY METHODOLOGY dule Outcomes: On completion of th		NQF-Level:
Title Mo	e: NUMERACY METHODOLOGY dule Outcomes: On completion of th	is module, the student should: sion of Mathematics as learning area in 1	NQF-Level:
Title Mo •	NUMERACY METHODOLOGY dule Outcomes: On completion of th demonstrate informed comprehen demonstrate the role of teaching-l	is module, the student should: sion of Mathematics as learning area in 1	NQF-Level: the Foundation Phase;
Title Mo •	NUMERACY METHODOLOGY dule Outcomes: On completion of th demonstrate informed comprehen demonstrate the role of teaching-l apply different teaching strategies analyse and facilitate the nature an	is module, the student should: sion of Mathematics as learning area in earning approaches; in the planning and presentation of mat nd solutions of real life problems;	NQF-Level: the Foundation Phase; hematical lessons; and
Title Mo • •	NUMERACY METHODOLOGY dule Outcomes: On completion of th demonstrate informed comprehen demonstrate the role of teaching-l apply different teaching strategies analyse and facilitate the nature an demonstrate the basic principles o	is module, the student should: sion of Mathematics as learning area in earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethica	NQF-Level: the Foundation Phase; hematical lessons; and
Title Mo • •	NUMERACY METHODOLOGY dule Outcomes: On completion of th demonstrate informed comprehen demonstrate the role of teaching-l apply different teaching strategies analyse and facilitate the nature an	is module, the student should: sion of Mathematics as learning area in earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethica	NQF-Level: the Foundation Phase; hematical lessons; and
Title Mo • •	NUMERACY METHODOLOGY dule Outcomes: On completion of th demonstrate informed comprehen demonstrate the role of teaching-l apply different teaching strategies analyse and facilitate the nature an demonstrate the basic principles o	is module, the student should: sion of Mathematics as learning area in earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethica	NQF-Level: the Foundation Phase; hematical lessons; and
Title Mo • •	NUMERACY METHODOLOGY dule Outcomes: On completion of th demonstrate informed comprehen demonstrate the role of teaching-I apply different teaching strategies analyse and facilitate the nature ai demonstrate the basic principles o communicate about it with learner	is module, the student should: sion of Mathematics as learning area in earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethica	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to
Title Mo • • •	E: NUMERACY METHODOLOGY dule Outcomes: On completion of th demonstrate informed comprehen demonstrate the role of teaching-I apply different teaching strategies analyse and facilitate the nature an demonstrate the basic principles o communicate about it with learner dule Code: MFPF 221	is module, the student should: sion of Mathematics as learning area in earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethica	NQF-Level: the Foundation Phase; hematical lessons; and
Title Mo • • • • • • • • • • • • • • • • • •	NUMERACY METHODOLOGY dule Outcomes: On completion of th demonstrate informed comprehen demonstrate the role of teaching-l apply different teaching strategies analyse and facilitate the nature ar demonstrate the basic principles o communicate about it with learner dule Code: MFPF 221 NUMERACY METHODOLOGY	is module, the student should: sion of Mathematics as learning area in r earning approaches; in the planning and presentation of mat nd solutions of real life problems; f numeracy in the classroom on an ethica is and the community.	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to
Title Mo • • • • • • • • • • • • • • • • • •		is module, the student should: sion of Mathematics as learning area in rearning approaches; in the planning and presentation of mat nd solutions of real life problems; f numeracy in the classroom on an ethica is and the community.	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level:
Title Mo • • • • • • • • • • • • • • • • • •	NUMERACY METHODOLOGY dule Outcomes: On completion of th demonstrate informed compreher demonstrate the role of teaching-l apply different teaching strategies analyse and facilitate the nature ar demonstrate the basic principles o communicate about it with learner dule Code: MFPF 221 E: NUMERACY METHODOLOGY dule Outcomes: On completion of th understand, explain and demonstra	is module, the student should: sion of Mathematics as learning area in earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethica is and the community. is module, the student should: ate with ease the nature of mathematics	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level:
Title Mo • • • • • • • • • • • • • • • • • •	NUMERACY METHODOLOGY dule Outcomes: On completion of th demonstrate informed compreher demonstrate the role of teaching-l apply different teaching strategies analyse and facilitate the nature ai demonstrate the basic principles o communicate about it with learner dule Code: MFPF 221 2: NUMERACY METHODOLOGY dule Outcomes: On completion of th understand, explain and demonstr demonstrate knowledge and insigh	is module, the student should: sion of Mathematics as learning area in rearning approaches; in the planning and presentation of mat nd solutions of real life problems; f numeracy in the classroom on an ethica is and the community.	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level:
Title Mo • • • • • • • • • • • • • • • • • •		is module, the student should: sion of Mathematics as learning area in i earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethica is and the community. is module, the student should: ate with ease the nature of mathematics it regarding the approach and applicatio	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level: s as subject specialist; n of the whole numbers and the four
Title Mo • • • • • • • • • • • • • • • • • •		is module, the student should: sion of Mathematics as learning area in earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethica is and the community. is module, the student should: ate with ease the nature of mathematics	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level: s as subject specialist; n of the whole numbers and the four
Title Mo • • • • • • • • • • • • • • • • • •		is module, the student should: sion of Mathematics as learning area in i earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethic: s and the community. is module, the student should: ate with ease the nature of mathematics it regarding the approach and applicatio ith ease the problem solution technique	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level: s as subject specialist; n of the whole numbers and the four
Title Mo • • • • • • • • • • • • • • • • • •		is module, the student should: sion of Mathematics as learning area in i earning approaches; in the planning and presentation of mat ad solutions of real life problems; f numeracy in the classroom on an ethic: s and the community. is module, the student should: ate with ease the nature of mathematics at regarding the approach and applicatio ith ease the problem solution technique nods and strategies ;	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level: s as subject specialist; n of the whole numbers and the four s of the four main calculations and
Title Mo • • • • • • • • • • • • • • • • • •		is module, the student should: sion of Mathematics as learning area in earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethica s and the community. is module, the student should: ate with ease the nature of mathematics it regarding the approach and applicatio ith ease the problem solution technique nods and strategies ; ional manner the basic principles of num	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level: s as subject specialist; n of the whole numbers and the four s of the four main calculations and
Title Mo • • • • • • • • • • •		is module, the student should: sion of Mathematics as learning area in earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethica s and the community. is module, the student should: ate with ease the nature of mathematics it regarding the approach and applicatio ith ease the problem solution technique nods and strategies ; ional manner the basic principles of num	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level: s as subject specialist; n of the whole numbers and the four is of the four main calculations and heracy that are required in the
Title Mo • • • • • • • • • • • • • • • • • •		is module, the student should: sion of Mathematics as learning area in earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethica s and the community. is module, the student should: ate with ease the nature of mathematics it regarding the approach and applicatio ith ease the problem solution technique nods and strategies ; ional manner the basic principles of num	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level: s as subject specialist; n of the whole numbers and the four s of the four main calculations and
Title Mo • • • • • • • • • • • • • • • • • •		is module, the student should: sion of Mathematics as learning area in i earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethica is module, the student should: ate with ease the nature of mathematics it regarding the approach and applicatio ith ease the problem solution technique mods and strategies ; ional manner the basic principles of num with learners and the community.	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level: s as subject specialist; n of the whole numbers and the four is of the four main calculations and heracy that are required in the
Title Mo • • • • • • • • • • • • • • • • • •		is module, the student should: sion of Mathematics as learning area in i earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethica is module, the student should: ate with ease the nature of mathematics it regarding the approach and applicatio ith ease the problem solution technique mods and strategies ; ional manner the basic principles of num with learners and the community. is module, the student should:	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level: s as subject specialist; n of the whole numbers and the four is of the four main calculations and heracy that are required in the NQF-Level:
Title Mo • • • • • • • • • • • • • • • • • •		is module, the student should: sion of Mathematics as learning area in i earning approaches; in the planning and presentation of mat ad solutions of real life problems; f numeracy in the classroom on an ethic: s and the community. is module, the student should: ate with ease the nature of mathematics it regarding the approach and applicatio ith ease the problem solution technique nods and strategies ; ional manner the basic principles of num with learners and the community. is module, the student should: at with respect to the meaningful extensi	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level: s as subject specialist; n of the whole numbers and the four s of the four main calculations and heracy that are required in the NQF-Level: ion of concepts regarding fractions
Title Mo • • • • • • • • • • • • • • • • • •		is module, the student should: sion of Mathematics as learning area in i earning approaches; in the planning and presentation of mat d solutions of real life problems; f numeracy in the classroom on an ethica is module, the student should: ate with ease the nature of mathematics it regarding the approach and applicatio ith ease the problem solution technique mods and strategies ; ional manner the basic principles of num with learners and the community. is module, the student should:	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level: s as subject specialist; n of the whole numbers and the four s of the four main calculations and heracy that are required in the NQF-Level: ion of concepts regarding fractions
Title Mo • • • • • • • • • • • • • • • • • •	NUMERACY METHODOLOGY dule Outcomes: On completion of th demonstrate informed comprehen demonstrate the role of teaching-l apply different teaching strategies analyse and facilitate the nature au demonstrate the basic principles o communicate about it with learner dule Code: MFPF 221 2: NUMERACY METHODOLOGY dule Outcomes: On completion of th understand, explain and demonstr demonstrate knowledge and insig! main calculations; develop the skill to demonstrate w estimation; interpret and assess learners' metI demonstrate on an ethical-profess classroom and to communicate it v dule Code: MFPF 311 2: NUMERACY dule Outcomes: On completion of th demonstrate knowledge and insig! (common and decimal), ratios and problems;	is module, the student should: sion of Mathematics as learning area in i earning approaches; in the planning and presentation of mat ad solutions of real life problems; f numeracy in the classroom on an ethic: s and the community. is module, the student should: ate with ease the nature of mathematics it regarding the approach and applicatio ith ease the problem solution technique nods and strategies ; ional manner the basic principles of num with learners and the community. is module, the student should: at with respect to the meaningful extensi	NQF-Level: the Foundation Phase; hematical lessons; and al responsible manner and to NQF-Level: s as subject specialist; n of the whole numbers and the four s of the four main calculations and heracy that are required in the NQF-Level: ion of concepts regarding fractions p techniques to solve real-life

•	 interpret and assess methods/strategies of learners; 		
•	apply with confidence his/her mathematic knowledge of learning theories to real-life problems through problem		
	solving; and		
•	 accommodate all learners so that they gain positive attitudes and values towards mathematics. 		
Mo	dule Code: MFPF 321		NQF-Level:
Title	e: NUMERACY		
Mo	dule Outcomes: On completion of th	is module, the student should:	
•	demonstrate knowledge and insig	ht with respect to measurement, space a	nd shape and learning theories (e.g.
	Van Hiele's levels of development	regarding geometry;	
•	predict problems of learners in co	ntext (real-life problems) with teaching/fa	acilitation of problem solving;
•	interpret and assess learners meth	nods/strategies and representations (mod	dels, pictures and diagrams);
•	apply learning theories with confid	lence in his/her knowledge of geometry t	to real-life problems through problem
	solving;		
•	accommodate all learners so that	they gain positive attitudes and values to	wards mathematics; and
•		plement appropriate computer software	
	mathematical concepts and skills.		
Мо	dule Code: MFPF 411		NQF-Level:
Title	e: NUMERACY METHODOLOGY		
Mo	dule Outcomes: On completion of th	is module, the student should:	
•	demonstrate knowledge and insig	ht regarding the methodology of fraction	s (ordinary and decimal);
•	interpret and assess learners' prob	plems regarding the application of strateg	ies with measurement, data-
	handling, graphs and probability d	uring lesson presentations;	
•	possess different skills to develop	and implement didactical knowledge in a	variety of learning strategies so that
	it can lead to effective communica	tion in the classroom;	
•	demonstrate own ideas and opinio	ons in well constructed arguments on an	ethical responsible manner.
Mo	dule Code: MFPF 421		NQF-Level:
	e: NUMERACY METHODOLOGY		
Мо	dule Outcomes: On completion of th	nis module, the student should:	
•	-	insight of measurement, space and learn	-
•		gies and presentations from different co	ntexts be able to apply own geometry
	knowledge in the practice;		
•		tions in knowledge and abilities regarding	
		that it is suitable for a variety of learners	
•	•	ns in well constructed arguments on an e	
	dule Code: MTEC 111		NQF-Level:6
-	e: MATHEMATICS FOR TECHNOLOGY		
IVIO	dule Outcomes: On completion of th		hars relationships among numbers
•	and properties of number systems	ng of numbers, ways of representing num	ibers, relationships among numbers
		nd insight with regard to fundamental alg	abraic operations
•	•	nd insight with regard to the following fu	
		ogarithmic functions and trigonometric fu	
		nd insight in order to solve elementary tr	
•		nd insight in order to solve two-dimensio	
	trigonometric relationships.		······································
Mo	dule Code: MTEC 121		NQF-Level: 6
Title	e: MATHEMATICS FOR TECHNOLOGY	,	•
Mo	dule Outcomes: On completion of th	nis module, the student should:	
•			rentiation.
•		and insight with regard to the calculation	
	and the power rule of differentiat	ion.	-
•	Basic knowledge with regard to the	ne properties and relationships of two-dir	mensional shapes and three-
	dimensional solids.		
•	Basic knowledge, understanding a	and insight in order to solve two- and three	ee- dimensional problems by
	constructing geometrical relation	ships.	
•	Basic knowledge, understanding a	and insight in order to solve two- and three	ee- dimensional problems by
	constructing trigonometric relation	onships.	
Mo	Module Code: NFPD421 NQF-Level:		
			NQF-Level:
	dule Code: NFPD421 e: NUMERACY METHODOLOGY dule Outcomes: Upon completion of		NQF-Level:

-			
•	 demonstrate a complete knowledge and understanding of how to increase cooperative learning in Numeracy for the Foundation Phase as well as to equip students with knowledge necessary to handle the impact of the environment of Numeracy by means of research; 		
•	possess the skill to identify and analyse problems and to develop strategies to help students with specific		
•	problems; apply knowledge and skills in an integrated manner so as to effectively apply research conducted in the area of		
	Numeracy in order for teaching to	occur; and	-
•		al values required for Numeracy in the o	•
	ule Code: NFPF221		NQF-Level:
		EPTS IN NUMBER AND NUMBER PATTER	NS
Mod	lule Outcomes: After completion of		
•	1 0	e and insight with respect to the constru	<u>.</u>
		ntation of fractions, building understand	• •
		le numbers, be able to predict the diffici	
•		olving, in context, in the foundation phas	e, being able to understand interpret
	and assess students' strategies;		
•	be able to implement/apply his/he solution of problems;	r knowledge of mathematics making use	of learning theories, facilitating the
•	accommodate all students so that t	hey gain positive attitudes and values to	wards mathematics;
•	demonstrate how and where to im	plement appropriate technology to deve	lop mathematical concepts and skills.
Mod	ule Code: MFPF 311		NQF-Level:
Title	: NUMERACY		
Mod	dule Outcomes: On completion of th	s module, the student should:	
•	demonstrate knowledge and insigh	t with respect to the meaningful extensi	on of concepts regarding fractions
	(common and decimal), ratios and	percentages to assist learners to develop	techniques to solve real-life
	problems;		
•		t with respect to data handling and prot	
•		text (real-life problems) with teaching/fa	acilitation of problem solving;
•	interpret and assess methods/strat	•	
•		ematic knowledge of learning theories t	o real-life problems through problem
	solving; and		
•		hey gain positive attitudes and values to	
	dule Code: MFPF321		NQF-Level:
		L CONCEPTS IN NUMBERS, NUMBER PAT	TERNS AND DATA HANDLING
IVIOC	lule Outcomes: On completion of th	t with respect to measurement, space a	ad chang and loarning theories (o.g.
	Van Hiele's levels of development)		iu snape and learning theories (e.g.
		text (real-life problems) with teaching/fa	cilitation of problem solving:
•		ods/strategies and representations (mod	
		ence in his/her knowledge of geometry t	
	solving;		
•		hey gain positive attitudes and values to	wards mathematics: and
•		plement appropriate computer software	
	mathematical concepts and skills.		<i>.</i>
Mod	lule Code: MTED211		NQF-Level:
Title	: MECHANICAL TECHNOLOGY METH	ODOLOGY	
Mod	lule outcomes: On completion of thi	s module the student should be able to:	
•	demonstrate a fundamental knowl	edge of the NCS policy of Mechanical Te	chnology in the FET Phase;
•	domonstrate the knowledge and cl	ills in problem-based teaching approach	1
•	uemonstrate the knowledge and se	and in problem based teaching approact	es; and
-	-	propriate technology lessons according to	
	-	ropriate technology lessons according to	
	demonstrate the ability to plan app	ropriate technology lessons according to	
Мос	demonstrate the ability to plan app Technology, with and without reso	oropriate technology lessons according to urces.	o the unique methodology of
Moc Title	demonstrate the ability to plan app Technology, with and without reso Jule Code: MTED311 :: MECHANICAL TECHNOLOGY METH	oropriate technology lessons according to urces.	o the unique methodology of NQF-Level:
Moc Title Moc	demonstrate the ability to plan app Technology, with and without reso Jule Code: MTED311 MECHANICAL TECHNOLOGY METH Jule Outcomes: On completion of th	ropriate technology lessons according to urces. DDDLOGY	b the unique methodology of NQF-Level: have fundamental knowledge and
Moc Title Moc	demonstrate the ability to plan app Technology, with and without reso Jule Code: MTED311 MECHANICAL TECHNOLOGY METH Jule Outcomes: On completion of th	ropriate technology lessons according to urces. DDDLOGY s module the student should be able to n and teaching skills to explain and demo	b the unique methodology of NQF-Level: have fundamental knowledge and
Moc Title Moc insig	demonstrate the ability to plan app Technology, with and without reso Jule Code: MTED311 MECHANICAL TECHNOLOGY METH Jule Outcomes: On completion of th that as well as relevant communicatio curriculum development of Mecha	ropriate technology lessons according to urces. DDDLOGY s module the student should be able to n and teaching skills to explain and demo	b the unique methodology of NQF-Level: have fundamental knowledge and postrate the following:
Moc Title Moc insig	demonstrate the ability to plan app Technology, with and without reso Jule Code: MTED311 MECHANICAL TECHNOLOGY METH Jule Outcomes: On completion of th that as well as relevant communicatio curriculum development of Mecha	ropriate technology lessons according to urces. DDDLOGY s module the student should be able to n and teaching skills to explain and dem nical Technology; le assessment and tasks for the presenti	b the unique methodology of NQF-Level: have fundamental knowledge and postrate the following:
Moc Title Moc insig •	demonstrate the ability to plan app Technology, with and without reso Jule Code: MTED311 :: MECHANICAL TECHNOLOGY METH Jule Outcomes: On completion of th that as well as relevant communicatio curriculum development of Mecha the use and application of applicab	ropriate technology lessons according to urces. DDDLOGY s module the student should be able to n and teaching skills to explain and dem nical Technology; le assessment and tasks for the presenti	b the unique methodology of NQF-Level: have fundamental knowledge and postrate the following:

Title: MECHANICAL TECHNOLOGY METHODOLOGY			
Module outcomes: On completion of this module the student should be able to have fundamental knowledge and			
insight as well as relevant communication and teaching skills to explain and demonstrate the following:			
-	recognition of the place, influence and role of Mechanical Technology		
	planning of theoretical and practical lessons in Mechanical technology		
 planning of theoretical and practical planning and doing of practical pro 			
	projects in Mechanical technology		
Module Code: NFPF411	NQF-Level:		
Title: NUMERACY: FUNDAMENTAL CON			
Module Outcomes: After completion of			
-	l insight with respect to measurement, space and shape and learning theories		
(e.g. Van Hiele's Levels of develop			
	ate geometry through investigation and problem solving, in context, in the		
	nderstand, interpret and assess students' strategies and representations		
(models, pictures, and diagrams);			
	er knowledge of geometry making use of learning theories, facilitating the		
solution of geometrical problems;			
	nts so that they gain positive attitudes and values towards geometry;		
	plement appropriate technology (<i>e.g.</i> , pocket calculator or computer		
programmes) to develop mathem			
Module Code: PACO411	NQF-Level:		
Title: INTRODUCTION TO THE PERFORM			
	able the student (student) to discover, appreciate and respect the heritage of		
	ividual-, group and cultural identity. The student (student) should be able to		
	ding selected cultural activities; comprising of a theoretical as well as a		
practical component.			
Module Code: PHSD321	NQF-Level:		
Title: PHYSICAL SCIENCES METHODOLO			
Module Outcomes: Upon completion o	f this module the students should:		
 demonstrate a well-rounded and s 	systematic knowledge of the following: the Physical Science teacher, policy		
documents applicable to the Phys	ical Sciences, mastering of Physical Sciences and the scientific method of		
investigation;			
 identify and solve problems within 	n the abovementioned themes and plan activities which support a		
comprehensive understanding of i	ideas, theories, principles and rules within these themes;		
 acquire problem solving skills cond 	cerning the planning and presentation of lessons and practical sessions within		
context of the above theoretical the	hemes by employing applicable technological resources; and		
 demonstrate an appreciation of the 	ne ethical-professional requirements for and responsibilities of the Physical		
Science teacher.			
Module Code: PHSD411	NQF-Level:		
Title: PHYSICAL SCIENCES METHODOLO	GY		
Module Outcomes: Upon completion o	f this module the students should:		
 Experiments at school level in the 	Physics and Chemistry components of Physical Sciences;		
 The theory (Physics and Chemistry 	y) associated with the experiments;		
 The contextualisation of the theor 	ry and experiments in a learning and teaching environment;		
The educational theory (construct	ivist) on which this approach to teaching and learning is based;		
Alternative views of learners in the	e physical sciences.		
Module Code: PHSE111	NQF-Level:		
Title: PHYSICAL SCIENCES	· · ·		
Module Outcomes: Upon completion o	f this module, the student should:		
 have a thorough knowledge of the 	e nature of chemistry and where it fits in with the other natural sciences;		
 analyse and separate matter; 			
 apply various calculations on chen 	nical data;		
 perform stoicheiometric calculation 			
 identify, analyse and synthesise ch 	ons in a variety of situations;		
 perform analyses by making use o 	nemical reactions;		
	nemical reactions;		
	nemical reactions; f stoicheiometry;		
plan, perform and communicate in	nemical reactions; if stoicheiometry; n the form of a report experiments with responsibility and the necessary		
 plan, perform and communicate in safety; deal with the topics in the module 	nemical reactions; if stoicheiometry; n the form of a report experiments with responsibility and the necessary		

Title	be critical about similar contents t		
Title	humans; and be critical about similar contents that are dealt with on school level and be able to facilitate contents that are		
Title	confused on school level.		
	dule Code: PHSE121		NQF-Level:
Mo	PHYSICAL SCIENCES: INTRODUCTO	RY MECHANICS AND OPTICS	
14101	dule Outcomes: Upon completion of	the module students should:	
•	the description of rectilinear motion	on and motion in a flat plane;	
•	the application of Newton's laws o	f motion in a variety of situations;	
•	the scientific handling of the conce	epts of work and energy;	
•	the reflection of light and image for	rmation by mirrors;	
•	the refraction and dispersion of lig	ht, as well as image formation by lenses;	
•		egarding the study themes contained in t	his study guide; and
•	the learning facilitation of Natural	Science.	
	dule Code: PHSE211		NQF-Level:
	PHYSICAL SCIENCES: ADVANCED N		
Mo	dule Outcomes: Upon completion of	the module students should:	
•	Outcome of knowledge		
	-	Newton's Universal Law of Gravity, rotat	ional motion, electro-statics and
	electro-dynamics;		
•	Outcome of skills		
		t problems that are related to gravity, rot	ational motion of objects, electro-
	statics and electro-dynamics;		
•	Outcome of abilities		
		in the context of the above content by n	neans of the using the correct
	technology in planning and execut	ion of lessons and practicals;	
•	Outcome of ethical behaviour	contribution of local knowledge systems	to the Dhusical Calences and an
	ethical responsible attitude toward	contribution of local knowledge systems	to the Physical Sciences and an
Ma	dule Code: PHSE221	is Physical Science content.	NQF-Level:
	e: PHYSICAL SCIENCES		NQF-Level.
	dule Outcomes: Upon completion of	the module students should:	
•		nd be able to present an atom visually by	means of electron configuration
	•	sing the different aspects of an atom.	
		periments in a responsibility and the nec	essarv safety rules
•	Apply the knowledge, insight and s		
		skills of the content and apply it in the de	sign and implementation of
	programmes.	skills of the content and apply it in the des	sign and implementation of
•	programmes.		
•	programmes. Demonstrate an ethical attitude to	wards all facets of nature and human bei of intermolecular forces and the way they	ngs.
•	programmes. Demonstrate an ethical attitude to	wards all facets of nature and human be	ngs.
•	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter.	wards all facets of nature and human be	ngs. are found in the different phases of
	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, o	wards all facets of nature and human be of intermolecular forces and the way they	ngs. are found in the different phases of s.
• • •	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, o Plan and execute experiments with by means of a report.	wards all facets of nature and human be of intermolecular forces and the way they compare and illustrate organic compound n responsibility and the necessary safety,	ngs. are found in the different phases of s. as well as communicate the results
• • •	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, of Plan and execute experiments with by means of a report. Be able to interact in a self-regulat	wards all facets of nature and human bein of intermolecular forces and the way they compare and illustrate organic compound in responsibility and the necessary safety, ed manner with the topics in the module	ngs. are found in the different phases of s. as well as communicate the results
• • •	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, of Plan and execute experiments with by means of a report. Be able to interact in a self-regulat Demonstrate from an established	wards all facets of nature and human be of intermolecular forces and the way they compare and illustrate organic compound n responsibility and the necessary safety,	ngs. are found in the different phases of s. as well as communicate the results
• • •	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, of Plan and execute experiments with by means of a report. Be able to interact in a self-regulat Demonstrate from an established man.	wards all facets of nature and human bein of intermolecular forces and the way they compare and illustrate organic compound in responsibility and the necessary safety, ed manner with the topics in the module value-system an ethically correct attitude	ngs. are found in the different phases of s. as well as communicate the results
• • • • •	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, of Plan and execute experiments with by means of a report. Be able to interact in a self-regulat Demonstrate from an established man. Be critical towards similar contents	wards all facets of nature and human bein of intermolecular forces and the way they compare and illustrate organic compound in responsibility and the necessary safety, ed manner with the topics in the module value-system an ethically correct attitude	ngs. are found in the different phases of s. as well as communicate the results towards all facets of nature and
	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, of Plan and execute experiments with by means of a report. Be able to interact in a self-regulat Demonstrate from an established man. Be critical towards similar contents dule Code: PHSE311	wards all facets of nature and human bein of intermolecular forces and the way they compare and illustrate organic compound in responsibility and the necessary safety, ed manner with the topics in the module value-system an ethically correct attitude	ngs. are found in the different phases of s. as well as communicate the results
Title	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, o Plan and execute experiments with by means of a report. Be able to interact in a self-regulat Demonstrate from an established man. Be critical towards similar contents the Code: PHSE311 e: PHYSICAL SCIENCES	wards all facets of nature and human bein of intermolecular forces and the way they compare and illustrate organic compound in responsibility and the necessary safety, ed manner with the topics in the module value-system an ethically correct attitude is dealt with in school.	ngs. are found in the different phases of s. as well as communicate the results towards all facets of nature and
Title	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, o Plan and execute experiments with by means of a report. Be able to interact in a self-regulat Demonstrate from an established man. Be critical towards similar contents dule Code: PHSE311 e: PHYSICAL SCIENCES dule Outcomes: Upon completion of	wards all facets of nature and human bein of intermolecular forces and the way they compare and illustrate organic compound in responsibility and the necessary safety, ed manner with the topics in the module value-system an ethically correct attitude is dealt with in school.	ngs. are found in the different phases of s. as well as communicate the results towards all facets of nature and NQF-Level:
Title	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, o Plan and execute experiments with by means of a report. Be able to interact in a self-regulat Demonstrate from an established man. Be critical towards similar contents dule Code: PHSE311 :: PHYSICAL SCIENCES dule Outcomes: Upon completion of have a fundamental knowledge of	wards all facets of nature and human bein of intermolecular forces and the way they compare and illustrate organic compound in responsibility and the necessary safety, ed manner with the topics in the module value-system an ethically correct attitude is dealt with in school.	ngs. are found in the different phases of s. as well as communicate the results towards all facets of nature and NQF-Level:
Title	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, of Plan and execute experiments with by means of a report. Be able to interact in a self-regulat Demonstrate from an established man. Be critical towards similar content: dule Code: PHSE311 2: PHYSICAL SCIENCES dule Outcomes: Upon completion of have a fundamental knowledge of and reaction rate, equilibrium, acid	wards all facets of nature and human bein of intermolecular forces and the way they compare and illustrate organic compound in responsibility and the necessary safety, ed manner with the topics in the module value-system an ethically correct attitude s dealt with in school.	ngs. are found in the different phases of s. as well as communicate the results towards all facets of nature and NQF-Level:
Title	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, of Plan and execute experiments with by means of a report. Be able to interact in a self-regulat Demonstrate from an established man. Be critical towards similar contents dule Code: PHSE311 e: PHYSICAL SCIENCES dule Outcomes: Upon completion of have a fundamental knowledge of and reaction rate, equilibrium, acid be able to identify and solve problements	wards all facets of nature and human bein of intermolecular forces and the way they compare and illustrate organic compound in responsibility and the necessary safety, ed manner with the topics in the module value-system an ethically correct attitude sidealt with in school.	ngs. are found in the different phases of s. as well as communicate the results towards all facets of nature and NQF-Level: Natural Sciences: thermodynamics activities that support the
Title Mod •	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, of Plan and execute experiments with by means of a report. Be able to interact in a self-regulat Demonstrate from an established man. Be critical towards similar contents dule Code: PHSE311 e: PHYSICAL SCIENCES dule Outcomes: Upon completion of have a fundamental knowledge of and reaction rate, equilibrium, acid be able to identify and solve problic comprehensive understanding of i	wards all facets of nature and human bein of intermolecular forces and the way they compare and illustrate organic compound in responsibility and the necessary safety, ed manner with the topics in the module value-system an ethically correct attitude s dealt with in school. This module the students should: the following themes in the learning area is, bases and pH and electrochemistry, ems within these themes as well as plan a deas, theories, principles and rules within	ngs. are found in the different phases of s. as well as communicate the results towards all facets of nature and NQF-Level: Natural Sciences: thermodynamics inctivities that support the these themes;
Title	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, of Plan and execute experiments with by means of a report. Be able to interact in a self-regulat Demonstrate from an established man. Be critical towards similar contents dule Code: PHSE311 e: PHYSICAL SCIENCES dule Outcomes: Upon completion of have a fundamental knowledge of and reaction rate, equilibrium, acid be able to identify and solve proble comprehensive understanding of i acquire problem solving skills conc	wards all facets of nature and human bein of intermolecular forces and the way they compare and illustrate organic compound in responsibility and the necessary safety, ed manner with the topics in the module value-system an ethically correct attitude is dealt with in school. This module the students should: the following themes in the learning area ds, bases and pH and electrochemistry, ems within these themes as well as plan a deas, theories, principles and rules within erning the planning and presentation of l	ngs. are found in the different phases of s. as well as communicate the results towards all facets of nature and NQF-Level: Natural Sciences: thermodynamics activities that support the these themes; essons and practical sessions within
Title Moe •	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, of Plan and execute experiments with by means of a report. Be able to interact in a self-regulat Demonstrate from an established man. Be critical towards similar contents dule Code: PHSE311 e: PHYSICAL SCIENCES dule Outcomes: Upon completion of have a fundamental knowledge of and reaction rate, equilibrium, acid be able to identify and solve probl comprehensive understanding of i acquire problem solving skills conc context of the above theoretical th	wards all facets of nature and human bein of intermolecular forces and the way they compare and illustrate organic compound in responsibility and the necessary safety, ed manner with the topics in the module value-system an ethically correct attitude is dealt with in school. this module the students should: the following themes in the learning area ds, bases and pH and electrochemistry, ems within these themes as well as plan a deas, theories, principles and rules within terning the planning and presentation of l termes by employing applicable technologi	ngs. are found in the different phases of s. as well as communicate the results towards all facets of nature and NQF-Level: NAtural Sciences: thermodynamics activities that support the these themes; essons and practical sessions within gical resources; and
Title Mod •	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, of Plan and execute experiments with by means of a report. Be able to interact in a self-regulat Demonstrate from an established man. Be critical towards similar contents dule Code: PHSE311 E: PHYSICAL SCIENCES dule Outcomes: Upon completion of have a fundamental knowledge of and reaction rate, equilibrium, acid be able to identify and solve proble comprehensive understanding of i acquire problem solving skills cond context of the above theoretical tf demonstrate appreciation of the c	wards all facets of nature and human bein of intermolecular forces and the way they compare and illustrate organic compound in responsibility and the necessary safety, ed manner with the topics in the module value-system an ethically correct attitude s dealt with in school. this module the students should: the following themes in the learning area deas, theories, principles and rules within erning the planning and presentation of l temes by employing applicable technolog ontribution of indigenous knowledge syst	ngs. are found in the different phases of s. as well as communicate the results towards all facets of nature and NQF-Level: Natural Sciences: thermodynamics inctivities that support the these themes; essons and practical sessions within gical resources; and rems in the pharmacological, bio-
Title Moe •	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, of Plan and execute experiments with by means of a report. Be able to interact in a self-regulat Demonstrate from an established man. Be critical towards similar contents dule Code: PHSE311 E: PHYSICAL SCIENCES dule Outcomes: Upon completion of have a fundamental knowledge of and reaction rate, equilibrium, acid be able to identify and solve proble comprehensive understanding of i acquire problem solving skills cond context of the above theoretical tf demonstrate appreciation of the c	wards all facets of nature and human bein of intermolecular forces and the way they compare and illustrate organic compound in responsibility and the necessary safety, ed manner with the topics in the module value-system an ethically correct attitude is dealt with in school. this module the students should: the following themes in the learning area ds, bases and pH and electrochemistry, ems within these themes as well as plan a deas, theories, principles and rules within erning the planning and presentation of I nemes by employing applicable technolog ontribution of indigenous knowledge systementioned content and should demonst	ngs. are found in the different phases of s. as well as communicate the results towards all facets of nature and NQF-Level: Natural Sciences: thermodynamics inctivities that support the these themes; essons and practical sessions within gical resources; and rems in the pharmacological, bio-
• •	programmes. Demonstrate an ethical attitude to Have a grounded comprehension of matter. Be able to differentiate between, o	wards all facets of nature and human be of intermolecular forces and the way they compare and illustrate organic compound	ngs. are found in the different phases of s.

110	Title: PHYSICAL SCIENCES : ELECTRICITY AND MAGNETISM; OSCILLATIONS AND WAVES			
Mo	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;			
•				
•	effective group functioning with a	view to completing certain assignments.		
Mo	dule Code: PPSE211		NQF-Level:	
Titl	e: PRE-PRIMARY SCHOOL EDUCATION	N: LITERACY		
Mo	Module Outcomes: Upon completion of this module, the student should:			
•	demonstrate basic knowledge, und	lerstanding and insight concerning the h	olistic development of the student in	
	the pre-school phase as well as the	establishment of an environment at the	e nursery school which fosters	
	students' maximum development;			
•	possess the skill necessary to facilit	tate learning in early literacy by means o	f stories, nursery rhymes and verses	
	as well as art;			
•	demonstrate competence in findin	g solutions in the case of students' expe	riencing problems in the acquisition	
	of language; and			
•		nt of language and art as part of early de		
-	dule Code: PPSE221		NQF-Level:	
Titl	e: PRE-PRIMARY SCHOOL EDUCATION	N: PREPRIMARY SCHOOL EDUCATION: N	UMERACY AND SCIENCE	
Мо	dule Outcomes: Upon completion of			
•	demonstrate basic knowledge, und			
•	demonstrate skills to facilitate lear			
•	be competent to interpret and rem	nediate solutions, models and representa	ations when necessary;	
•	evaluate the validity.			
Mo	dule Code: PPSE411		NQF-Level:	
	e: PRE-PRIMARY SCHOOL EDUCATION			
Mo	dule Outcomes: Upon completion of			
•	•	the grade R student and should know he	ow to curriculate for these students'	
	informal teaching-learning situatio			
•	demonstrate skills necessary to fac	ilitate preparatory reading, writing, spel		
•	demonstrate skills necessary to fac demonstrate competences to find			
•	demonstrate skills necessary to fac demonstrate competences to find literacy and numeracy; and	ilitate preparatory reading, writing, spell solutions in the case of students' experie	encing problems relating to early	
•	demonstrate skills necessary to fac demonstrate competences to find literacy and numeracy; and demonstrate an appreciation of th	ilitate preparatory reading, writing, spel	encing problems relating to early	
• Mo	demonstrate skills necessary to fac demonstrate competences to find literacy and numeracy; and demonstrate an appreciation of th dule Code: PPSE421	ilitate preparatory reading, writing, spell solutions in the case of students' experie e informal approach in stimulating Grade	encing problems relating to early e R students. NQF-Level:	
• Mo Titl	demonstrate skills necessary to fac demonstrate competences to find literacy and numeracy; and demonstrate an appreciation of th dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION	ilitate preparatory reading, writing, spell solutions in the case of students' experie e informal approach in stimulating Grade v: ORGANISATION AND ADMINISTRATIO	encing problems relating to early e R students. NQF-Level:	
• Mo Titl	demonstrate skills necessary to fac demonstrate competences to find literacy and numeracy; and demonstrate an appreciation of th dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of	ilitate preparatory reading, writing, spell solutions in the case of students' experie e informal approach in stimulating Grade N: ORGANISATION AND ADMINISTRATIO this module the student should:	encing problems relating to early e R students. NQF-Level:	
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• Mo Titl	demonstrate skills necessary to fac demonstrate competences to find literacy and numeracy; and demonstrate an appreciation of th dule Code: PPSE421 e: PRE-PRIMARY SCHOOL EDUCATION dule Outcomes: Upon completion of have a well-rounded knowledge of the RSA, assessment, recording an	ilitate preparatory reading, writing, spell solutions in the case of students' experie e informal approach in stimulating Grade N: ORGANISATION AND ADMINISTRATIO this module the student should: the history, theories and models in pre- d reporting;	encing problems relating to early e R students. NQF-Level: N primary schools internationally and in	
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•	 Writing and referencing academic literature in the form of a literature review; 			
•	Demonstrate the ability to design practical research questions;			
•	Understanding the place of educa	tional research in curriculum developme	nt and professional development in	
	teaching			
Mo	dule Code: RESF421		NQF-Level:	
	RESEARCH PROJECT	•		
MO	DULE OUTCOMES: On completion of	this module the student should be able	to:	
•	Demonstrate systematic and com	prehensive knowledge of research meth	odology relevant to the field of	
	education;			
•	Plan scientific research applicable	to the field of education;		
•	Demonstrate the ability to plan ar	nd write a research proposal relevant to	the field of education using	
	appropriate technology;			
•		ethical principles when conducting resea		
	dule Code: RSTO421		NQF-Level:	
	RELIGIOUS STUDIES			
Mo		is module the student should be able to		
•		ystematic knowledge of the national pol		
•		derstanding of a variety of religions, refle		
		society in South Africa and apply such in	isights;	
•	research religion as a social pheno	menon.		
-	dule Code: SESE121		NQF-Level:	
	: INTRODUCTION TO LEARNING ARE			
Mo		this module, the student should be able		
•	•	ndamental knowledge base of important	terms, principles and theories with	
	reference to the learning area Eco	-		
•		an informed understanding of the key as	spects related to Business Studies,	
	Accounting, Economics and entrep			
•		dividually or as part of a group and creat	ively solve problems in future	
_	orientated business fields; and			
•	present related information coher			
Mo	values.		-	
	values. dule Code: SLOE111		NQF-Level:	
Title	values. dule Code: SLOE111 : INTRODUCTION TO LEARNING ARE	A LIFE ORIENTATION	NQF-Level:	
Title	values. dule Code: SLOE111 e: INTRODUCTION TO LEARNING ARE dule Outcomes: Upon completion of	A LIFE ORIENTATION this module, the student should be able	NQF-Level:	
Title	values. dule Code: SLOE111 e: INTRODUCTION TO LEARNING ARE dule Outcomes: Upon completion of demonstrate a fundamental know	A LIFE ORIENTATION this module, the student should be able ledge base of the terminology, rules, con	NQF-Level: to: cepts, principles, and theories of Life	
Title	values. dule Code: SLOE111 e: INTRODUCTION TO LEARNING ARE dule Outcomes: Upon completion of demonstrate a fundamental know Orientation as Learning Area in com	A LIFE ORIENTATION this module, the student should be able	NQF-Level: to: cepts, principles, and theories of Life	
Title	values. dule Code: SLOE111 E: INTRODUCTION TO LEARNING ARE dule Outcomes: Upon completion of demonstrate a fundamental know Orientation as Learning Area in comphase;	A LIFE ORIENTATION this module, the student should be able ledge base of the terminology, rules, con ntext of the National Curriculum for learn	NQF-Level: to: cepts, principles, and theories of Life hers in the Intermediate and Senior	
Title	values. dule Code: SLOE111 :: INTRODUCTION TO LEARNING ARE dule Outcomes: Upon completion of demonstrate a fundamental know Orientation as Learning Area in comphase; demonstrate an ability to interpret	A LIFE ORIENTATION this module, the student should be able ledge base of the terminology, rules, con	NQF-Level: to: cepts, principles, and theories of Life ners in the Intermediate and Senior heories and text pertaining to the five	
Title	values. dule Code: SLOE111 :: INTRODUCTION TO LEARNING ARE dule Outcomes: Upon completion of demonstrate a fundamental know Orientation as Learning Area in comphase; demonstrate an ability to interpreimain focus areas of Life Orientatio	A LIFE ORIENTATION this module, the student should be able ledge base of the terminology, rules, con ntext of the National Curriculum for lear t, convert, evaluate and apply essential t	NQF-Level: to: cepts, principles, and theories of Life ners in the Intermediate and Senior heories and text pertaining to the five enior phase;	
Title	values. dule Code: SLOE111 : INTRODUCTION TO LEARNING ARE dule Outcomes: Upon completion of demonstrate a fundamental know Orientation as Learning Area in comp phase; demonstrate an ability to interpret main focus areas of Life Orientatio demonstrate the ability to use the	A LIFE ORIENTATION this module, the student should be able ledge base of the terminology, rules, con ntext of the National Curriculum for learn t, convert, evaluate and apply essential t n for learners in the Intermediate and Se	NQF-Level: to: cepts, principles, and theories of Life ners in the Intermediate and Senior heories and text pertaining to the five enior phase; roblems within a familiar context	
Title	values. dule Code: SLOE111 2: INTRODUCTION TO LEARNING ARE dule Outcomes: Upon completion of demonstrate a fundamental know Orientation as Learning Area in comp phase; demonstrate an ability to interpretimain focus areas of Life Orientation demonstrate the ability to use the pertaining to the five main focus a	A LIFE ORIENTATION this module, the student should be able ledge base of the terminology, rules, con ntext of the National Curriculum for learn t, convert, evaluate and apply essential t n for learners in the Intermediate and Se attained knowledge to solve common pr	NQF-Level: to: cepts, principles, and theories of Life ners in the Intermediate and Senior heories and text pertaining to the five nior phase; roblems within a familiar context tive lessons for specific application for	
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Title	values. dule Code: SLOE111 2: INTRODUCTION TO LEARNING ARE dule Outcomes: Upon completion of demonstrate a fundamental know Orientation as Learning Area in comphase; demonstrate an ability to interpretimain focus areas of Life Orientation demonstrate the ability to use the pertaining to the five main focus a learners in the Intermediate and S theoretical underpinning;	A LIFE ORIENTATION this module, the student should be able ledge base of the terminology, rules, con ntext of the National Curriculum for learn t, convert, evaluate and apply essential t n for learners in the Intermediate and Se attained knowledge to solve common pi reas of Life orientation and present creat	NQF-Level: to: ccepts, principles, and theories of Life ners in the Intermediate and Senior heories and text pertaining to the five enior phase; roblems within a familiar context tive lessons for specific application for gical skills and giving evidence of	
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Title: SESOTHO 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

Module Code: SOCF 122	NQF-Level:			
Title: SESOTHO COMMUNICATION FOR S	Title: SESOTHO COMMUNICATION FOR SECOND LANGUAGE SPEAKERS			
Module Outcomes: On completion of this module the student should be able to:				
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, listenin 	g writing and speaking skills in Sesotho within the school situation: and			

- listening, writing and speaking skills in Sesotho within the schoo
- 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

Module Code: SPSO411	NQF-Level:		
Title: SPORT STUDIES			
Module Outcomes: On completion of this module the student should be able to:			
demonstrate a comprehensive leve	demonstrate a comprehensive level of knowledge, practical skill and a value system regarding selected sports		
activities, comprising theoretical as	well as practical components;		
 demonstrate knowledge and applic 	ation skills in the theoretical components pertaining	to sport (motor	
development; sports physiology, pl	nilosophy and management) in the practical coaching s	situation;	
 and obtain a certificate in coaching 	a recognized school sport.		
Module Code: SSSE111	NQF-Level:		
Title: INTRODUCTION TO LEARNING ARE	A SOCIAL SCIENCES		
Module Outcomes: Upon completion of	the module, the students should:		
 demonstrate fundamental knowled 	lge and a good understanding of Social Sciences as Lea	arning Area in the	
context of the National Curriculum	Statement;		
 demonstrate the skill of scrutinising 	demonstrate the skill of scrutinising themes relevant to Geography and History related to the environment and		
multicultural community and plan a	multicultural community and plan activities supporting the coherent understanding of concepts and issues in		
order to communicate these verba	ly or in writing;		
• demonstrate the competence of pr	oblem solving abilities to plan and present tasks for sp	pecific application to the	
two disciplines of the Learning Area	Social Sciences using appropriate technologies and g	iving evidence of	

	theoretical underpinning; and			
•	demonstrate values of an ethical-professional nature with regard to interrelationships between the			
	environment and society as in com	pliance with The Manifesto on Values, E	ducation and Democracy.	
Мо	dule Code: STEE121		NQF-Level:	
Titl	e: INTRODUCTION TO LEARNING ARE	A TECHNOLOGY		
Мо	dule Outcomes: Upon completion of	this module the student should be able	to:	
•	demonstrate a basic knowledge of	the learning area Technology in the Sout	th African school system by	
	explaining the definition, purpose,	unique properties and scope of the learn	ning area;	
•	communicate a comprehensive kno	owledge of all three learning outcomes a	and assessment standards of the	
	learning area Technology; and			
•	demonstrate the principles of outco	omes based assessment as applied in the	e learning area Technology.	
Мо	dule Code: TECD211		NQF-Level:	
Titl	e: LEARNING AREA TECHNOLOGY ME	THODOLOGY		
Мо	dule Outcomes: Upon completion of	this module the student should:		
•	demonstrate a fundamental knowle	edge of the NCS policy for the learning a	rea Technology;	
•	explain the rationale of Technology	education in schools, as well as the real	lities faced by South African schools	
	regarding the teaching of Technolo	gy;		
•	demonstrate the ability to plan app	propriate technology lessons according to	o the unique methodology of	
	Technology; and			
•	apply his/her knowledge of the typ	es of assessment used in Technology les	sons.	
Мо	dule Code: TECD321		NQF-Level:	
Titl	e: LEARNING AREA TECHNOLOGY ME	THODOLOGY		
Мо	dule Outcomes: Upon completion of	this module, the student should:		
•	demonstrate a solid knowledge of t	the NCS policy for the learning area Tech	nnology in the Intermediate Phase;	
•	apply his/her knowledge and skills i	in problem based teaching approaches v	when demonstrating the ability to	
	plan appropriate Technology lessor	ns according to the unique methodology	of Technology, with and without	
	resources;			
•	demonstrate appropriate knowledg	ge of the types of assessment used in Te	chnology lessons by applying it in the	
	Intermediate Phase;			
•	use creative and critical thinking in	the choice of design and making of ann	ropriate media for Technology	
		the choice of aconginanta maning of app	rophate media for reenhology	
	teaching; and		rophate media for reenhology	
•	teaching; and appropriate knowledge and s			
	teaching; and apply appropriate knowledge and s dule Code: TECD411	ikills in practical teaching.	NQF-Level:	
Titl	teaching; and apply appropriate knowledge and s dule Code: TECD411 e: LEARNING AREA TECHNOLOGY ME	kills in practical teaching. THODOLOGY		
Titl	teaching; and apply appropriate knowledge and s dule Code: TECD411 e: LEARNING AREA TECHNOLOGY ME dule Outcomes: Upon completion of	ikills in practical teaching. THODOLOGY this module, the student should:	NQF-Level:	
Titl	teaching; and apply appropriate knowledge and s dule Code: TECD411 e: LEARNING AREA TECHNOLOGY ME dule Outcomes: Upon completion of demonstrate a well-rounded and sy	kills in practical teaching. THODOLOGY	NQF-Level:	
Titl	teaching; and apply appropriate knowledge and s dule Code: TECD411 e: LEARNING AREA TECHNOLOGY ME dule Outcomes: Upon completion of demonstrate a well-rounded and sy area Technology;	kills in practical teaching. THODOLOGY this module, the student should: ystematic knowledge base regarding cur	NQF-Level: riculum development in the learning	
Titl	teaching; and apply appropriate knowledge and s dule Code: TECD411 e: LEARNING AREA TECHNOLOGY ME dule Outcomes: Upon completion of demonstrate a well-rounded and sy area Technology; apply and discuss suitable types of	ikills in practical teaching. THODOLOGY this module, the student should: ystematic knowledge base regarding curr assessment strategies in the different ta	NQF-Level: riculum development in the learning isk types of a Technology lesson;	
Titl	teaching; and apply appropriate knowledge and s dule Code: TECD411 E: LEARNING AREA TECHNOLOGY ME dule Outcomes: Upon completion of demonstrate a well-rounded and sy area Technology; apply and discuss suitable types of demonstrate an understanding of t	kills in practical teaching. THODOLOGY this module, the student should: ystematic knowledge base regarding cur	NQF-Level: riculum development in the learning isk types of a Technology lesson;	
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Titl	teaching; and apply appropriate knowledge and s dule Code: TECD411 e: LEARNING AREA TECHNOLOGY ME dule Outcomes: Upon completion of demonstrate a well-rounded and sy area Technology; apply and discuss suitable types of demonstrate an understanding of t classroom management; present and communicate the proc	ikills in practical teaching. THODOLOGY this module, the student should: ystematic knowledge base regarding cur assessment strategies in the different ta the nature and practice of organising and cess of designing and compiling	NQF-Level: riculum development in the learning isk types of a Technology lesson;	
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	explain the definition, purpose, unique properties and scope of the learning area Technology;		
•	demonstrate a comprehensive knowledge of the design process as applied in the problem solving nature of		
	technology, as well as explain the relevance of the design process in teaching technology; and		
•	demonstrate a basic knowledge of information a	nd communication technology to be able to access, process and	
	use information in the most appropriate ways.		
Ass	essment Methods: 3 hours 1:1		
Mo	dule Code: TECE221	NQF-Level:	
Title	e: LEARNING AREA TECHNOLOGY: COMMUNICATIO	ON AND STRUCTURES	
Mo	dule Outcomes: Upon completion of this module,	the student should demonstrate:	
•	an understanding of the technological process (c	esign process) as applied in problem solving;	
•	comprehensive knowledge of structures and rele	evant mechanisms, as well as the characteristics and uses of	
	resistant materials;		
•	relevant knowledge and skills of graphic and info	rmation communication in technological product design; and	
•	how the above mentioned outcomes can be app	lied in problem based teaching and with reference to	
	indigenous technology.		
Mo	dule Code: TECE311	NQF-Level:	
Title	e: LEARNING AREA TECHNOLOGY: PROCESSING		
Mo	dule Outcomes: Upon completion of this module,	the student should be able to:	
•	demonstrate a well rounded knowledge and und	lerstanding 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 o	f biotechnology in modern society;	
•	interpret and apply the above mentioned outcor	nes in problem based teaching and with reference to indigenous	
-	technology.		
Mo	dule Code: TECE321	NQF-Level:	
Title	e: LEARNING AREA TECHNOLOGY: SYSTEMS AND C	ONTROL	
Mo	dule Outcomes: Upon completion of this module,	the student should be able to:	
٠	demonstrate skills and conception regarding the	different types of control system;	
•	analyse, compare, integrate and evaluate electri	cal, mechanical, pneumatic and hydraulic control systems;	
٠	design and build his/her own control system to s	olve a specific problem;	
٠	identify and use indigenous control systems; and		
•	successfully facilitate control systems to school s	tudents.	
• Mo	successfully facilitate control systems to school s dule Code: TEWE111		
• Mo	successfully facilitate control systems to school s dule Code: TEWE111 e: WELDING TECHNOLOGY	tudents. NQF-Level:	
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• Mo	successfully facilitate control systems to school s dule Code: TEWE111 e: WELDING TECHNOLOGY dule Outcomes: On completion of this module the demonstrate a basic knowledge, concept and ins measurements and good house holding in weldii	NQF-Level: student should be able to: ight regarding all contextual ideas and processes of safety ng technology;	
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• Mo	successfully facilitate control systems to school s dule Code: TEWE111 e: WELDING TECHNOLOGY dule Outcomes: On completion of this module the demonstrate a basic knowledge, concept and ins measurements and good house holding in weldii practically demonstrate and describe the uses ar describe the construction, characteristics, treatm materials; practically describe and demonstrate all related use the correct terminology through all welding	NQF-Level: student should be able to: ight regarding all contextual ideas and processes of safety ng technology; ad maintenance of specific hand tools and machinery; nent, protection and tests of different kinds of engineering concepts of oxyacetylene welding; and theoretically exercises;	
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Moo Title Moo • • • • • • • • • • • • • • • • • •	successfully facilitate control systems to school s dule Code: TEWE111 e: WELDING TECHNOLOGY dule Outcomes: On completion of this module the demonstrate a basic knowledge, concept and ins measurements and good house holding in weldii practically demonstrate and describe the uses ar describe the construction, characteristics, treatm materials; practically describe and demonstrate all related use the correct terminology through all welding apply SI units and symbols, as well as SANS stand use the correct welding symbols in all diagrams a comprehensively describe all tests on joints; describe and practically demonstrate arc welding make joints by using different kinds of joint tech inspect all joints visually; describe and execute all safety measures concer and Safety Act; act in an ethically responsible manner in the wor responsibility towards co-learners and dangerou dule Code: TTED111	NQF-Level: student should be able to: sight regarding all contextual ideas and processes of safety ng technology; nd maintenance of specific hand tools and machinery; nent, protection and tests of different kinds of engineering concepts of oxyacetylene welding; and theoretically exercises; lards; ning welding technology in terms of the Occupational Health vkshop and guide learners to operate with the necessary	
Moo Title Moo • • • • • • • • • • • • • • • • • •	successfully facilitate control systems to school s dule Code: TEWE111 e: WELDING TECHNOLOGY dule Outcomes: On completion of this module the demonstrate a basic knowledge, concept and in measurements and good house holding in weldii practically demonstrate and describe the uses ar describe the construction, characteristics, treatm materials; practically describe and demonstrate all related use the correct terminology through all welding apply SI units and symbols, as well as SANS stand use the correct welding symbols in all diagrams a comprehensively describe all tests on joints; describe and practically demonstrate arc welding make joints by using different kinds of joint tech inspect all joints visually; describe and execute all safety measures concer and Safety Act; act in an ethically responsible manner in the wor responsibility towards co-learners and dangerou dule Code: TTED111 e: TECHNICAL TECHNOLOGY	NQF-Level: student should be able to: ight regarding all contextual ideas and processes of safety ig technology; id maintenance of specific hand tools and machinery; nent, protection and tests of different kinds of engineering concepts of oxyacetylene welding; and theoretically exercises; lards; and sketches; 3; niques; ning welding technology in terms of the Occupational Health kshop and guide learners to operate with the necessary s apparatus.	
Moo Title Moo • • • • • • • • • • • • • • • • • •	successfully facilitate control systems to school s dule Code: TEWE111 e: WELDING TECHNOLOGY dule Outcomes: On completion of this module the demonstrate a basic knowledge, concept and ins measurements and good house holding in weldi practically demonstrate and describe the uses ar describe the construction, characteristics, treatm materials; practically describe and demonstrate all related use the correct terminology through all welding apply SI units and symbols, as well as SANS stanc use the correct welding symbols in all diagrams a comprehensively describe all tests on joints; describe and practically demonstrate arc welding make joints by using different kinds of joint tech inspect all joints visually; describe and execute all safety measures concer and Safety Act; act in an ethically responsible manner in the wor responsibility towards co-learners and dangerou dule Code: TTED111 e: TECHNICAL TECHNOLOGY dule Outcomes: On completion of this module the	NQF-Level: student should be able to: sight regarding all contextual ideas and processes of safety ng technology; ad maintenance of specific hand tools and machinery; nent, protection and tests of different kinds of engineering concepts of oxyacetylene welding; and theoretically exercises; lards; and sketches; 3; niques; ning welding technology in terms of the Occupational Health kshop and guide learners to operate with the necessary s apparatus. NQF-Level: student should be able to:	
Moo Title Moo • • • • • • • • • • • • • • • • • •	successfully facilitate control systems to school s dule Code: TEWE111 e: WELDING TECHNOLOGY dule Outcomes: On completion of this module the demonstrate a basic knowledge, concept and ins measurements and good house holding in weldi practically demonstrate and describe the uses an describe the construction, characteristics, treatm materials; practically describe and demonstrate all related use the correct terminology through all welding apply SI units and symbols, as well as SANS stanc use the correct welding symbols in all diagrams a comprehensively describe all tests on joints; describe and practically demonstrate arc welding make joints by using different kinds of joint tech inspect all joints visually; describe and execute all safety measures concer and Safety Act; act in an ethically responsible manner in the wor responsibility towards co-learners and dangerou dule Code: TED111 e: TECHNICAL TECHNOLOGY dule Outcomes: On completion of this module the explain the rationale of Technology education in	NQF-Level: student should be able to: sight regarding all contextual ideas and processes of safety ng technology; ad maintenance of specific hand tools and machinery; nent, protection and tests of different kinds of engineering concepts of oxyacetylene welding; and theoretically exercises; lards; and sketches; 3; niques; ning welding technology in terms of the Occupational Health rkshop and guide learners to operate with the necessary s apparatus. NQF-Level: student should be able to: schools, as well as the realities faced by South African schools	
Moo Title Moo • • • • • • • • • • • • • • • • • •	successfully facilitate control systems to school s dule Code: TEWE111 e: WELDING TECHNOLOGY dule Outcomes: On completion of this module the demonstrate a basic knowledge, concept and ins measurements and good house holding in weldii practically demonstrate and describe the uses ar describe the construction, characteristics, treatm materials; practically describe and demonstrate all related use the correct terminology through all welding apply SI units and symbols, as well as SANS stand comprehensively describe all tests on joints; describe and practically demonstrate arc welding make joints by using different kinds of joint tech inspect all joints visually; describe and execute all safety measures concer and Safety Act; act in an ethically responsible manner in the wor responsibility towards co-learners and dangerou dule Code: TTED111 e: TECHNICAL TECHNOLOGY dule Outcomes: On completion of this module the explain the rationale of Technology in the GET	NQF-Level: student should be able to: sight regarding all contextual ideas and processes of safety ng technology; ad maintenance of specific hand tools and machinery; nent, protection and tests of different kinds of engineering concepts of oxyacetylene welding; and theoretically exercises; lards; and sketches; 3; niques; ning welding technology in terms of the Occupational Health rkshop and guide learners to operate with the necessary s apparatus. NQF-Level: student should be able to: schools, as well as the realities faced by South African schools	

technology with knowledge of the technological process.				
Module Code: VTEE212		NQF-Level:		
Title: MECHANICAL TECHNOLOGY FOR E	DUCATION: VEHICLE			
Module Outcomes: On completion of th	is module the student should be able to	have fundamental knowledge and		
insight as well as relevant communication	on and teaching skills to explain and dem	onstrate the following:		
-	 auto electricity and the basic electrical components; 			
	g systems, carburettors, fuel pumps, clut	ches, braking systems and braking aid		
units;		, , , ,		
basic maintenance				
Module Code: VTEE222		NQF-Level:		
Title: MECHANICAL TECHNOLOGY FOR E	DUCATION: VEHICLE			
Module Outcomes: On completion of th		have fundamental knowledge and		
insight as well as relevant communication		-		
 mechanical and general. forces, me 		onstrate the following.		
6	hydraulics in air brakes and air suspensio			
	, , , , , , , , , , , , , , , , , , , ,	511;		
 driving shafts, joints, gears and ma 	inual gear boxes.			
Module Code: VTEE312		NQF-Level:		
Title: MECHANICAL TECHNOLOGY FOR E				
Module Outcomes: On completion of th				
insight as well as relevant communication	on and teaching skills to explain and dem	onstrate the following:		
 final drive, drive line layouts and control 	ombinations;			
 cylinder heads layouts, valve timin 	g and volumetric efficiency;			
 electrical systems like speed contr 	ol, flicker light assemblies, wiper assemb	plies and conventional ignition		
systems				
Module Code: VTEE322		NQF-Level:		
Title: MECHANICAL TECHNOLOGY FOR E	DUCATION: VEHICLE			
Module Outcomes: On completion of th	is module the student should be able to	have fundamental knowledge and		
insight as well as relevant communicatio		•		
 the layout and compilation of susp 		5		
 the theory, pro's and con's of the c 	•			
	alue, RON-value, detonation and other r	elevant terms:		
	litioning, alternators and generators.			
Module code: VTEE412	attorning, atternators and generators.	NOF Level		
Title: MECHANICAL TECHNOLOGY FOR E		NQF-Level:		
		have fundamental knowledge and		
Module Outcomes: On completion of th		0		
insight as well as relevant communication	on and teaching skins to explain and dem	onstrate the following:		
the planning of projects;				
 advanced braking systems and trac 				
	control systems, fuel injection, hydraulic			
Module code: VTEE422		NQF-Level:		
Title: MECHANICAL TECHNOLOGY FOR E				
Module outcomes: On completion of thi		•		
insight as well as relevant communication	on and teaching skills to explain and dem	onstrate the following:		
 engine mathematics, engine balance 	ce, engine design and outlay;			
 air pollution and four wheel drive; 				
 forces and structures 				
• turbines, retarders and. Electronic i	ignition			
Module Code: WSKT121		NQF-Level:		
Title: MATHEMATICS: INTRODUCTORY A	LGEBRA FOR FET TECHNOLOGY			
Module Outcomes: On completion of th				
	derstanding and insight regarding element			
of equations, vectors and complex				
	performing elementary algebraic operation	one solving a variety of equations		
	and performing calculations with compl			
	mentioned skills within real world contex	-		
	mendioned skills within real world contex			
fields of study; and	in a sublidity and any state of the state	al a luais a suiabin al suis suis suis suis suis suis suis sui		
1	ing, validity and accuracy of mathematic	ai solutions within the context of real		
world situations from the technica Module Code: WSKT212	i and scientific fields of study			
		NQF-Level:		

Title: FUNCTIONS AND TRIGONOMETRY FOR FET TECHNOLOGY Module Outcomes: On completion of this module the student should be able to: demonstrate solid knowledge, understanding and insight regarding modelling through the use of a variety of functions, Cartesian as well as polar coordinate systems, polar curves, Cartesian curves, conic sections as well as loci and trigonometry; demonstrate skill in modelling real-world situations and problems, basic analytical geometry, sketching and interpreting polar curves and Cartesian curves of a variety of functions, graphical solution of systems of equations and solving problems involving trigonometry; be competent to apply the above-mentioned skills practically and to model real-world situations from the technical and scientific fields of study and solve associated problems; and be capable of evaluating the meaning, validity and accuracy of mathematical models and calculations as applied to real-world situations from the technical and scientific fields of study. Module Code: WSKT222 NQF-Level: Title: CALCULUS FOR FET TECHNOLOGY Module Outcomes: On completion of this module the student should be able to: demonstrate solid and systematic knowledge, understanding and insight regarding the meanings of the derivative and the integral of a function; demonstrate skill in the calculation of the derivative from the definition, the calculation of a variety of derivatives using differentiation rules, application of the midpoint rule and the calculation of a variety of indefinite as well as definite integrals using integration rules; be competent to apply differentiation and integration in order to analyse the behaviour of physical processes . within real world situations from the technical and scientific fields of study and solve problems where rates of change, area, total change and volume are involved; and be capable of evaluating the meaning and validity of his analysis or solutions within the context of real-world situations from the technical and scientific fields of study. Module Code: WVOS 221 NQF-Level: Title: UNDERSTANDING THE EDUCATIONAL WORLD Module Outcomes: On completion of this module, students should have a fundamental knowledge base of a selection of world views and ideologies and demonstrate their critical understanding through an ability to compare the nature and function, as well as different contemporary manifestations of these world views and ideologies; have the ability to understand the interrelatedness of phenomena such as occurs in natural and social systems, • and from this vantage point, analyse and evaluate real life problems or case studies based on core issues of our time, such as poverty, constant change, human rights, HIV-AIDS, power abuse, corruption, racism, xenophobia, etc.; be able to articulate their personal world view and use it as a point of departure for arguing and communicating . feasible solutions to core issues and problems of our time in a typical academic manner Module Code: WVOS 311 NQF-Level: Title: MAIN CURRENTS IN THE PHILOSOPHY OF EDUCATION Module Outcomes: On completion of this module, students should: have a solid and systematic knowledge of the most important foundational issues in the relevant field of study and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues; demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of study, . such as a personalised code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyse, evaluate and pose possible solutions to some current themes or issues 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

OV.3.2 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 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 history didactics module. Together the two modules combine and integrate knowledge of the subject with didactical principles and methods for history 			
Module Code: NVMI521 (8)		NQF-Level:	
Title: INTRODUCTION TO RESEARCH METHODOLOGIES			
Module Outcomes: On completion of this module, the students should be able to:			
Explain the concept of educational	 Explain the concept of educational research and types of research; 		
 Develop research problems, purpo 	se statement, significance of the study;		
Conduct a review of the literature,	formulate hypothesis;		
Understand and apply qualitative a	Understand and apply qualitative and quantitative research approaches to educational research;		

•	Develop research design and procedures, select population and apply sampling techniques;		
•	Develop appropriate research tools/instruments and data collection procedures;		
•	Conduct data analysis including descriptive and inferential statistics;		
•	To use and refer to bibliographical	references in the correct format.	
Mo	dule Code: EUCE 511 (8)		NQF-Level:
Title	: COMPUTER USAGE FOR EDUCATO	RS	
Mo	dule Outcomes: After successfully co	mpleting the module the student must I	be able to:
•	, define a computer;		
•	name and describe the various cor	mponents of a computer:	
•	demonstrate the effective and efficience		
	a. a word processor programme		
	b. a spreadsheet programme		
	c. a graphics programme		
	d. an e-mail programme		
	e. a browser and search engines	;	
•	understand and explain the use of		
•		garding the safe and ethical use of comp	uters.
Mo	dule Code: FSET 511 (8)		NQF-Level:
	E: FOUNDATION STUDIES IN EDUCAT	ION	
	dule Outcomes: After completion of		
•		e systematically to the micro and macro	factors influencing the development
	of education throughout the course		deters inidenting the development
•	-	he history of education and the influence	ng factors to a personal philosophy of
-		ns of examples from the teaching practic	
•		port on the difference between <i>political</i>	
•		endently evaluate the complexity of dem	
	with specific reference to discrimin		
•		ions to complex problems relating to the	demands placed by democracy on
•		students, their perception of their mora	
	establishing values in South Africar		radity, and the complexities of
Mo			NOFLoval:
	dule Code: GBGK511 (16)		NQF-Level:
Title	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA	PHY AND URBAN GEOGRAPHY	NQF-Level:
Title Mo	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should	PHY AND URBAN GEOGRAPHY be able to:	
Title	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should demonstrate that he/she has mast	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att	itudes and values to discuss
Title Mo	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should demonstrate that he/she has mast demographic transition and assimil	PHY AND URBAN GEOGRAPHY be able to:	itudes and values to discuss
Title Moe •	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should demonstrate that he/she has mast demographic transition and assimil population geography;	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att lation, population distribution, populatic	itudes and values to discuss n data and population projections in
Title Mo	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should demonstrate that he/she has mast demographic transition and assimil population geography; explain and discuss the intra-urban	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att	itudes and values to discuss n data and population projections in
Title Moe •	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should demonstrate that he/she has mast demographic transition and assimil population geography;	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att lation, population distribution, populatic	itudes and values to discuss n data and population projections in
Title Moo	dule Code: GBGK511 (16) a: ADVANCED POPULATION GEOGRA dule Outcomes: The student should demonstrate that he/she has mast demographic transition and assimil population geography; explain and discuss the intra-urban geography.	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att lation, population distribution, populatic	itudes and values to discuss n data and population projections in ms and inner city decay in urban
Title Moo • •	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should demonstrate that he/she has mast demographic transition and assimil population geography; explain and discuss the intra-urban geography. dule Code: GGGK521 (16)	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att lation, population distribution, populatic structure, urban diversity, urban proble	itudes and values to discuss n data and population projections in
Title Moo • • Moo Title	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should demonstrate that he/she has mast demographic transition and assimil population geography; explain and discuss the intra-urban geography. dule Code: GGGK521 (16) e: SUBJECT DIDACTICS OF GEOGRAPH	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att lation, population distribution, populatic structure, urban diversity, urban proble	itudes and values to discuss n data and population projections in ms and inner city decay in urban
Title Moo • • Moo Title	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should demonstrate that he/she has mast demographic transition and assimil population geography; explain and discuss the intra-urban geography. dule Code: GGGK521 (16) e: SUBJECT DIDACTICS OF GEOGRAPH dule Outcomes: The student should	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att lation, population distribution, populatic structure, urban diversity, urban proble structure arban diversity, urban proble	itudes and values to discuss n data and population projections in ms and inner city decay in urban NQF-Level:
Title Moo • • Title Moo	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should demonstrate that he/she has mast demographic transition and assimil population geography; explain and discuss the intra-urban geography. dule Code: GGGK521 (16) e: SUBJECT DIDACTICS OF GEOGRAPH dule Outcomes: The student should demonstrate that he/she has mast	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att lation, population distribution, populatic structure, urban diversity, urban proble	itudes and values to discuss n data and population projections in ms and inner city decay in urban NQF-Level:
Title Moo • • Title Moo	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should i demonstrate that he/she has mast demographic transition and assimil population geography; explain and discuss the intra-urban geography. dule Code: GGGK521 (16) e: SUBJECT DIDACTICS OF GEOGRAPH dule Outcomes: The student should demonstrate that he/she has mast apply environmental education;	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att lation, population distribution, population i structure, urban diversity, urban proble structure, urban diversity, urban proble diversity, urban proble es able to: ered the necessary knowledge, skills, att	itudes and values to discuss in data and population projections in ms and inner city decay in urban NQF-Level: itudes and values to describe and
Title Mod • • Title Mod •	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should demonstrate that he/she has mast demographic transition and assimil population geography; explain and discuss the intra-urban geography. dule Code: GGGK521 (16) e: SUBJECT DIDACTICS OF GEOGRAPH dule Outcomes: The student should demonstrate that he/she has mast apply environmental education; have mastered problem-solving me	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att lation, population distribution, populatic structure, urban diversity, urban proble structure arban diversity, urban proble	itudes and values to discuss n data and population projections in ms and inner city decay in urban NQF-Level: itudes and values to describe and learning-techniques in Geography.
Title Mod • • Title Mod • •	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should demonstrate that he/she has mast demographic transition and assimil population geography; explain and discuss the intra-urban geography. dule Code: GGGK521 (16) e: SUBJECT DIDACTICS OF GEOGRAPH dule Outcomes: The student should demonstrate that he/she has mast apply environmental education; have mastered problem-solving me dule Code: GKLK521 (16)	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att lation, population distribution, population i structure, urban diversity, urban proble structure, urban diversity, urban proble estucture, urban diversity, arban proble structure, urban diversity, arban proble structure, urban diversity, urban urban diversi	itudes and values to discuss in data and population projections in ms and inner city decay in urban NQF-Level: itudes and values to describe and
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Title Moo • Title Moo • • Moo Title	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should demonstrate that he/she has mast demographic transition and assimil population geography; explain and discuss the intra-urban geography. dule Code: GGGK521 (16) e: SUBJECT DIDACTICS OF GEOGRAPH dule Outcomes: The student should demonstrate that he/she has mast apply environmental education; have mastered problem-solving me dule Code: GKLK521 (16) e: ADVANCED CLIMATOLOGY AND GE dule Outcomes: The student should	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att lation, population distribution, population i structure, urban diversity, urban proble i structure, urban diversity, urban proble with the structure, urban diversity, urban proble i structure, urban diversity, urban proble structure, urban diversity,	itudes and values to discuss in data and population projections in ms and inner city decay in urban NQF-Level: itudes and values to describe and learning-techniques in Geography. NQF-Level:
Title Moo • • • • • • • • • • • • • • • • • •	dule Code: GBGK511 (16) e: ADVANCED POPULATION GEOGRA dule Outcomes: The student should demonstrate that he/she has mast demographic transition and assimil population geography; explain and discuss the intra-urban geography. dule Code: GGGK521 (16) e: SUBJECT DIDACTICS OF GEOGRAPH dule Outcomes: The student should demonstrate that he/she has mast apply environmental education; have mastered problem-solving me dule Code: GKLK521 (16) e: ADVANCED CLIMATOLOGY AND GE dule Outcomes: The student should demonstrate that he/she has mast	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att lation, population distribution, populatic structure, urban diversity, urban proble yrban diversity, urban proble ered the necessary knowledge, skills, att ethods, concept formation and teaching- comoRPHOLOGY be able to: ered the necessary knowledge, skills, att	itudes and values to discuss In data and population projections in ms and inner city decay in urban NQF-Level: itudes and values to describe and learning-techniques in Geography. NQF-Level: itudes and values to discuss weather
Title Moo • • • • • • • • • • • • • • • • • •	dule Code: GBGK511 (16) 2: ADVANCED POPULATION GEOGRA dule Outcomes: The student should i demonstrate that he/she has mast demographic transition and assimil population geography; explain and discuss the intra-urban geography. dule Code: GGGK521 (16) 2: SUBJECT DIDACTICS OF GEOGRAPH dule Outcomes: The student should demonstrate that he/she has mast apply environmental education; have mastered problem-solving medule Code: GKLK521 (16) 2: ADVANCED CLIMATOLOGY AND GE dule Outcomes: The student should demonstrate that he/she has mast dule Outcomes: The student should demonstrate that he/she has mast disturbances, local weather pheno	PHY AND URBAN GEOGRAPHY be able to: ered the necessary knowledge, skills, att lation, population distribution, population i structure, urban diversity, urban proble is structure, urban diversity, urban proble end the necessary knowledge, skills, att ethods, concept formation and teaching- icoMORPHOLOGY be able to: ered the necessary knowledge, skills, att mena, city climate and climate classificat	itudes and values to discuss in data and population projections in ms and inner city decay in urban NQF-Level: itudes and values to describe and learning-techniques in Geography. NQF-Level: itudes and values to discuss weather ion (in climatology);
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Mo	Title: HIV/AIDS: LEGISLATION, COUNSELLING AND SUPPORT			
	Module Outcomes: After successfully completing the module the student should be able to:			
•	demonstrate an understanding regarding legislation relevant to the handling of HIV/AIDS in the school context,			
	to know the rights and obligations of HIV/AIDS positive students and teachers as well to promote the			
	protection of students and educators within the school context			
•	display the skill in compiling guidel	ines for establishing an accountable heal	thy school environment for students	
	with HIV/AIDS.			
•	develop and demonstrate acquired	knowledge and skills to become skilled	in care and counselling of HIV/AIDS	
•	develop skills to be able to design a	and co-ordinate an individual educationa	I support programme to support the	
	student with HIV/AIDS.			
Mo	dule Code: LSED 518 (16)		NQF-Level:	
Title	EMOTIONAL AND OTHER DIFFICUL	TIES IN EDUCATION	-	
Ma	dula Outcomas: On completion of th	is module, the student should be able to		
		is module, the student should be able to		
•		ners experiencing emotional and other o	difficulties such as, communication	
_	difficulties, challenging behaviour e			
•		e school, the family, and the community	in supporting learners experiencing	
	these and other barriers to learning			
•		nd skills in supporting learners experiend	cing emotional and other barriers to	
	learning			
	dule Code: LSDL 528 (16)		NQF-Level:	
Title	E: DISABILITIES AND LEARNING DIFFIC	CULTIES IN EDUCATION		
	: DISABILITIES AND LEARNING DIFFIC			
Mo	dule Outcomes: On completion of th	is module, the student should be able to	:	
•		bilities and learning difficulties as barrie	rs to learning, such as physical and	
	intellectual disabilities, reading diff	iculties, mathematical difficulties, etc.;		
•	recognize the learning differences	that individual learners bring to the class	room and how these learning	
	differences could facilitate learning	and teaching support practices and pro	cesses; and	
•	realise the role of the educator, the	e school the family and the community in	n ensuring that all learners	
	experiencing these and other barri	ers to learning have access to the curricu	ılum.	
Mo	dule Code: LSIE 518 (16)		NQF-Level:	
Title	: INCLUSIVE EDUCATION: A POLICY F	PERSPECTIVE		
Mo	dule Outcomes: On completion of th	is module, the student should be able to	:	
•	demonstrate understanding of the	inclusive education Policy (Education W	hite Paper 6), with specific reference	
	to the proposed support structures	and the second of heads and a second and		
		and the concept of barriers to learning	and development;	
•		ners experiencing barriers to learning by		
•				
•	apply school-based support to lear approach; and		means of an integrated team	
•	apply school-based support to lear approach; and	ners experiencing barriers to learning by	means of an integrated team	
• Mo	apply school-based support to lear approach; and understand and apply curriculum d	ners experiencing barriers to learning by ifferentiation and assessment strategies	means of an integrated team in an inclusive classroom.	
• Mo	apply school-based support to lear approach; and understand and apply curriculum d dule Code: LSSH 528 (16) e: SOCIAL AND HEALTH ISSUES IN EDU	ners experiencing barriers to learning by ifferentiation and assessment strategies	means of an integrated team in an inclusive classroom. NQF-Level:	
• Mo	apply school-based support to lear approach; and understand and apply curriculum d dule Code: LSSH 528 (16) e: SOCIAL AND HEALTH ISSUES IN EDI dule Outcomes: On completion of th	ners experiencing barriers to learning by ifferentiation and assessment strategies JCATION	means of an integrated team in an inclusive classroom. NQF-Level:	
• Mo Title Mo	apply school-based support to lear approach; and understand and apply curriculum d dule Code: LSSH 528 (16) e: SOCIAL AND HEALTH ISSUES IN EDI dule Outcomes: On completion of th	ners experiencing barriers to learning by ifferentiation and assessment strategies JCATION is module, the student should be able to ners experiencing social and health barr	means of an integrated team in an inclusive classroom. NQF-Level:	
• Mo Title Mo	apply school-based support to lear approach; and understand and apply curriculum d dule Code: LSSH 528 (16) e: SOCIAL AND HEALTH ISSUES IN EDU dule Outcomes: On completion of th demonstrate understanding of lear pandemic, violence in schools, etc.,	ners experiencing barriers to learning by ifferentiation and assessment strategies JCATION is module, the student should be able to ners experiencing social and health barr ;	means of an integrated team in an inclusive classroom. NQF-Level: : : iers to learning such as the HIV/AIDS	
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• Moo Title Moo •	apply school-based support to lear approach; and understand and apply curriculum d dule Code: LSSH 528 (16) E: SOCIAL AND HEALTH ISSUES IN EDI dule Outcomes: On completion of th demonstrate understanding of lear pandemic, violence in schools, etc. apply a health promoting approach learning; and realise the role of the educator, the	ners experiencing barriers to learning by ifferentiation and assessment strategies JCATION is module, the student should be able to ners experiencing social and health barr ; in school and class context to support le e school, the family, and the community	means of an integrated team in an inclusive classroom. NQF-Level: : iers to learning such as the HIV/AIDS earners experiencing barriers to	
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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 diseas	es and HIV/AIDS .		
Module Code: MLED575 (32)		NQF-Level:	
Title: MATHEMATICS: ELEMENTARY			
	f this module the student is expected to b	be able to apply thorough knowledge	
and insight with respect to:			
 Linear, quadratic, polynomial, exponential, logarithmic and trigonometric functions by representing the mentioned functions in different ways, as well as interpreting the functions in real-life contexts; 			
	lving real-life problems by means of two	-	
	, summarising, displaying, analysing and i		
 outcomes of events and determining the probability, and also executing real-life applications thereof; The natural numbers, integers, rational numbers, real numbers, as well as the motivation for the extension from 			
	nd the application of this knowledge in re		
Module Code: MLED 572 (32)		NQF-Level:	
Title: DIDACTICS OF MATHEMATICAL LI	TERACY		
	f this module the student should be able	to:	
	sight with respect to the content and stru		
	ecution of teaching-learning opportunitie		
	e of teaching-learning media, as well as i		
Module Code: MLED576 (32)		NQF-Level:	
Title: MATHEMATICS: APPLICATION			
	f this module the student is expected to a	apply thorough knowledge and newly	
acquired insight with respect to:	· · · · · · · · · · · · · · · · · · ·	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
 Analytical geometry (conic section 	ns) in solving real-life problems		
	ionship between analytical and spherical	geometry	
	pound functions in solving real-life probl		
optimalisation).	.pound randons in sorring rear inc pros		
Module Code: MLED 574 (32)		NQF-Level:	
Title: MATHEMATICAL LITERACY IN COI	NTEXT		
	f this module the student is expected to:		
•	and acquired insight into mathematical	literacy with respect to the historical	
	d the use of mathematics in the world of		
cultures; including ethnomathem		· , · · , · · , · · · · · · · · · · ·	
Module Code: NDWK522 (16)		NQF-Level:	
Title: DIDACTICS OF MATHEMATICS (GE	T-BAND)	• •	
Module Outcomes: The student should			
 demonstrate knowledge, skills an 	d values in respect of teaching and learni	ng strategies,	
•	g aids for the teaching of Mathematics in		
-	and skills regarding aids and strategies in		
GET-band.		-	
Module Code: NEBK511 (16)		NQF-Level:	
Title: THE EARTH AND BEYOND FOR SC	ENCE		
Module Outcomes: The student should	be able to facilitate the development of	themes regarding all essential aspects	
	earing on life and living, in the GET-band.		
Module Code: NECK521 (16)		NQF-Level:	
Title: ENERGY AND CHANGE FOR SCIEN	CE		
Module Outcomes: The student should	be able to facilitate the development of	themes regarding energy and change,	
the essential aspects of Physics, and re	ated learning experiences, in the GET bar	nd.	
Module Code: NLLK511 (16)		NQF-Level:	
Title: LIFE AND LIFESTYLE FOR SCIENCE	(GET-BAND)		
	be able to facilitate the development of		
Botany, Zoology and Physiology that ha	ve a bearing on life and living, in the GET	-band.	
Module Code: NMMK521 (16)		NQF-Level:	
Title: MATTER AND MATERIALS FOR SC	IENCE		
	be able to facilitate the development of	themes regarding all essential aspects	
of Chemistry that have a bearing on ma	tter and material, in the GET-band.		
Module Code: NDSK 521 (16)		NOF-Level:	

Title	: DIDACTICS OF SCIENCE (Intermedia	ate)			
Module Outcomes: After completion of this module, the student should be able to:					
•	demonstrate his knowledge, skills	and values with regard to essential asp	ects of teaching, learning and the use		
	of teaching aids at intermediate ar				
•	have sound theoretical knowledge	of constructivism as applied to physics	and chemistry at these levels and the		
	-	ons impacts on the learning of physics an			
•		nity to access the content of the relevan			
	•	elopmental line, and required pre-knowl	-		
•		a variety of instructional strategies and	-		
		tion, the student will be familiar with pr			
	organisation and management.	,			
Mod	lule Code: NVMI 521 (8)		NQF-Level:		
	: INTRODUCTION TO RESEARCH ME	THODS			
Module Outcomes: The student should be able to develop an understanding of numbers and fractions in his/her					
students and facilitate the four types of calculations in the GET-band.					
	lule Code: NWPK511 (16)		NQF-Level:		
	: NUMBER DEVELOPMENT		NQF-Level.		
			14.		
IVIOC		pletion of this module the student shou	10:		
•	•	onal research and types of research,			
•		ose statement and formulate the signification	ance of a study,		
•	conduct a review of the literature				
•		nd quantitative research approaches to	educational research,		
•	develop a research design and pro				
•	select a population and apply sample				
•	develop appropriate research tool	s/instruments and data collection proced	lures,		
•	conduct data analysis including	descriptive and inferential statistics	and demonstrate correct use of		
	bibliographical references.				
Mod	lule Code: NWPK512 (16)		NQF-Level:		
Title	: FOUNDATIONS OF ALGEBRA				
Mod	lule Outcomes: The student should	be able to develop an understanding of t	he fundamental principles of algebra		
	s/her students by means of facilitati				
Mod	lule Code: NWPK521 (16)		NQF-Level:		
	: GEOMETRICAL DEVELOPMENT				
		be able to develop geometrical concepts	in his/her students by means of		
	itation in the GET-band.				
	lule Code: NWPK522 (16)		NQF-Level:		
	: GRAPHICS AND DATA HANDLING		NQP-LEVEL		
		he able to convey the acquisition of prob	long colving skills regarding the		
		be able to convey the acquisition of prob			
		ata to his/her students by means of facil			
	lule Code: ORAK511 (8)		NQF-Level:		
	: EDUCATION LAW, SYSTEMS AND A				
Mod	lule Outcomes: The student should				
•	-	insight with regard to the school as orga			
•		cher with his/her employer, especially by	focusing on the service conditions of		
	the teacher.				
Mod	lule Code: ORAK521 (8)		NQF-Level:		
Title	: EDUCATION LAW, SYSTEMS AND A	DMINISTRATION B			
Mod	lule Outcomes: The student should	be able to:			
•	demonstrate the necessary knowle	edge, skills and perspective to be able to	act as manager in education;		
•	 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;	с , , ,			
•		particular demands placed on the beginr	er teacher; implement the necessary		
		to the profession as effective as possible			
Mor	lule Code: ORLK511 (8)		NQF-Level:		
Title: TEACHING AND LEARNING A					
	lule Outcomes: The student should	he able to:			
•		l insight with regard to teaching and lear	ning by describing and comparing the		
-	u	and constructivist approach to learning;	ting by describing and comparing the		
		nitive, metacognitive and motivational	variables that contribute to offective		
•	0 , 0 0	nuve, metacognitive and motivational	variables that contribute to effective		
	learning;				

• describing, analysing and illustrating the contribution of an interactive teaching approach, including the co-					
	operative learning models and appropriate teaching learning methods and media, and continued assessment, to				
	effective teaching-learning situations.				
Mo	dule Code: ORLK521 (8)		NQF-Level:		
Title: TEACHING AND LEARNING B					
Module Outcomes: The student should be able to:					
•	actionstate interneuge, and state and state there regard to reacting, rearring and the carried and sy				
	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.				
Mo	dule 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.			
•					
Мо	dule Code: VGAK 511 (16)		NQF-Level:		
Mo Titl	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A		-		
Mo Titl Mo	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A dule Outcomes: After completing this	s module the student must demonstrate	-		
Mo Titl Mo	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A dule Outcomes: After completing this ght and values in the following areas:		his acquired knowledge, skills,		
Mo Titl Mo	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A dule Outcomes: After completing thi ight and values in the following areas: teaching and guidance to students	of history in the formative and practice	his acquired knowledge, skills, directed focus of history.		
Mo Titl Mo	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A dule Outcomes: After completing this ight and values in the following areas: teaching and guidance to students With the aid of the necessary know	of history in the formative and practice of history in the formative and practice of the second s	his acquired knowledge, skills, directed focus of history. gained in evaluating published works		
Mo Titl Mo insi	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A dule Outcomes: After completing this ight and values in the following areas: teaching and guidance to students With the aid of the necessary know on history the student also ought to	of history in the formative and practice or vledge, insight and practical experience go o approach any learning content with a le	his acquired knowledge, skills, directed focus of history. gained in evaluating published works proader insight regarding ways of		
Mo Titl Mo insi	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A dule Outcomes: After completing this ight and values in the following areas: teaching and guidance to students With the aid of the necessary know on history the student also ought to interpretation and the way in whicl	of history in the formative and practice of history in the formative and practice of the second s	his acquired knowledge, skills, directed focus of history. gained in evaluating published works proader insight regarding ways of		
Mo Titl Mo insi	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A dule Outcomes: After completing this ight and values in the following areas: teaching and guidance to students With the aid of the necessary know on history the student also ought to interpretation and the way in which teaching-learning situation.	of history in the formative and practice or vledge, insight and practical experience go o approach any learning content with a le	this acquired knowledge, skills, directed focus of history. gained in evaluating published works proader insight regarding ways of ds any learning content in the		
Mo Titl Mo insi •	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A dule Outcomes: After completing this ight and values in the following areas: teaching and guidance to students With the aid of the necessary know on history the student also ought to interpretation and the way in which teaching-learning situation.	of history in the formative and practice or vledge, insight and practical experience go o approach any learning content with a le	his acquired knowledge, skills, directed focus of history. gained in evaluating published works proader insight regarding ways of		
Mo Titl Mo insi •	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A dule Outcomes: After completing this ight and values in the following areas: teaching and guidance to students With the aid of the necessary know on history the student also ought to interpretation and the way in which teaching-learning situation.	of history in the formative and practice or vledge, insight and practical experience go o approach any learning content with a le	this acquired knowledge, skills, directed focus of history. gained in evaluating published works proader insight regarding ways of ds any learning content in the		
Mo Titl Mo insi • • Mo Titl Mo	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A dule Outcomes: After completing this ight and values in the following areas: teaching and guidance to students With the aid of the necessary know on history the student also ought to interpretation and the way in which teaching-learning situation. dule Code: VGBK 521 (16) e: SUBJECT DIDACTICS HISTORY B dule Outcomes: After completing this	of history in the formative and practice of /ledge, insight and practical experience g o approach any learning content with a b h a critical attitude can be applied towar s module the student must demonstrate	this acquired knowledge, skills, directed focus of history. gained in evaluating published works proader insight regarding ways of ds any learning content in the NQF-Level:		
Mo Titl Mo insi • • Mo Titl Mo	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A dule Outcomes: After completing this ight and values in the following areas: teaching and guidance to students With the aid of the necessary know on history the student also ought to interpretation and the way in which teaching-learning situation. dule Code: VGBK 521 (16) e: SUBJECT DIDACTICS HISTORY B dule Outcomes: After completing this ight and values in the following areas:	of history in the formative and practice of vledge, insight and practical experience g o approach any learning content with a h h a critical attitude can be applied towar	this acquired knowledge, skills, directed focus of history. gained in evaluating published works proader insight regarding ways of ds any learning content in the NQF-Level: this acquired knowledge, skills,		
Mo Titl Mo insi • • Mo Titl Mo	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A dule Outcomes: After completing this ight and values in the following areas: teaching and guidance to students With the aid of the necessary know on history the student also ought to interpretation and the way in which teaching-learning situation. dule Code: VGBK 521 (16) e: SUBJECT DIDACTICS HISTORY B dule Outcomes: After completing this ight and values in the following areas: the way in which the teaching-learn	of history in the formative and practice of /ledge, insight and practical experience g o approach any learning content with a b h a critical attitude can be applied towar s module the student must demonstrate	this acquired knowledge, skills, directed focus of history. gained in evaluating published works proader insight regarding ways of ds any learning content in the NQF-Level: this acquired knowledge, skills,		
Ma Titl Ma insi • • Ma Titl Ma insi	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A dule Outcomes: After completing this ight and values in the following areas: teaching and guidance to students With the aid of the necessary know on history the student also ought tu interpretation and the way in which teaching-learning situation. dule Code: VGBK 521 (16) e: SUBJECT DIDACTICS HISTORY B dule Outcomes: After completing this ight and values in the following areas: the way in which the teaching-learn learning contents for the year,	of history in the formative and practice of vledge, insight and practical experience g o approach any learning content with a b h a critical attitude can be applied towar s module the student must demonstrate ning process in history teaching could be	this acquired knowledge, skills, directed focus of history. gained in evaluating published works oroader insight regarding ways of ds any learning content in the NQF-Level: this acquired knowledge, skills, eapproached, meaningful planning of		
Mo Titl Mo insi • • Mo Titl Mo	dule Code: VGAK 511 (16) e: SUBJECT DIDACTICS OF HISTORY A dule Outcomes: After completing this ight and values in the following areas: teaching and guidance to students With the aid of the necessary know on history the student also ought tu interpretation and the way in which teaching-learning situation. dule Code: VGBK 521 (16) e: SUBJECT DIDACTICS HISTORY B dule Outcomes: After completing this ight and values in the following areas: the way in which the teaching-learn learning contents for the year,	of history in the formative and practice of vledge, insight and practical experience g o approach any learning content with a h h a critical attitude can be applied towar	this acquired knowledge, skills, directed focus of history. gained in evaluating published works oroader insight regarding ways of ds any learning content in the NQF-Level: this acquired knowledge, skills, e approached, meaningful planning of		