

VAAL TRIANGLE CAMPUS  
EDUCATIONAL SCIENCES

---

UNDERGRADUATE PROGRAMMES

J A A R B O E K

2017

Y E A R B O O K



NWU<sup>®</sup>

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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: <http://www.nwu.ac.za>

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**OFFICE BEARERS**

**FACULTY OF HUMANITIES**

**Executive Dean:** Prof C Rabali

**SCHOOL OF EDUCATIONAL SCIENCES**

**Director:** Prof JE Fourie

**Programme Manager:**

**BEd 1<sup>st</sup> to 4<sup>th</sup> year**

Dr E Küng

**BEd 1st to 4th year Foundation Phase**

Dr S Esterhuizen

**Honours BEd**

Mrs M Moller

**Postgraduate Certificate in Education**

Dr M M Kloppers

## **FACULTY BOARD**

Rabali TC (Chairperson)

Botha E

Butler HG

Coetzee van Rooy AS

Fourie JE

Mzini LB

Rothmann S

Selepe TJ

Smith A

Stander MW

Strydom E

Tempelhoff JWN

Van Rooy AJ

Van Zyl L

Vermeulen CW

SRC Academic

# INTRODUCTORY FACULTY RULES

## 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>

## 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**.
- h) A subminimum applies to each of the three sections of AGLA/AGLE121. Students must pass all three sections to complete the module successfully.

## WARNING AGAINST PLAGIARISM

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

## 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 possession of a **National Senior Certificate** issued by Umalusi as of 2009)

#### Selection Model: Determining the APS-score

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

- a) The required APS score is 24. 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.1.1.1.1 M-score as prerequisite for admission**

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

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

## Selection Model: Determining the M-score

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

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

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

### 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.

#### Specific requirements for new B.Ed Programmes

**(Applicable for Programmes: 4BHJ01; 4BQJ01 & 4BQJ02; 4BNJ01 – J21)**

- a) Basic computer literacy.
- b) Access to internet.
- c) It is compulsory to attend all contact sessions.
- d) It is compulsory to obtain the necessary technology such as a computer and/or tablet and mobile phone that meet the minimum specifications of the NWU namely: WiFi-enabled, one of the operating systems Windows, Android or Apple, 3G enabled (preferable) and 32 Gig (preferable).

**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 IURI-modules has a sub minimum of 45%.
- c) The pass requirement of a module in which examinations are taken, is a module mark of 50%.
- d) 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.

## 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 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

**QUALIFICATIONS, PROGRAMMES AND CURRICULA IN THE SCHOOL OF EDUCATIONAL SCIENCES**

Qualification	Programme	Programme and Curriculum code	Method of delivery	HEQ F level
<b>FIRST BACHELOR DEGREES</b>				
Bachelor of Education (BEd)	Foundation Phase	4BH J01 (First year students register in 2016)	Full-time	6 (7)
	Foundation Phase	422 100:0300V (First year students register in 2012)	<i>The programme is phasing out – please view the 2016 Calendar</i>	6 (7)
	Intermediate and Senior Phase	422 101: O172V to O179V	<i>The programme is phasing out – please view the 2016 Calendar</i>	6 (7)
	Intermediate and Senior Phase	4BQJ01-02	Full-time	7
	Senior and Further Education and Training Phase	4BN J01-21 (First year students register in 2016)	Full-time	7
	Senior and Further Education and Training Phase	422 102: O180V to O198V	<i>The programme is phasing out – please view the 2016 Calendar</i>	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 24 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 possession 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 50% in the matriculation examination or Mathematical Literacy in the matriculation examination with at least 65%

- The FET technology programme is required to have passed Mathematics in the Matriculation examination 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 60% or in First Additional Language level with at least 65%, 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**

<b>Module code</b>	<b>Descriptive name</b>	<b>Prerequisites</b>	<b>NQF level</b>	<b>Credits</b>
ACCE112	Accounting for Education: Application of Accounting Systems	Gr 12 Accounting (50%)	5	12
ACCE122	Accounting for Education: Financial Reporting – Sole Proprietor		6	12
ACCE212	Accounting for Education: Asset Disposal and Partnership		6	12
ACCE222	Accounting for Education: Manufacturing, Non-trading Enterprises and Budgets		6	16
ACCE312	Accounting for Education: Close Corporations and Companies		6	16
ACCE322	Accounting for Education: Financial Statements and Budgets		7	16
ACCE412	Accounting for Education: Correction of Errors and Incomplete Records, Ethics, Internal control and Auditing		7	16
ACCE422	Accounting for Education: Branch accounts and Computer usage in Accounting		7	16
ACCG211	Economic Management Sciences for Education: Financial Literacy in the Senior phase		6	8
AFAF211	Afrikaans First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children’s Literature	Gr 12 Afrikaans (Home language or First Additional Language)	5	8
AFAF221	Afrikaans First Additional Language in FP teaching: Foundational Knowledge and		6	8

	Multicultural Children's Literature			
AFAF311	Afrikaans First Additional Language in FP teaching: Language, Culture and Picture Books		6	8
AFAF321	Afrikaans First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies		6	8
AFAF411	Afrikaans First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction		7	8
AFAF421	Afrikaans First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature		7	8
AFCL121	Language of Conversational Competence: Afrikaans		5	8
AFKF414	Afrikaans Home Language Communication: Effective language use in a variety of contexts		6	8
AFKF415	Afrikaans First Additional Language Communication: Fundamental education related language skills for non-mother tongue speakers		6	8

AFKF424	Afrikaans Home Language Communication: Effective public oral and written Communication		6	8
AFKF425	Afrikaans First Additional Language Communication: Education related language proficiency for non-mother tongue speakers		6	8
AFRE112	Afrikaans Home Language: Text and Curriculum in the Senior & FET-Phase	Grade 12 Afrikaans Home language (50%)	5	12
AFRE122	Afrikaans Home Language: Spelling, semantics, and dictionary use for Education		6	12
AFRE212	Afrikaans Home Language: Linguistics for Education		6	12
AFRE222	Afrikaans Home Language: Drama, film and youth prose for education		6	16
AFRE312	Afrikaans Home Language: Youth and adult poetry for education		6	16
AFRE322	Afrikaans Home Language: The development of Afrikaans and contemporary language politics		7	16
AFRE412	Afrikaans Home Language: Socio-linguistics for Education		7	16
AFRE422	Afrikaans Home Language: Prose for Education		7	16
AFRF111	Afrikaans Home Language FP: Foundational Knowledge and	Grade 12 Afrikaans Home language	5	12

	Multicultural Children's Literature			
AFRF121	Afrikaans Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		6	12
AFRF211	Afrikaans Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principle and selecting and evaluating Children's Literature		6	12
AFRF221	Afrikaans Home Language FP: Semantics, Vocabulary and Picture books		6	12
AFRF311	Afrikaans Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		7	12
AFRF321	Afrikaans Home Language FP: Discourse Analysis, Pragmatics, Comprehension and informational texts		7	12
AFRF411	Afrikaans Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		7	12
AFRF421	Afrikaans Home Language FP: School-based Language Assessment and Critical issues in Children's Literature		8	12
AFRI111	Afrikaans Home Language: Text and curriculum in the Intermediate phase	Grade 12 Afrikaans Home language	5	12

AFRI121	Afrikaans Home Language: Phonetics and Phonology for Education		6	12
AFRI211	Afrikaans Home Language: Language & Spelling Norms for Education		6	12
AFRI221	Afrikaans Home Language: Children and Youth Poetry for Education		6	12
AFRI311	Afrikaans Home Language: Drama and Film for Education		7	12
AFRI321	Afrikaans Home Language: Semantics for Education		7	12
AFRI411	Afrikaans Home Language: Syntax and Text Linguistics for Education		7	12
AFRI421	Afrikaans Home Language: Prose (Literary Fiction) for Education		8	12
AGLE121/ AGLA121	Academic Literacy		5	12
BSTE112	Business studies: The business world, business management; business environments and entrepreneurship		5	12
BSTE122	Business Studies: Entry strategies and e-business		6	12
BSTE212	Business Studies: Establishing a business		6	12
BSTE222	Business Studies: Planning; organising; leading and controlling the management process		6	16

BSTE312	Business Studies: Operational Management and Human Resource Management		6	16
BSTE322	Business Studies: Marketing Management and Cooperative Social Responsibility		7	16
BSTE412	Business Studies: Financial Management and Purchasing Function		7	16
BSTE422	Business Studies: Strategic Management and Business Plans		7	16
BSTG111	Economic Management Sciences for Education: Entrepreneurship in the Senior phase		5	8
CATE112	Computer Applications Technology Education: System Technologies		5	12
CATE122	Computer Applications Technology Education: Elementary word processing skills		6	12
CATE212	Computer Applications Technology Education: Advanced word processing skills		6	12
CATE222	Computer Applications Technology Education: Computer networks		6	16
CATE312	Computer Applications Technology Education: Databases		6	16



CATE322	Computer Applications Technology Education: Spreadsheet processing		7	16
CATE412	Computer Applications Technology Education: e- Applications and e- Communication		7	16
CATE422	Computer Applications Technology Education: Information management and social implications		7	16
CTEE212	Civil Technology	FETC111	6	12
CTEE222	Civil Technology		6	16
CTEE312	Civil Technology		6	16
CTEE322	Civil Technology		7	16
CTEE412	Civil Technology		7	16
CTEE422	Civil Technology		7	16
CULV211	Professional Development and Diversity in Education		5	8
ECNG121	Economic Management Sciences for Education: Economics in the Senior Phase		5	8
ECOE112	Economics for Education: Introduction to Economics (Part 1)		5	12
ECOE122	Economics for Education: Introduction to Economics (Part 2)		6	12
ECOE212	Economics for Education: Economic-related issues applicable to the RSA		6	12

ECO222	Economics for Education: Introduction to Micro- Economics		6	16
ECO312	Economics for Education: From micro- to macro-Economics		6	16
ECO322	Economics for Education: The monetary and government sector		7	16
ECO412	Economics for Education: Macro-Economic Problems (Part 1)		7	16
ECO422	Economics for Education: Macro-economic problems (Part 2)		7	16
EDCC114	Introduction to Curriculum and Professional Studies		6	8
EDCC115	Critical components for curriculum development for educators		5	8
EDCC116	Work Integrated Learning (Learning in practice; Learning from practice)		5	8
EDCC125	Historical and Political context of Education in South Africa		6	8
EDCC126	Work Integrated Learning (Learning in practice; Learning from practice)		6	8
EDCC214	Professional Studies: Teaching and learning theories and practices		6	8
EDCC215	Educational Psychology: Introduction to Educational Psychology		6	8

EDCC216	Work Integrated Learning (Learning in practice; Learning from practice)		6	8
EDCC224	Educational Psychology: Human Development		6	8
EDCC225	Work Integrated Learning (Learning in practice; Learning from practice)		6	8
EDCC315	Educational Law		7	8
EDCC316	Work Integrated Learning (Learning in practice; Learning from practice)		7	8
EDCC323	Educational Psychology: Learning support		7	16
EDCC325	Critical thinking & Social Justice		7	8
EDCC326	Work Integrated Learning (Learning in practice; Learning from practice)		7	8
EDCC413	Educational Management and Leadership		7	8
EDCC414	Professional Studies: Integrated Assessment		7	8
EDCC415	Work Integrated Learning (Learning in practice; Learning from practice)		7	8
EDCC423	Educational Systems		7	8
EDCC424	Work Integrated Learning (Learning in practice; Learning from practice)		7	8
EDTC111	Educational Media and Technology		5	8
EDTM312	Environmental Management for Sustainability: Introduction to		7	8

	Environmental Management in schools			
EGDE113	Engineering Graphics and Design: Sketching and Instrument Drawing - Theory and skills		5	12
EGDE123	Engineering Graphics and Design: Projection methods for two dimensional and three dimensional views and construction of loci		6	12
EGDE212	Engineering Graphics and Design: Descriptive Geometry		6	12
EGDE222	Engineering Graphics and Design: Civil Drawings - Floor plans, orthographic & pictorial views		6	16
EGDE312	Engineering Graphics and Design: Civil Drawings - Electrical wiring diagrams, scales & view of foundations		6	16
EGDE322	Engineering Graphics and Design: Machine Drawing		7	16
EGDE411	Engineering Graphics and Design: Working in 3-D (1)		7	16
EGDE421	Engineering Graphics and Design: Working in 3-D (2)		7	16
ENAC211	English (First Additional Language) Communication: Using English as a medium of instruction across the curriculum (1)		6	8

ENAC221	English (First Additional Language) Communication: English across the curriculum		6	8
ENAF211	English First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature		5	8
ENAF221	English First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature		6	8
ENAF311	English First Additional Language in FP teaching: Language, Culture and Picture Books		6	8
ENAF321	English First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies		6	8
ENAF411	English First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction		7	8
ENAF421	English First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature		7	8

ENFF111	English Home Language FP: Foundational Knowledge and Multicultural Children’s Literature	Gr 12 English Home language	5	12
ENFF121	English Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children’s Literature		6	12
ENFF211	English Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children’s Literature		6	12
ENFF221	English Home Language FP: Semantics, Vocabulary and Picture books		6	12
ENFF311	English Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		7	12
ENFF321	English Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		7	12
ENFF411	English Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		7	12
ENFF421	English Home Language FP: School-based Language Assessment and Critical Issues in Children’s Literature		8	12

ENFI111	English Home Language IP: Text and curriculum in the Intermediate Phase		5	12
ENFI121	English Home Language IP: Characteristics of children's and young adult literature		6	12
ENGV111	English for the Senior/FET phase teacher: An introduction to Young Adult Literature (YAL)	Grade 12 English Home language (50%) or First additional language (65%)	5	12
ENGV121	English for the Senior/FET phase teacher: Linguistics		6	12
ENGV211	English for the Senior/FET phase teacher: Texts and context - Studying poetry and drama from the Elizabethan to the Victorian era		6	12
ENGV221	English for the Senior/FET phase teacher: Exploring key periods in literature		6	16
ENGV311	English for the Senior/FET phase teacher: Literary Theories and Philosophy		6	16
ENGV321	English for the Senior/FET phase teacher: Understanding Text and Context in a Post Modern era		7	16
ENGV411	English for the Senior/FET phase teacher: South African Literary Foundations and Perspectives		7	16
ENGV421	English for the Senior/FET phase teacher: Applied Linguistics		7	16

ENIP211	Teaching English as a FAL in the Intermediate Phase		6	8
ENIP221	English as a FAL in the Intermediate Phase: Linguistics for the Intermediate Phase Teacher		6	8
ENIP311	English as a FAL in the Intermediate Phase: Children's and Young Adult Literature in the Intermediate Phase		6	8
ENIP321	English as a FAL in the Intermediate Phase: Visual literacy and Technology for the IP teacher		7	8
ENIP411	English as a FAL in the Intermediate Phase: Texts and context in the FAL classroom		7	8
ENIP421	English as a FAL in the Intermediate Phase: Advanced language skills for the IP teacher		7	8
ETEE213	Electrical Technology for Teachers: Basic Electronics		6	12
ETEE222	Electrical Technology: Electromagnetism		6	16
ETEE312	Electrical Technology: Alternating Current Circuits		6	16
ETEE322	Electrical Technology for Teachers: Electronics II (Semiconductor devices)		7	16
ETEE413	Electrical Technology for Teachers: Electronics III (Digital fundamentals)		7	16



ETEE423	Electrical Technology: Alternating Current-circuits		7	16
FETC111	Structures in Technology as part of core content topics of Senior Phase Technology		5	12
FETE121	Electrical Technology: Electric current theory		5	12
FETM111	Engineering Technology for Teachers: Manufacturing and Joining		5	8
FETM121	Mechanical Technology for Teachers: Mechanical systems		6	8
FETP111	Processing in Technology for Education		6	8
FETW211	Engineering Technology for Teachers: Mechanical (Welding) Technology	FETM 121	6	12
GEOE112	Geography Education: Physical, economic and population background of Africa and the RSA		5	12
GEOE122	Geography Education: Planetary Geography, and Climatology		6	12
GEOE212	Geography Education: Urban and Economic Geography		6	12
GEOE222	Geography Education: Introduction to Geomorphology and Oceanography		6	16
GEOE312	Geography Education: Population and Development Geography		6	16
GEOE322	Geography Education: Advanced Geomorphology		7	16

GEOE411	Geography Education: Urban and Environmental Geography		7	16
GEOE421	Geography Education: Advanced Climatology		7	16
GEOS211	Geography: Human and physical geography for the Senior phase		6	8
HISE112	History for Education: Aspects of Euro-Asian History (9th to 19th century)		5	12
HISE122	History for Education: Aspects of South African History (1652-1900)		6	12
HISE212	History for Education: Aspects of South African History (1900-1948)		6	12
HISE222	History for Education: Aspects of African History (16th to 20th century)		6	16
HISE312	History for Education: Conflict in the Middle East during the 20th to 21st century		6	16
HISE322	History for Education: Aspects of European History (1914-1945)		7	16
HISE411	History for Education: The Cold War and the Globalized World		7	16
HISE421	History for Education: Aspects of South African History (1948-present)		7	16
HISS211	History: Selected South African and global history for the Senior phase		6	8

ITEE222	Engineering Technology for Teachers: Manufacturing and Joining (ii)	ITEE 211	6	8
ITEE312	Engineering Technology for Teachers: Manufacturing and Joining (iii)	ITEE 222	6	8
ITEE323	Engineering Technology for Teachers: Manufacturing and Joining (iv)	ITEE 312 – Participation mark of 40% for ITEE 312	7	8
ITEE413	Engineering Technology for Teachers: Manufacturing and Joining (v)	ITEE 323 – Participation mark of 40% for ITEE 323	7	8
ITEE423	Engineering Technology for Teachers: Manufacturing and Joining (vi)	ITEE 413 – Participation mark of 40% for ITEE 413	7	8
LIFE112	Life Sciences for Education: Biochemistry and Cytology	Grade 12 Life Sciences (50%)	5	12
LIFE122	Life Sciences for Education: Cell Processes and Tissues		6	12
LIFE212	Life Sciences for Education: Taxonomy and Processes of Viruses, Bacteria, Fungi, Algae and Plantae		6	12
LIFE222	Life Sciences for Education: Protista and Zoology		6	16
LIFE312	Life Sciences for Education: Anatomy and Physiology of Man: locomotion-, muscle-, transport-, immunology- and nutritional systems		6	16
LIFE322	Life Sciences for Education: Anatomy and Physiology of Man: gaseous exchange, excretion, osmoregulation and		7	16

	co-ordination systems as well as homeostasis and temperature regulation			
LIFE411	Life Sciences for Education: Environmental studies - ecology and sustainable living		7	16
LIFE421	Life Sciences for Education: Human reproduction, genetics and continuity of life		7	16
LOCE411	Life Orientation: The world of work		7	16
LOCE421	Life Orientation: Career Education		7	16
LOLT421	Language of Learning and Teaching		6	3
LOPE311	Life Orientation: Physical Education - Exercise science, selected recreational movement activities and physical fitness.		6	16
LOPE321	Life Orientation: Physical Education - Motor learning, sport and selected recreational movement activities.		7	16
LOPV111	Life Orientation: Personal Life Skills and Ethics (i)	Gr 12 Life Orientation (50%)	5	12
LOPV121	Life Orientation: Personal Life Skills and Ethics (ii)		6	12
LOSE211	Life Orientation: Society & Environment (i)		6	12
LOSE221	Life Orientation: Society & Environment (ii)		6	2

LSIN121	Introduction to Life Skills: Intermediate Phase		6	8
LSIP111	Life Skills Intermediate Phase: Personal Development (i)		5	12
LSIP211	Life Skills Intermediate Phase: Personal Development (ii)		6	8
LSIP221	Life skills Intermediate Phase: Social and environmental responsibility		6	8
LSIP311	Life Skills Intermediate phase: Physical Education (i)		7	8
LSIP321	Life Skills Intermediate phase Physical Education (ii)		7	8
LSIP411	Life Skills Intermediate phase: Creative arts (music)		7	8
LSIP421	Life Skills Intermediate phase: Creative arts (visual art and drama)		7	8
LSKA211	Life Skills: Visual arts for teaching and learning in the Foundation Phase		6	8
LSKM221	Life Skills in the Foundation Phase: Music		6	8
LSKN321	Life Skills for Early Childhood Education Development: Natural Science and Technology		6	8
LSKP421	Life Skills Foundation Phase: Physical Education		7	8
LSKS111	Life Skills for Early Childhood Education Development: Social Sciences		5	8

LSPP411	Life Skills for Early Childhood Education Development: Health Sciences		7	8
MAIP121	Mathematics Intermediate phase: Mathematical problem solving	Gr 12 Mathematics (45%)	5	12
MAIP211	Mathematics Intermediate phase: Numeration systems and number theory		6	8
MAIP221	Mathematics Intermediate phase: Functional relationships		6	8
MAIP311	Mathematics Intermediate phase: Proportional reasoning		6	8
MAIP321	Mathematics Intermediate phase: Space and shape		7	8
MAIP411	Mathematics Intermediate phase: Measurement		7	8
MAIP421	Mathematics Intermediate phase: Data handling		7	8
MATF111	Introduction to Mathematics: Numbers, operations and data handling		5	8
MATH111	Mathematics for the Senior and FET phase: Numbers, relationships and number systems	Grade 12 Mathematics (60%)	5	12
MATH121	Mathematics for the Senior and FET phase: Exploring space and shape		6	12
MATH211	Mathematics for the Senior and FET phase: A model-based approach to functions		6	12

MATH221	Mathematics for the Senior and FET phase: The interaction between Algebra and Geometry		6	16
MATH311	Mathematics for the Senior and FET phase: Statistics and probability		6	16
MATH321	Mathematics for the Senior and FET phase: Euclidean and Spherical geometry		7	16
MATH411	Mathematics for the Senior and FET phase: Differentiation and Integration Calculus		7	16
MATH421	Mathematics for the Senior and FET phase: Multi-dimensional algebra and numerical methods		7	16
MATV111	Mathematics for Senior Phase Algebra		5	8
MATV121	Mathematics for Senior Phase Geometry		6	8
MFPC111	Mathematics for Early Childhood Education and Development: Learning and teaching theories and strategies in primary Mathematics		5	12
MFPC121	Mathematics for Early Childhood Education and Development: Number sense and Operations		6	12
MFPC221	Mathematics for Early Childhood Education and Development: Geometry and measurement of primary mathematics		6	12

MFPC311	Mathematics for Early Childhood Education and Development: Number theory, number patterns and data handling in Primary Mathematics		6	8
MFPC321	Mathematics for Early Childhood Education and Development: Rational numbers in Primary Mathematics		6	8
MFPC411	Mathematics for Early Childhood Education and Development: Language in Mathematics		7	12
MFPP421	Mathematics for Early Childhood Education and Development: Early preschool Mathematics (informal phase)		7	12
MLIT111	Mathematical Literacy: Numbers and operations in context		5	12
MLIT121	Mathematical Literacy: Space, shape and measurement		6	12
MLIT211	Mathematical Literacy: Functional Relationships		6	12
MLIT221	Mathematical Literacy: Financial world		6	12
MLIT311	Mathematical Literacy: Statistics and probability		6	16
MLIT321	Mathematical Literacy: Euclidean geometry		7	16



MLIT411	Mathematical Literacy: Trigonometry		7	16
MLIT421	Mathematical Literacy: Analytical Geometry		7	16
MTLS211	Multi-grade and learning support in the Foundation and Intermediate Phase		7	12
NSSP111	Natural Sciences: Life and Living		5	8
NSSP112	Natural Sciences: Matter and Materials		5	8
NSSP121	Natural Sciences: Introductory Mechanics in Natural Science		6	8
NSSP211	Natural Sciences: Introduction to Physical Geography		6	8
NSTL111	Natural Sciences and Technology (Intermediate phase): Processes and Methods		5	12
NSTL211	Natural Sciences and Technology (Intermediate phase): Matter, Materials and Structures		6	8
NSTL221	Natural Sciences and Technology (Intermediate phase): Energy, Change, Systems and Control		6	8
NSTL311	Natural Sciences and Technology (Intermediate phase): Life, Living, Structures and Systems		7	8
NSTL321	Natural Sciences and Technology (Intermediate phase): Earth and Beyond		7	8

NSTL411	Natural Sciences and Technology (Intermediate phase): Inquiry based learning		7	8
NSTL421	Natural Sciences and Technology (Intermediate phase): Problem and Project based learning		7	8
PHSE112	Physical Science: Basic chemistry principles and stoichiometry of chemical reactions in the Senior/FET phase	Gr 12 Physical Sciences (50%) and Gr 12 Mathematics (50%)	5	12
PHSE122	Physical Science – Introductory Mechanics in the Senior/FET phase		6	12
PHSE212	Physical Science: Advanced mechanics and introduction to theory of electricity in the Senior/FET phase	PHSE 122	6	12
PHSE222	Physical Science: The Structure of Matter and Organic Chemistry in the Senior/FET phase	PHSE112	6	16
PHSE312	Physical Science: Control of chemical reactions in the Senior/FET phase	PHSE 112	6	16
PHSE322	Physical Science: Electricity and magnetism, oscillations and waves in the Senior/FET phase	PHSE122	7	16
PHSE412	Physical Science: Physical and geometric optics and theory of heat in the Senior/FET phase		7	16

PHSE422	Physical Science: Chemistry and chemical industries in the Senior/FET phase		7	16
READ121	Strategic Reading in the Content Areas		5	8
RESF412	Research in Education: Introduction		7	8
RESF422	Research Proposal: Planning and designing a research proposal in the education context		7	8
SNSE121	Introduction to Natural Science & Technology Intermediate Phase		5	8
SOCF414	Sesotho Home Language Communication (M): Effective language use in a variety of contexts	Gr 12 Sesotho Home language	6	8
SOCF421	Sesotho Home Language Communication (Mother language)		6	8
SOFF111	Sesotho Home Language FP: Foundational Knowledge and Multicultural Children's Literature	Gr 12 Sesotho Home language	5	12
SOFF121	Sesotho Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		6	12
SOFF211	Sesotho Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children's Literature		6	12

SOFF221	Sesotho Home Language FP: Semantics, Vocabulary and Picture books		6	12
SOFF311	Sesotho Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		7	12
SOFF321	Sesotho Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		7	12
SOFF411	Sesotho Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		7	12
SOFF421	Sesotho Home Language FP: School-based Language Assessment and Critical Issues in Children’s Literature		8	12
SOFI111	Sesotho for the Intermediate Phase: Advanced Sesotho Phonetics, Phonology, Phonemic Awareness and Spelling	Gr 12 Sesotho Home language	5	12
SOFI121	Sesotho Home Language for Intermediate phase: Introduction to the Study of the History of Children`s Literature - picture books		6	12
SOFI211	Sesotho Home Language for Intermediate phase: Development of Sesotho Syntax - Analysing Sesotho Morphology, Phonics, Word		6	12

	Construction and Alphabetic Principle			
SOFI221	Sesotho Home Language for Intermediate phase: Introduction to Traditional and Modern Poetry - poetic styles and meaning		6	12
SOFI311	Sesotho Home Language for Intermediate phase: Development of vocabulary and meaning		7	12
SOFI321	Sesotho Home Language for Intermediate phase: Creative and Critical Reading - novels and short stories		7	12
SOFI411	Sesotho Home Language for Intermediate phase: Advanced Discourse Analysis		7	12
SOFI421	Sesotho Home Language: Language for Intermediate phase Assessment and Critical Issues in Children's Literature		8	12
SOFV111	Sesotho Home Language: Introduction to Complex Sesotho Phonetics, Phonology, Phonemic Awareness and Spelling	Gr 12 Sesotho Home language	5	12
SOFV121	Sesotho Home Language: Introduction to the Origin of Sesotho Literature		6	12
SOFV211	Sesotho Home Language: Development and Evaluation of Sesotho Syntax Fluency		6	12

SOFV221	Sesotho Home Language: Introduction to Traditional and Modern Poetry		6	16
SOFV311	Sesotho Foundation Language: Semantics and Vocabulary Development		6	16
SOFV321	Sesotho Home Language: Creative and Critical Reading		7	16
SOFV411	Sesotho Home Language: Complex Discourse Analysis		7	16
SOFV421	Sesotho Home Language: Language Assessment and Critical Issues in Senior Phase Literature		7	16
SOLC121	Language of Conversational Competence: Sesotho	Gr 12 Sesotho Home language	5	8
SSCE121	Social Sciences for Intermediate phase: Ancient African History & Geography of RSA		5	12
SSCE211	Social Sciences for Intermediate phase: Planetary Geography and Climatology		6	8
SSCE221	Social Sciences for Intermediate phase: The effects of changes: 1400-1900 Europe & Africa		6	8
SSCE311	Social Sciences for Intermediate phase: Urban Geography		6	8
SSCE321	Social Sciences for Intermediate phase: Transport, communication and health systems		7	8

SSCE411	Social Sciences for Intermediate phase: Introduction to Geomorphology		7	8
SSCE421	Social Sciences for Intermediate phase: Modern South African democracy (1990-present)		7	8
SSSE112	Introduction to Social Science for Education		5	8
VTEE223	Mechanical Technology for Teachers (ii)		6	8
VTEE313	Mechanical Technology for Teachers (iii)	VTEE 213 and 223	7	8
VTEE323	Mechanical Technology for Teachers (iv)		7	8
VTEE413	Mechanical Technology for Teachers (v)	VTEE 313 and 413	7	8
VTEE423	Mechanical Technology for Teachers (vi)		6	8
WSKT122	Mathematics for FET Technology Teachers: Introductory Algebra		6	8
WSKT213	Mathematics for FET Technology Teachers: Functions, models, trigonometry and elementary descriptive statistics		6	8
WVOS222	Philosophy of Science: Understanding the Educational World		7	12
WVOS312	Philosophy of Science: Main Currents in the Philosophy of Education		7	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 4BH J01: 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	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
EDTC111	8	MTLS211	12	WVOS 312	12	RESF412	8
AGLA111 OR AGLE111	12			EDTM312	8		
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316		EDCC414	8
EDCC116	8	EDCC216	8			EDCC415	8
<b>Elective modules (Compulsory)</b>		<b>Continuation of elective modules (Compulsory)</b>		<b>Continuation of elective modules (Compulsory)</b>		<b>Continuation of elective modules (Compulsory)</b>	
MFPC111 LSKS111	12 8	LSKA211	8	MFPC311	8	MFPC411	12
<i>AFRF111 (A)</i> OR <i>ENFF111 (E)</i> OR <i>SOFF 111(S)</i>	12	<i>AFRF211 (A)</i> OR <i>ENFF211 (E)</i> OR <i>SOFF 211 (S)</i>	12	<i>AFRF311 (A)</i> OR <i>ENFF311 (E)</i> OR <i>SOFF311(S)</i>	12	LSPP411	8
		AFAF 211 OR ENAF211	8 8	AFAF31 OR ENAF311	8 8	<i>AFRF411 (A)</i> OR <i>ENFF411 (E)</i>	12
						ANAF411 OR ENAF411	8 8
<b>Total 1<sup>st</sup> semester</b>	64	<b>Total 1<sup>st</sup> semester</b>	64	<b>Total 1<sup>st</sup> semester</b>	64	<b>Total 1<sup>st</sup> semester</b>	72

## PROGRAMME 4BH J01: FOUNDATION PHASE (CONTINUED)

(First years register in 2016)

### 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
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
AGLA121 OR AGLE121	12	WVOS222	12			RESF422	8
AFCL121 OR SOLC 122	8					LOLT421	3
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8			EDCC325	8	EDCC424	8
				EDCC326	8		
<b>Continuation of elective modules (Compulsory)</b>		<b>Continuation of elective modules (Compulsory)</b>		<b>Continuation of elective modules (Compulsory)</b>		<b>Continuation of elective modules (Compulsory)</b>	
MFPC121	12	MFPC221	12	MFPC321	8	MFPP421	12
AFRF121 (A) OR ENFF121 (E) OR SOFF121	12	AFRF221 (A) OR ENFF221 (E) OR SOFF 221	12	AFRF321 (A) OR ENFF321 (E)	12	AFRF321 (A) OR ENFF321 (E)	12
		AFAF221 OR ENAF221	8 8	AFAF321 OR ENAF321	8 8	AFAF421 OR ENAF421	8 8
		LSKM221	8	LSKN321	8	LSKP421	8
<b>Total 2<sup>nd</sup> semester</b>	60	<b>Total 2<sup>nd</sup> semester</b>	68	<b>Total 2<sup>nd</sup> semester</b>	68	<b>Total 2<sup>nd</sup> semester</b>	67
<b>Total level 1</b>	<b>124</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>527</b>

## **OV.1.6 PROGRAMME: BED INTERMEDIATE PHASE: (FULL-TIME)**

This qualification is directed at training educators from Grade 4 up to Grade 6.

### **OV.1.6.1 Programme outcomes**

The learners of the Intermediate 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. **Students wishing to register for MATHEMATICS, SCIENCES AND TECHNOLOGY programme<sup>5</sup> are required to have passed Mathematics in the Gr 12 examination with at least 45%**

**IMPORTANT INFORMATION:**

<sup>1</sup> For students with an African Language as Home Language.

<sup>2</sup> For students with Afrikaans or English as Home Language. <sup>1</sup>

<sup>3</sup> Only for Distance students (Not applicable to Vaal Campus).

<sup>4</sup> Only Vaal Triangle Campus.

**Languages available to choose from as home language as per senior / matric certificate:**

Afrikaans and English<sup>4</sup>.

**AVAILABILITY OF MODULES BEING PRESENTED, EITHER ON DISTANCE OR CONTACT, ARE SUBJECT TO APPROVAL AND CAMPUS CAPACITY.**

**OV.1.6.4 PROGRAMME 4BQ J01: MATHEMATICS, SCIENCES AND TECHNOLOGY<sup>5</sup>**

**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
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
EDTC111	8	MTLS211	12	EDTM312	8	RESF411	8
SSSE111	8			WVOS312	12		
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC 116	8	EDCC216	8			EDCC415	8
<b>Specialisation subjects</b>		<b>Continuation of elective and methodology</b>		<b>Continuation of elective</b>		<b>Elective Methodology</b>	
AFRI111 (A) OR ENFI111 (E) <sup>4</sup> OR SOFI111 (S)	12	AFRI211 (A) OR ENFI211 (E) <sup>4</sup> OR SOFI211 (S)	12	AFRI311 (A) OR ENFI311 (E) <sup>4</sup> OR SOFI311 (S)	12	AFRI411 (A) OR ENFI411 (E) <sup>4</sup> OR SOFI411 (S)	12
NSTL111	12	ENIP211	8	ENIP311	8	ENIP411	8
		MAIP211	8	MAIP311	8	MAIP411	8
		NSTL211	8	NSTL311	8	NSTL411	8
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>72</b>	<b>Total 1<sup>st</sup> semester</b>	<b>72</b>	<b>Total 1<sup>st</sup> semester</b>	<b>68</b>

**PROGRAMME 4BQ J01: MATHEMATICS, SCIENCES AND TECHNOLOGY<sup>5</sup>**  
**(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
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
AGLA 121 OR AGLE 121	12	WVOS222	12			RESF421	8
AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8					LOLT421	3
LSIN121	8						
<b>Core (Compulsory) Modules</b>		<b>Core (Compulsory) Modules</b>		<b>Core (Compulsory) Modules</b>		<b>Core (Compulsory) Modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	8
				EDCC326	8		
<b>Continuation of specialization subject</b>		<b>Continuation of elective modules</b>		<b>Continuation of elective modules and methodology</b>		<b>Elective methodology</b>	
AFRI121 (A) OR ENFI121 (E) OR SOFI121 (S)	12	AFRI221 (A) OR ENFI221(E) OR SOFI221 (S)	12	AFRI321 (A) OR ENFI321(E) OR SOFI321 (S)	12	AFRI421 (A) OR ENFI421(E) OR SOFI421 (S)	12
MAIP121	12	ENIP221	8	ENIP321	8	ENIP421	8
		MAIP221	8	MAIP321	8	MAIP421	8
		NSTL221	8	NSTL321	8	NSTL421	8
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>63</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>136</b>	<b>Total level 3</b>	<b>140</b>	<b>Total level 4</b>	<b>131</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>539</b>

**OV.1.6.5 PROGRAMME 4BQ J02: LIFE SKILLS AND SOCIAL SCIENCES**

**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
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
EDTC111	8	MTLS211	12	EDTM312	8	RESF411	8
MATF111	8			WVOS312	12		
<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>		<b>Core (Compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC 116	8	EDCC216	8			EDCC415	8
<b>Specialisation subjects</b>		<b>Continuation of elective and methodology</b>		<b>Continuation of elective</b>		<b>Elective Methodology</b>	
AFRI111 (A) OR ENFI111 (E) <sup>4</sup> OR SOFI111 (S)	12	AFRI211 (A) OR ENFI211 (E) <sup>4</sup> OR SOFI211 (S)	12	AFRI311 (A) OR ENFI311 (E) <sup>4</sup> OR SOFI311 (S)	12	AFRI411 (A) OR ENFI411 (E) <sup>4</sup> OR SOFI411 (S)	12
LSIP111	12	ENIP211	8	ENIP311	8	ENIP411	8
		SSCE211	8	SSCE311	8	SSCE411	8
		LSIP211	8	LSIP311	8	LSIP411	8
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>72</b>	<b>Total 1<sup>st</sup> semester</b>	<b>72</b>	<b>Total 1<sup>st</sup> semester</b>	<b>68</b>



## PROGRAMME 4BQ J02: LIFE SKILLS AND SOCIAL SCIENCES (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
<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>		<b>Fundamental (Compulsory) modules</b>	
AGLA 121 OR AGLE 121	12	WVOS222	12			RESF421	8
AFCL121 <sup>1</sup> OR SOLC122 <sup>2</sup>	8					LOLT421	3
SNSE121	8						
<b>Core (Compulsory) Modules</b>		<b>Core (Compulsory) Modules</b>		<b>Core (Compulsory) Modules</b>		<b>Core (Compulsory) Modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	8
				EDCC326	8		
<b>Continuation of specialization subject</b>		<b>Continuation of elective modules</b>		<b>Continuation of elective modules and methodology</b>		<b>Elective methodology</b>	
AFRI121 (A) OR ENFI121 (E)	12	AFRI221 (A) OR ENFI221(E)	12	AFRI321 (A) OR ENFI321(E)	12	AFRI321 (A) OR ENFI321(E)	12
SSCE121	12	ENIP221	8	ENIP321	8	ENIP421	8
		SSCE221	8	SSCE321	8	SSCE421	8
		LSIP221	8	LSIP321	8	LSIP421	8
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>63</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>136</b>	<b>Total level 3</b>	<b>140</b>	<b>Total level 4</b>	<b>131</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>539</b>

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

This qualification is directed at training educators 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**

The programmes are structured from modules which are spread over four years.

## **IMPORTANT INFORMATION:**

<sup>1</sup> For students with an African Language as Home Language.

<sup>2</sup> For students with Afrikaans or English as Home Language.

<sup>3</sup> Only for Distance students (Not applicable to Vaal Campus)

<sup>4</sup> Only Vaal Triangle Campus.

<sup>5</sup> Only for Contact students.

## **Languages available as Home Language Communication:**

Afrikaans, English, Sesotho.

**Students wishing to register for programmes 4BN J17, 4BN J18, and 4BN J19 are required to have passed Mathematics in the Gr 12 examination with at least 45% and Physical sciences are a recommendation.** Students that do not meet the minimum requirements, who have passed Mathematics in grade 12 with at least 40%, may be allowed entry into this programme on condition that he/she passes the bridging modules MTEC 111 and MTEC 121 during the first two years of study. Students that do not meet the minimum requirements, who did Mathematics up to grade 11 and achieved at least a 70% in Mathematical Literacy in grade 12, may be allowed entry into this programme on condition that he/she passes the bridging modules MTEC 111 and MTEC 121 during the first two years of study.

**AVAILABILITY OF MODULES BEING PRESENTED, EITHER ON DISTANCE OR CONTACT, ARE SUBJECT TO APPROVAL AND CAMPUS CAPACITY.**

**OV.1.7.4 PROGRAMME 4BN J01: ONDERWYSAFRIKAANS**
**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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
AFRE112	12	AFRE212	12	AFRE312	16	AFRE412	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
CATE112 [MATF111]	12 8	CATE212 [CULV211]	12 8	CATE312	16	CATE412	16
ENGV111 [MATF111]	12 8	ENGV211 [CULV211]	12 8	ENGV311	16	ENGV411	16
GEOE112 [NSSP111]	12 8	GEOE212 [HISE211]	12 8	GEOE312	16	GEOE411	16
HISE112 [MATF111]	12 8	HISE212 [GEOE211]	12 8	HISE312	16	HISE411	16
LIFE112 [NSSP112]	12 8	LIFE212 [NSSP211]	12 8	LIFE312	16	LIFE411	16
MATH111 [MATV111]	12 8	MATH211 [CULV211]	12 8	MATH311	16	MATH411	16
MLIT111 [MATF111]	12 8	MLIT211 [CULV211]	12 8	MLIT311	16	MLIT411	16
SOFV111 [MATF111]	12 8	SOFV211 [CULV211]	12 8	SOFV311	16	SOFV411	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>

**PROGRAMME 4BN J01: ONDERWYSAFRIKAANS (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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	<b>Choose one:</b> ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
<b>Choose one:</b> AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			<b>Choose one:</b> AFKF424 (M) OR AFKF425 (NM) OR SOCF421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
AFRE122	12	AFRE222	16	AFRE322	16	AFRE422	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
CATE122 [READ121]	12 8	CATE222	16	CATE322	16	CATE422	16
ENGV121 [READ121]	12 8	ENGV221	16	ENGV321	16	ENGV421	16
GEOE122 [NSSP121]	12 8	GEOE222	16	GEOE322	16	GEOE421	16
HISE122 [READ121]	12 8	HISE222	16	HISE322	16	HISE421	16
LIFE122 [NSSP122]	12 8	LIFE222	16	LIFE322	16	LIFE421	16
MATH121 [MATV121]	12 8	MATH221	16	MATH321	16	MATH421	16
MLIT121 [READ121]	12 8	MLIT221	16	MLIT321	12	MLIT421	16
SOFV121 [READ121]	12 8	SOFV221	16	SOFV321	16	SOFV421	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

**OV.1.7.5 PROGRAMME 4BN J02: LIFE SIENCE 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCC414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
LIFE112	12	LIFE212	12	LIFE312	16	LIFE411	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
AFRE112 [NSSP112]	12 8	AFRE 211 [NSSP211]	12 8	AFRE 312	16	AFRE412	16
BSTE112 [NSSP112]	12 8	BSTE212 [NSSP211]	12 8	BSTE312	16	BSTE412	16
CATE112 [NSSP112]	12 8	CATE212 [NSSP211]	12 8	CATE312	16	CATE412	16
ENGV111 [NSSP112]	12 8	ENGV211 [NSSP211]	12 8	ENGV311	16	ENGV411	16
GEOE112 [NSSP112]	12 8	GEOE212 [NSSP211]	12 8	GEOE312	16	GEOE411	16
MLIT111 [MATF111]	12 8	MLIT211 [NSSP211]	12 8	MLIT311	16	MLIT411	16
PHSE112 [MATV111]	12 8	PHSE212 [NSSP211]	12 8	PHSE312	16	PHSE412	16
SOFV111 [NSSP112]	12 8	SOFV211 [NSSP211]	12 8	SOFV311	16	SOFV411	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>

**PROGRAMME 4BN J02: LIFE SCIENCE 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	Choose one: ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
Choose one: AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			Choose one: AFKF424 (M) OR AFKF425 (NM) OR SOFC421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
LIFE122	12	LIFE222	16	LIFE322	16	LIFE421	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
AFRE122 [NSSP121]	12 8	AFRE222	16	AFRE322	16	AFRE422	16
BSTE122 [NSSP121]	12 8	BSTE222	16	BSTE322	16	BSTE422	16
CATE122 [NSSP121]	12 8	CATE222	16	CATE322	16	CATE422	16
ENGV121 [NSSP121]	12 8	ENGV221	16	ENGV321	16	ENGV421	16
GEOE122 [NSSP121]	12 8	GEOE222	16	GEOE322	16	GEOE421	16
MLIT121 [NSSP121]	12	MLIT221	16	MLIT321	16	MLIT421	16
PHSE122 [NSSP121]	12 8	PHSE222	16	PHSE322	16	PHSE422	16
SOFV121 [NSSP121]	12 8	SOFV221	16	SOFV321	16	SOFV421	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

**OV.1.7.6 PROGRAMME 4BN J04: ENGLISH 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
ENGV111	12	ENGV211	12	ENGV311	16	ENGV411	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE112 [BSTG111]	12 8	ACCE212 [CULV211]	12 8	ACCE312	16	ACCE412	16
AFRE112 [MATF111]	12 8	AFRE212 [CULV211]	12 8	AFRE312	16	AFRE412	16
BSTE112 [MATF111]	12 8	BSTE212 [ACCG211]	12 8	BSTE312	16	BSTE412	16
HISE112 [MATF111]	12 8	HISE212 [GEOE211]	12 8	HISE312	16	HISE411	16
LIFE112 [NSSP112]	12 8	LIFE212 [NSSP211]	12 8	LIFE312	16	LIFE411	16
MATH111 [MATV111]	12 8	MATH211 [CULV211]		MATH311		MATH411	
MLIT111 [MATF111]	12 8	MLIT211 [CULV211]	12 8	MLIT311	16	MLIT411	16
SOFV111 [MATF111]	12 8	SOFV211 [CULV211]	12 8	SOFV311	16	SOFV411	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>



**PROGRAMME 4BN J04: ENGLISH 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	Choose one: ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
Choose one: AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			Choose one: AFKF424 (M) OR AFKF425 (NM) OR SOFC421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
ENGV121	12	ENGV221	16	ENGV321	16	ENGV421	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE122 [ECNG121]	12 8	ACCE222	16	ACCE322	16	ACCE422	16
AFRE122 [READ121]	12 8	AFRE222	16	AFRE322	16	AFRE422	16
BSTE122 [ECNG121]	12 8	BSTE222	16	BSTE322	16	BSTE422	16
HISE122 [READ121]	12 8	HISE222	16	HISE322	16	HISE421	16
LIFE122 [NSSP121]	12 8	LIFE222	16	LIFE322	16	LIFE421	16
MATH121 [MATV121]	12 8	MATH221	16	MATH321	16	MATH421	16
MLIT121 [READ121]	12 8	MLIT221	16	MLIT321	16+	MLIT421	16
SOFV121 [READ121]	12 8	SOFV221	16	SOFV321	16	SOFV421	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
	<b>2</b>						
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

**OV.1.7.7 PROGRAMME 4BN J05: ECONOMICS 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
ECOE112	12	ECOE212	12	ECOE312	16	ECOE412	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE112	12	ACCE212	12	ACCE312	16	ACCE412	16
[BSTG111]	8	[CULV211]	8				
AFRE112	12	AFRE212	12	AFRE312	16	AFRE412	16
[BSTG111]	8	[ACCG211]	8				
BSTE112	12	BSTE212	12	BSTE312	16	BSTE412	16
[MATF111]	8	[ACCG211]	8				
ENGV111	12	ENGV211	12	ENGV311	16	ENGV411	16
[BSTG111]	8	[CULV211]	8				
GEOE112	12	GEOE212	12	GEOE312	16	GEOE411	16
[BSTG112]	8	[ACCG211]	8				
HISE112	12	HISE212	12	HISE312	16	HISE411	16
[BSTG111]	8	[ACCG211]	8				
MATH111	12	MATH211		MATH311		MATH411	
[MATV111]	8	[CULV211]					
MLIT111	12	MLIT211	12	MLIT311	16	MLIT411	16
[MATF111]	8	[CULV211]	8				
SOFV111	12	SOFV211	12	SOFV311	16	SOFV411	16
[BSTG111]	8	[CULV211]	8				
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>

**PROGRAMME 4BN J05: ECONOMICS 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	<b>Choose one:</b> ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
<b>Choose one:</b> AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			<b>Choose one:</b> AFKF424 (M) OR AFKF425 (NM) OR SOFC421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
ECOE122	12	ECOE222	16	ECOE322	16	ECOE222	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE122 [READ121]	12 8	ACCE222	16	ACCE322	16	ACCE422	16
AFRE122 [READ121]	12 8	AFRE222	16	AFRE322	16	AFRE422	16
BSTE122 [READ121]	12 8	BSTE222	16	BSTE322	16	BSTE422	16
ENGV121 [READ121]	12 8	ENGV221	16	ENGV321	16	ENGV421	16
GEOE122 [READ121]	12 8	GEOE222	16	GEOE322	16	GEOE421	16
HISE122 [READ121]	12 8	HISE222	16	HISE322	16	HISE421	16
MATH121 [MATV121]	12 8	MATH221	16	MATH321	16	MATH421	16
MLIT121 [READ121]	12 8	MLIT221	16	MLIT321	16+	MLIT421	16
SOFV121 [READ121]	12 8	SOFV221	16	SOFV321	16	SOFV421	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
	<b>2</b>						
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

**OV.1.7.8 PROGRAMME 4BN J06: HISTORY 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
HISE112	12	HISE212	12	HISE312	16	HISE412	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
AFRE112	12	AFRE212	12	AFRE312	16	AFRE412	16
[MATF111]	8	[GEOS211]	8				
CATE112	12	CATE212	12	CATE312	16	CATE412	16
[MATF111]	8	[GEOS211]	8				
ECOE112	12	ECOE212	12	ECOE312	16	ECOE412	16
[BSTG111]	8	[GEOS211]	8				
ENGV111	12	ENGV211	12	ENGV311	16	ENGV411	16
[MATF111]	8	[GEOS211]	8				
GEOE112	12	GEOE212	12	GEOE312	16	GEOE411	16
[NSSP111]	8	[CULV211]	8				
LIFE112	12	LIFE212	12	LIFE312	16	LIFE411	16
[NSSP112]	8	[GEOS212]	8				
LOPV111	12	LOSE211	12	LOPE311	16	LOCE411	16
[MATF111]	8	[GEOS211]	8				
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>

**PROGRAMME 4BN J06: HISTORY 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	Choose one: ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
Choose one: AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			Choose one: AFKF424 (M) OR AFKF425 (NM) OR SOCF421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
HISE122	12	HISE222	16	HISE322	16	HISE422	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
AFRE122 [READ121]	12 8	AFRE222	16	AFRE322	16	AFRE422	16
CATE122 [READ121]	12 8	CATE222	16	CATE322	16	CATE422	16
ECOE122 [READ121]	12 8	ECOE222	16	ECOE322	16	ECOE422	16
ENGV121 [READ121]	12 8	ENGV221	16	ENGV321	16	ENGV421	16
GEOE122 [NSSP121]	12 8	GEOE222	16	GEOE322	16	GEOE421	16
LIFE122 [NSSP121]	12 8	LIFE222	16	LIFE322	16	LIFE421	16
LOPV121 [READ121]	12 8	LOSE221	16	LOPE321	16	LOCE421	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

## OV.1.7.9 PROGRAMME 4BN J07: GEOGRAPHY 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
GEOE112	12	GEOE212	12	GEOE312	16	GEOE412	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE112 [BSTG111]	12 8	ACCE212 [HISS211]	12 8	ACCE312	16	ACCE412	16
AFRE112 [MATF111]	12 8	AFRE212 [HISS211]	12 8	AFRE312	16	AFRE412	16
BSTE112 [MATF111]	12 8	BSTE212 [HISS211]	12 8	BSTE312	16	BSTE412	16
EGDE113 [FETP111]	12 8	EGDE212 [HISS211]	12 8	EGDE312	16	EGDE411	16
ENGV111 [MATF111]	12 8	ENGV211 [HISS211]	12 8	ENGV311	16	ENGV411	16
HISE112 [NSSP111]	12 8	HISE212 [CULV211]	12 8	HISE312	16	HISE411	16
LIFE112 [NSSP112]	12 8	LIFE212 [HISS212]	12 8	LIFE312	16	LIFE411	16
MATH111 [MATV111]	12 8	MATH211 [HISS211]	12 8	MATH311	16	MATH411	16
MLIT111 [MATF111]	12 8	MLIT211 [HISS211]	12 8	MLIT311	16	MLIT411	16
SOFV111 [MATF111]	12 8	SOFV211 [HISS211]	12 8	SOFV311	16	SOFV411	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>

**PROGRAMME 4BN J07: GEOGRAPHY 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	<b>Choose one:</b> ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
<b>Choose one:</b> AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			<b>Choose one:</b> AFKF424 (M) OR AFKF425 (NM) OR SOCF421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
GEOE122	12	GEOE222	16	GEOE322	16	GEOE422	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE122 [ECNG121]	12 8	ACCE222	16	ACCE322	16	ACCE422	16
AFRE122 [READ121]	12 8	AFRE222	16	AFRE322	16	AFRE422	16
BSTE122 [ECNG121]	12 8	BSTE222	16	BSTE322	16	BSTE422	16
EGDE123 [FETM121]	12 8	EGDE222	16	EGDE322	16	EGDE421	16
ENGV121 [READ121]	12 8	ENGV221	16	ENGV321	16	ENGV421	16
HISE122 [NSSP121]	12 8	HISE222	16	HISE322	16	HISE421	16
LIFE122 [NSSP121]	12 8	LIFE222	16	LIFE322	16	LIFE421	16
MATH121 [MATV121]	12 8	MATH221	16	MATH321	16	MATH421	16
MLIT121 [READ121]	12 8	MLIT221	16	MLIT321	16	MLIT421	16
SOFV121 [READ121]	12 8	SOFV221	16	SOFV321	16	SOFV421	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
	<b>2</b>						
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

**OV.1.7.10 PROGRAMME 4BN J08: LIFE ORIENTATION**
**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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
LOPV111	12	LOSE211	12	LOPE311	16	LOCE411	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
AFRE112	12	AFRE212	12	AFRE312	16	AFRE412	16
[MATF111]	8	[CULV211]	8				
BSTE112	12	BSTE212	12	BSTE312	16	BSTE412	16
[MATF111]	8	[ACCG211]	8				
CATE112	12	CATE212	12	CATE312	16	CATE412	16
[FETP111]	8	[CULV211]	8				
ECOE112	12	ECOE212	12	ECOE312	16	ECOE412	16
[BSTG111]	8	[ACCG211]	8				
ENGV111	12	ENGV211	12	ENGV311	16	ENGV411	16
[MATF111]	8	[CULV211]	8				
MATH111	12	MATH211	12	MATH311	16	MATH411	16
[MATV111]	8	[CULV211]	8				
MLIT111	12	MLIT211	12	MLIT311	16	MLIT411	16
[MATF111]	8	[CULV211]	8				
SOFV111	12	SOFV211	12	SOFV311	16	SOFV411	16
[MATF111]	8	[CULV211]	8				
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>



**PROGRAMME 4BN J08: LIFE ORIENTATION (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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	<b>Choose one:</b> ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
<b>Choose one:</b> AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			<b>Choose one:</b> AFKF424 (M) OR AFKF425 (NM) OR SOFC421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
LOPV121	12	LOSE221	16	LOPE321	16	LOCE421	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
AFRE122 [READ121]	12 8	AFRE222	16	AFRE322	16	AFRE422	16
BSTE122 [ECNG121]	12 8	BSTE222	16	BSTE322	16	BSTE422	16
CATE122 [READ121]	12 8	CATE222	16	CATE322	16	CATE422	16
ECOE122 [READ121]	12 8	ECOE222	16	ECOE322	16	ECOE422	16
ENGV121 [READ121]	12 8	ENGV221	16	ENGV321	16	ENGV421	16
MATH121 [MATV121]	12 8	MATH221	16	MATH321	16	MATH421	16
MLIT121 [READ121]	12 8	MLIT221	16	MLIT321	16	MLIT421	16
SOFV121 [READ121]	12 8	SOFV221	16	SOFV321	16	SOFV421	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

**OV.1.7.11 PROGRAMME 4BN J10: PHYSICAL SCIENCES 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
PHSE112	12	PHSE212	12	PHSE312	16	PHSE412	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE112 [NSSP111]	12 8	ACCE212 [NSSP211]	12 8	ACCE312	16	ACCE412	16
BSTE112 [NSSP111]	12 8	BSTE212 [NSSP211]	12 8	BSTE312	16	BSTE412	16
EGDE113 [NSSP111]	12 8	EGDE212 [NSSP211]	12 8	EGDE312	16	EGDE411	16
GEOE112 [NSSP111]	12 8	GEOE212 NSSP2211]	12 8	GEOE312	16	GEOE411	16
HISE112 [NSSP111]	12 8	HISE212 [NSSP211]	12 8	HISE312	16	HISE411	16
LIFE112 [MATV111]	12 8	LIFE212 [NSSP211]	12 8	LIFE312	16	LIFE411	16
LOPV111 [NSSP111]	12 8	LOSE211 [NSSP211]	12 8	LOPE311	16	LOCE411	16
MATH111 [MATV111]	12 8	MATH211 [NSSP211]	12 8	MATH311	16	MATH411	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>

**PROGRAMME 4BN J10: 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	<b>Choose one:</b> ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
<b>Choose one:</b> AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			<b>Choose one:</b> AFKF424 (M) OR AFKF425 (NM) OR SOCC421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
PHSE122	12	PHSE222	16	PHSE322	16	PHSE422	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE122 [ECNG121]	12 8	ACCE222	16	ACCE322	16	ACCE422	16
AFRE122 [READ121]	12 8	AFRE222	16	AFRE322	16	AFRE422	16
BSTE122 [EGNG121]	12 8	BSTE222	16	BSTE322	16	BSTE422	16
EGDE123 [FETM121]	12 8	EGDE222	16	EGDE222	16	EGDE421	16
GEOE122 [READ121]	12 8	GEOE222	16	GEOE322	16	GEOE421	16
HISE122 [READ121]	12 8	HISE222	16	HISE322	16	HISE421	16
LIFE122 [MATV121]	12 8	LIFE222	16	LIFE322	16	LIFE421	16
LOPV121 [READ121]	12 8	LOSE221	16	LOPE321	16	LOCV421	16
MATH121 [MATV121]	12 8	MATH221	16	MATH321	16	MATH421	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

**OV.1.7.12 PROGRAMME 4BN J11: 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
BSTE112	12	BSTE212	12	BSTE312	16	BSTE412	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE112	12	ACCE212	12	ACCE312	16	ACCE412	16
[MATF111]	8	[CULV211]	8				
AFRE112	12	AFRE212	12	AFRE312	16	AFRE412	16
[MATF111]	8	[ACCG211]	8				
CATE112	12	CATE212	12	CATE312	16	CATE412	16
[MATF111]	8	[ACCG211]	8				
ECOE112	12	ECOE212	12	ECOE312	16	ECOE412	16
[NSSP111]	8	[ACCG211]	8				
EGDE113	12	EGDE212	12	EGDE312	16	EGDE411	16
[FETP111]	8	[ACCG211]	8				
ENGV111	12	ENGV211	12	ENGV311	16	ENGV411	16
[MATF111]	8	[ACCG211]	8				
GEOE112	12	GEOE212	12	GEOE312	16	GEOE411	16
[NSSP111]	8	[ACCG211]	8				
PHSE112	12	PHSE212	12	PHSE312	16	PHSE412	16
[NSSP111]	8	[ACCG211]	8				
SOFV111	12	SOFV211	12	SOFV311	16	SOFV411	16
[MATF111]	8	[ACCG211]	8				
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>

**PROGRAMME 4BN J11: BUSINESS STUDIES 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	<b>Choose one:</b> ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
<b>Choose one:</b> AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			<b>Choose one:</b> AFKF424 (M) OR AFKF425 (NM) OR SOFC421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
BSTE122	12	BSTE222	16	BSTE322	16	BSTE422	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE122 [ECNG121]	12 8	ACCE222	16	ACCE322	16	ACCE422	16
AFRE122 [ECNG121]	12 8	AFRE222	16	AFRE322	16	AFRE422	16
CATE122 [ECNG121]	12 8	CATE222	16	CATE322	16	CATE422	16
ECOE122 [READ121]	12 8	ECOE222	16	ECOE322	16	ECOE422	16
EGDE123 [ECNG121]	12 8	EGDE222	16	EGDE322	16	EGDE421	16
ENGV121 [ECNG121]	12 8	ENGV221	16	ENGV321	16	ENGV421	16
GEOE122 [ECNG121]	12 8	GEOE222	16	GEOE322	16	GEOE421	16
PHSE122 [ECNG121]	12 8	PHSE222	16	PHSE322	16	PHSE422	16
SOFV121 [ECNG121]	12 8	SOFV221	16	SOFV321	16	SOFV421	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

**OV.1.7.13 PROGRAMME 4BN J12: ACCOUNTING 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
ACCE112	12	ACCE212	12	ACCE312	16	ACCE412	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
AFRE112	12	AFRE212	12	AFRE312	16	AFRE412	16
[BSTG111]	8	[CULV211]	8				
BSTE112	12	BSTE212	12	BSTE312	16	BSTE412	16
[MATF111]	8	[CULV211]	8				
CATE112	12	CATE212	12	CATE312	16	CATE412	16
[BSTG111]	8	[CULV211]	8				
ECOE112	12	ECOE212	12	ECOE312	16	ECOE412	16
[BSTG111]	8	[CULV211]	8				
ENGV111	12	ENGV211	12	ENGV311	16	ENGV411	16
[BSTG111]	8	[CULV211]	8				
HISE112	12	HISE212	12	HISE312	16	HISE411	16
[BSTG111]	8	[GEOS211]	8				
PHSE112	12	PHSE212	12	PHSE312	16	PHSE412	16
[BSTG111]	8	[NSSP211]	8				
SOFV111	12	SOFV211	12	SOFV311	16	SOFV411	16
[BSTG111]	8	[CULV211]	8				
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>

**PROGRAMME 4BN J12: ACCOUNTING FOR EDUCATION (CONTINUED)  
SECOND SEMESTER**

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Code	Cr	Code	Cr	Code	Cr	Code	Cr
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	<b>Choose one:</b> ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
<b>Choose one:</b> AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			<b>Choose one:</b> AFKF424 (M) OR AFKF425 (NM) OR SOCF421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
ACCE122	12	ACCE222	16	ACCE322	16	ACCE422	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
AFRE122 [ECNG121]	12 8	AFRE222	16	AFRE322	16	AFRE422	16
BSTE122 [ECNG121]	12 8	BSTE222	16	BSTE322	16	BSTE422	16
CATE122 [ECNG121]	12 8	CATE222	16	CATE322	16	CATE422	16
ECOE122 [READ121]	12 8	ECOE222	16	ECOE322	16	ECOE422	16
ENGV121 [ECNG121]	12 8	ENGV221	16	ENGV321	16	ENGV421	16
HISE122 [ECNG121]	12 8	HISE222	16	HISE322	16	HISE421	16
PHSE122 [ECNG121]	12 8	PHSE222	16	PHSE322	16	PHSE422	16
SOFV121 [ECNG121]	12 8	SOFV221	16	SOFV321	16	SOFV421	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

**OV.1.7.14 PROGRAMME 4BN J13: COMPUTER APPLICATIONS TECHNOLOGY  
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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
CATE112	12	CATE212	12	CATE312	16	CATE412	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE112 [BSTG111]	12 8	ACCE212 [CULV211]	12 8	ACCE312	16	ACCE412	16
AFRE112 [MATF111]	12 8	AFRE212 [CULV211]	12 8	AFRE312	16	AFRE412	16
BSTE112 [MATF111]	12 8	BSTE212 [ACCG211]	12 8	BSTE312	16	BSTE412	16
EGDE113 [FETP111]	12 8	EGDE212 [CULV211]	12 8	EGDE312	16	EGDE411	16
ENGV111 [MATF111]	12 8	ENGV211 [CULV211]	12 8	ENGV311	16	ENGV411	16
HISE112 [MATF111]	12 8	HISE212 [GEOS211]	12 8	HISE312	16	HISE411	16
LIFE112 [NSSP112]	12 8	LIFE212 [NSSP211]	12 8	LIFE312	16	LIFE411	16
MATH111 [MATV111]	12 8	MATH211 [CULV211]	12 8	MATH311	16	MATH411	16
MLIT111 [MATF111]	12 8	MLIT211 [CULV211]	12 8	MLIT311	16	MLIT411	16
SOFV111 [MATF111]	12 8	SOFV211 [CULV211]	12 8	SOFV311	16	SOFV411	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>



**PROGRAMME 4BN J13: COMPUTER APPLICATIONS TECHNOLOGY EDUCATION 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	Choose one: ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
Choose one: AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			Choose one: AFKF424 (M) OR AFKF425 (NM) OR SOCF421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
CATE122	12	CATE222	16	CATE322	16	CATE422	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE122 [ECNG121]	12 8	ACCE222	16	ACCE322	16	ACCE422	16
AFRE122 [READ121]	12 8	AFRE222	16	AFRE322	16	AFRE422	16
BSTE122 [ECNG121]	12 8	BSTE222	16	BSTE322	16	BSTE422	16
EGDE123 [FETM121]	12 8	EGDE222	16	EGDE322	16	EGDE421	16
ENGV121 [READ121]	12 8	ENGV221	16	ENGV321	16	ENGV421	16
HISE122 [READ121]	12 8	HISE222	16	HISE322	16	HISE421	16
LIFE122 [NSSP121]	12 8	LIFE222	16	LIFE322	16	LIFE421	16
MATH121 [MATV121]	12 8	MATH221		MATH321		MATH421	
MLIT121 [READ121]	12 8	MLIT221	16	MLIT321	16	MLIT421	16
SOFV121 [READ121]	12 8	SOFV221	16	SOFV321	16	SOFV421	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

**OV.1.7.15 PROGRAMME 4BN J14: MATHEMATICS 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
MATH111	12	MATH211	12	MATH311	16	MATH411	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE112 [MATV111]	12 8	ACCE212 [CULV211]	12 8	ACCE312	16	ACCE412	16
AFRE112 [MATV111]	12 8	AFRE212 [CULV211]	12 8	AFRE312	16	AFRE412	16
CATE112 [MATV111]	12 8	CATE212 [CULV211]	12 8	CATE312	16	CATE412	16
ECOE112 [MATV111]	12 8	ECOE212 [ACCG211]	12 8	ECOE312	16	ECOE412	16
EGDE113 [MATV111]	12 8	EGDE212 [CULV211]	12 8	EGDE312	16	EGDE411	16
ENGV111 [MATV111]	12 8	ENGV211 [CULV211]	12 8	ENGV311	16	ENGV411	16
GEOE112 [MATV111]	12 8	GEOE212 [HISS211]	12 8	GEOE312	16	GEOE411	16
LIFE112 [MATV111]	12 8	LIFE212 [NSSP211]	12 8	LIFE312	16	LIFE411	16
PHSE112 [MATV111]	12 8	PHSE212 [NSSP211]	12 8	PHSE312	16	PHSE412	16
SOFV111 [MATV111]	12 8	SOFV211 [CULV211]	12 8	SOFV311	16	SOFV411	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>

**PROGRAMME BN J14: 4MATHEMATICS 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	Choose one: ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
Choose one: AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			Choose one: AFKF424 (M) OR AFKF425 (NM) OR SOCF421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
MATH121	12	MATH221	16	MATH321	16	MATH421	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
AFRE122 [MATV121]	12 8	AFRE222	16	AFRE322	16	AFRE422	16
CATE122 [MATV121]	12 8	CATE222	16	CATE322	16	CATE422	16
ECOE122 [MATV121]	12 8	ECOE222	16	ECOE322	16	ECOE422	16
EGDE123 [MATV121]	12 8	EGDE222	16	EGDE322	16	EGDE421	16
ENGV121 [MATV121]	12 8	ENGV221	16	ENGV321	16	ENGV421	16
GEOE122 [MATV121]	12 8	GEOE222	16	GEOE322	16	GEOE421	16
LIFE122 [MATV121]	12 8	LIFE222	16	LIFE322	16	LIFE421	16
PHSE122 [MATV121]	12 8	PHSE222	16	PHSE322	16	PHSE422	16
SOFV121 [MATV121]	12 8	SOFV221	16	SOFV321	16	SOFV421	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

## OV.1.7.16 PROGRAMME 4BN J16: ENGINEERING GRAPHICS AND DESIGN 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
EGDE113	12	EGDE212	12	EGDE312	16	EGDE411	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
AFRE112 [FETP111]	12 8	AFRE212 [CULV211]	12 8	AFRE312	16	AFRE412	16
BSTE112 [FETP111]	12 8	BSTE212 [ACCG211]	12 8	BSTE312	16	BSTE412	16
CATE112 [FETP111]	12 8	CATE212 [CULV211]	12 8	CATE312	16	CATE412	16
ECOE112 [FETP111]	12 8	ECOE212 [ACCG211]	12 8	ECOE312	16	ECOE412	16
ENGV111 [FETP111]	12 8	ENGV211 [CULV211]	12 8	ENGV311	16	ENGV411	16
PHSE112 [FETP111]	12 8	PHSE112 [NSSP211]	12 8	PHSE312	16	PHSE412	16
SOFV111 [FETP111]	12 8	SOFV211 [CULV211]	12 8	SOFV311	16	SOFV411	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>

**PROGRAMME 4BN J16: ENGINEERING GRAPHICS AND DESIGN 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	<b>Choose one:</b> ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
<b>Choose one:</b> AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			<b>Choose one:</b> AFKF424 (M) OR AFKF425 (NM) OR SOCC421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
EGDE123	12	EGDE222	16	EGDE322	16	EGDE421	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
AFRE122 [FETM121]	12 8	AFRE222	16	AFRE322	16	AFRE422	16
BSTE122 [FETM121]	12 8	BSTE222	16	BSTE322	16	BSTE422	16
CATE122 [FETM121]	12 8	CATE222	16	CATE322	16	CATE422	16
ECOE122 [FETM121]	12 8	ECOE222	16	ECOE322	16	ECOE422	16
ENGV121 [FETM121]	12 8	ENGV221	16	ENGV321	16	ENGV421	16
PHSE122 [FETM121]	12 8	PHSE222	16	PHSE322	16	PHSE422	16
SOFV121 [FETM121]	12 8	SOFV221	16	SOFV321	16	SOFV421	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
						<b>TOTAL FOR THE CURRICULUM</b>	<b>535</b>

**OV.1.7.17 PROGRAMME 4BN J20: MATHEMATICAL LITERACY 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
MLIT111	12	MLIT211	12	MLIT311	16	MLIT411	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE112 [BSTG111]	12 8	ACCE212 [CULV211]	12 8	ACCE312	16	ACCE412	16
AFRE112 [MATF111]	12 8	AFRE212 [CULV211]	12 8	AFRE312	16	AFRE412	16
CATE112 [MATF111]	12 8	CATE212 [CULV211]	12 8	CATE312	16	CATE412	16
ECOE112 [BSTG111]	12 8	ECOE212 [ACCG211]	12 8	ECOE312	16	ECOE412	16
EGDE113 [MATF111]	12 8	EGDE212 [CULV211]	12 8	EGDE313	16	EGDE411	16
ENGV111 [MATF111]	12 8	ENGV111 [CULV211]	12 8	ENGV311	16	ENGV411	16
GEOE112 [MATF111]	12 8	GEOE212 [HISS211]	12 8	GEOE312	16	GEOE411	16
LIFE112 [NSSP112]	12 8	LIFE212 [NSSP211]	12 8	LIFE312	16	LIFE411	16
SOFV111 [MATF111]	12 8	SOFV211 [CULV211]	12 8	SOFV311	16	SOFV411	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>

**PROGRAMME 4BN J20: MATHEMATICAL LITERACY 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	<b>Choose one:</b> ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
<b>Choose one:</b> AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			<b>Choose one:</b> AFKF424 (M) OR AFKF425 (NM) OR SOFC421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
MLIT121	12	MLIT221	16	MLIT321	16	MLIT421	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
ACCE122 [ECNG121]	12 8	ACCE222	16	ACCE322	16	ACCE422	16
AFRE122 [READ121]	12 8	AFRE222	16	AFRE322	16	AFRE422	16
CATE122 [READ121]	12 8	CATE222	16	CATE322	16	CATE422	16
ECOE122 [READ121]	12 8	ECOE222	16	ECOE322	16	ECOE422	16
EGDE123 [FETM121]	12 8	EGDE221	16	EGDE321	16	EGDE421	16
ENGV121 [READ121]	12 8	ENGV221	16	ENGV321	16	ENGV421	16
GEOE122 [READ121]	12 8	GEOE222	16	GEOE322	16	GEOE421	16
LIFE122 [NSSP121]	12 8	LIFE222	16	LIFE322	16	LIFE411	16
SOFV121 [READ121]	12 8	SOFV221	16	SOFV321	16	SOFV421	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
						<b>TOTAL FOR THE CURRICULUM</b>	
							<b>535</b>

## OV.1.7.18 PROGRAMME BN J21: SESOTHO 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
EDTC111	8	ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCC414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216				EDCC415	8
<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
SOFF111	12	SOFF211	12	SOFF311	16	SOFF411	16
<b>Specialisation subject 2 [AND GET subject] CHOOSE ONE</b>		<b>Continuation of elective specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
CATE112 [MATF111]	12 8	CATE212 [CULV211]	12 8	CATE312	16	CATE412	16
ECOE112 [BSTG111]	12 8	ECOE212 [ACCG211]	12 8	ECOE312	16	ECOE412	16
EGDE113 [FETP111]	12 8	EGDE212 [CULV211]	12 8	EGDE312	16	EGDE411	16
ENGV111 [MATF111]	12 8	ENGV211 [CULV211]	12 8	ENGV311	16	ENGV411	16
GEOE112 [NSSP111]	12 8	GEOE212 [HISS211]	12 8	GEOE312	16	GEOE411	16
LIFE112 [NSSP112]	12 8	LIFE212 [NSSP211]	12 8	LIFE312	16	LIFE411	16
LOPV111 [MATF111]	12 8	LOSE211 [CULV211]	12 8	LOPE311	16	LOCPE411	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>



**PROGRAMME 4BN J21: SESOTHO 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	<b>Choose one:</b> ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
<b>Choose one:</b> AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			<b>Choose one:</b> AFKF424 (M) OR AFKF425 (NM) OR SOCF421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
SOFF121	12	SOFF221	16	SOFF321	16	SOFF421	16
<b>Continuation of specialisation subject 2 [AND GET subject]</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>		<b>Continuation of elective specialisation subject 2</b>	
CATE122 [READ121]	12 8	CATE222	16	CATE322	16	CATE422	16
ECOE122 [READ121]	12 8	ECOE222	16	ECOE322	16	ECOE422	16
EGDE123 [FETM121]	12 8	EGDE222	16	EGDE322	16	EGDE421	16
ENGV121 [READ121]	12 8	ENGV221	16	ENGV321	16	ENGV421	16
GEOE122 [NSSP121]	12 8	GEOE222	16	GEOE322	16	GEOE421	16
LIFE122 [NSSP122]	12 8	LIFE222	16	LIFE322	16	LIFE421	16
LOPV121 [READ121]	12 8	LOSE221	16	LOPE321	16	LOCE21	16
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>13 2</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

**OV.1.7.19 PROGRAMME 4BN J17: MECHANICAL TECHNOLOGY**
**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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
		ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216	8			EDCC415	8
		<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
		FETW211	12	ITEE312	8	ITEE413	8
				VTEE313	8	VTEE413	8
<b>Specialisation subject 2 and GET subjects</b>		<b>Continuation of specialisation subject 2</b>		<b>Continuation of specialisation subject 2</b>		<b>Continuation of specialisation subject 2</b>	
EGDE113	12	EGDE212	12	EGDE312	16	EGDE411	16
FETC111	12	WSKT213	8				
FETM111	8						
FETP111	8						
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>64</b>	<b>Total 1st semester</b>	<b>68</b>	<b>Total 1st semester</b>	<b>72</b>

**OV.1.7.19 PROGRAMME 4BN J17: MECHANICAL TECHNOLOGY (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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	<b>Choose one:</b> ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
<b>Choose one:</b> AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			<b>Choose one:</b> AFKF424 (M) OR AFKF425 (NM) OR SOFC421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
		ITEE222	8	ITEE323	8	ITEE423	8
		VTEE223	8	VTEE323	8	VTEE423	8
<b>Specialisation subject 2 and GET subjects</b>		<b>Continuation of Specialisation subject 2</b>		<b>Continuation of Specialisation subject 2</b>		<b>Continuation of Specialisation subject 2</b>	
EGDE123	12	EGDE222	16	EGDE322	16	EGDE421	16
FETE121	12						
FETM121	8						
WSKT122	8						
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

## OV.1.7.20 PROGRAMME 4BN J18: CIVIL TECHNOLOGY EDUCATION: CIVIL TECHNOLOGY

### 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
		ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCF414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216	8			EDCC415	8
		<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
		CTEE212	12	CTEE312	16	CTEE412	8
<b>Specialisation subject 2 and GET subjects</b>		<b>Continuation of specialisation subject 2</b>		<b>Continuation of specialisation subject 2</b>		<b>Continuation of specialisation subject 2</b>	
EGDE113	12	EGDE212	12	EGDE312	16	EGDE411	16
FETC111	12	WSKT213	8				
FETM111	8						
FETP111	8						
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>68</b>	<b>Total 1<sup>st</sup> semester</b>	<b>72</b>

# PROGRAMME 4BN J18: CIVIL TECHNOLOGY (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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	Choose one: ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
Choose one: AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			Choose one: AFKF424 (M) OR AFKF425 (NM) OR SOCF421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
		CTEE222	8	CTEE323	8	CTEE422	8
<b>Specialisation subject 2 and GET subjects</b>		<b>Continuation of Specialisation subject 2</b>		<b>Continuation of Specialisation subject 2</b>		<b>Continuation of Specialisation subject 2</b>	
EGDE123	12	EGDE222	16	EGDE322	16	EGDE421	16
FETE121	12						
FETM121	8						
WSKT122	8						
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

**OV.1.7.22 PROGRAMME 4BN J19: ELECTRIC TECHNOLOGY 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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
		ENAC211 (NM) OR ENAC212 (M)	8	EDTM312	8	RESF412	8
				WVOS312	12	<b>Choose one:</b> AFKF414 (M) OR AFKF415 (NM) OR SOCC414 (M)	8
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC114	8	EDCC214	8	EDCC315	8	EDCC413	8
EDCC115	8	EDCC215	8	EDCC316	8	EDCC414	8
EDCC116	8	EDCC216	8			EDCC415	8
		<b>Specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
		ETEE212	12	CTEE312	16	ETEE413	8
<b>Specialisation subject 2 and GET subjects</b>		<b>Continuation of specialisation subject 2</b>		<b>Continuation of specialisation subject 2</b>		<b>Continuation of specialisation subject 2</b>	
EGDE113	12	EGDE212	12	EGDE312	16	EGDE411	16
FETC111	12	WSKT213	8				
FETM111	8						
FETP111	8						
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 1<sup>st</sup> semester</b>	<b>68</b>	<b>Total 1<sup>st</sup> semester</b>	<b>72</b>

**PROGRAMME 4 BN J19: ELECTRIC TECHNOLOGY (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
<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>		<b>Fundamental (compulsory) modules</b>	
AGLA121 OR AGLE121	12	<b>Choose one:</b> ENAC221 (NM) OR ENAC222 (M)	8			RESF422	8
<b>Choose one:</b> AFCL121 <sup>1</sup> OR SOLC121 <sup>2</sup>	8	WVOS222	12			<b>Choose one:</b> AFKF424 (M) OR AFKF425 (NM) OR SOFC421 (M)	8
						LOLT421	3
<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>		<b>Core (compulsory) modules</b>	
EDCC125	8	EDCC224	8	EDCC323	16	EDCC423	8
EDCC126	8	EDCC225	8	EDCC325	8	EDCC424	1
				EDCC326	8		
		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>		<b>Continuation of specialisation subject 1</b>	
		ETEE222	8	ETEE323	8	ETEE423	8
<b>Specialisation subject 2 and GET subjects</b>		<b>Continuation of Specialisation subject 2</b>		<b>Continuation of Specialisation subject 2</b>		<b>Continuation of Specialisation subject 2</b>	
EGDE123	12	EGDE222	16	EGDE322	16	EGDE421	16
FETE121	12						
FETM121	8						
WSKT122	8						
<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>	<b>Total 2nd semester</b>	<b>68</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>
<b>Total level 1</b>	<b>132</b>	<b>Total level 2</b>	<b>132</b>	<b>Total level 3</b>	<b>132</b>	<b>Total level 4</b>	<b>139</b>
<b>TOTAL FOR THE CURRICULUM</b>							<b>535</b>

## **OV.1.8 OTHER RULES**

### **OV.1.8.1 Language competency**

All learners must obtain two language endorsements. Learners (non-mother tongue speakers) automatically obtain a, e and any other official language on the grounds that they have passed matric. Non-mother tongue speakers wishing to qualify for an A, E, T or S must report for a language competency assessment. Mother tongue speakers must register for the appropriate modules for the language that the symbol must be awarded for.

#### **Choice of communication module**

Only mother tongue speakers can choose AFKF414/424 or SOCF414/421 or any other approved mother tongue as communication module. Only non-mother tongue speakers can choose AFKF415/425 as communication module.

### **OV.1.8.3 Work integrated learning**

In as much as the BEd qualification is vocational directed, student must acquire field experience during each year of study. All students (first year to fourth year) must do six weeks of work integrated learning yearly at an approved school.

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



## OV.2 MODULE OUTCOMES

### OV.2.1 MODULE OUTCOMES FOR THE DEGREE BACHELOR OF EDUCATION (BED)

Module code: ACCE112	Semester 1	NQF-level: 5
Title: Accounting for Education: Application of Accounting Systems		
On completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an informed understanding of the purpose and function of Accounting ;</li> <li>• the ability to identify and analyse the elements of an accounting system in the reconciliation of Bank and control accounts for the use according to due procedures and processes in the Accounting system and to demonstrate accuracy in all calculations;</li> <li>• the ability to behave ethically, to remain well-motivated and value-driven in all operational circumstances and in all forms of communication, written and verbal and to demonstrate accountability;</li> <li>• the ability to select information and combine his/her theoretical knowledge with practical application and to develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP) together with the ability to represent this to the learners in his/her own classroom; and</li> <li>• application of the systematic knowledge regarding lesson planning and problem-solving that reflects the basic Accounting procedures and processes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ACCE122	Semester 2	NQF-level: 6
Title: Accounting for Education: Financial Reporting – Sole Proprietor		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• display a knowledge of financial reporting by designing an accounting system in accordance with the needs of a specific application/approach to an accounting practice;</li> <li>• collect, analyse, present, report and interpret the linked elements of an accounting system/practice such as the trial balances, settlements, final accounts, ten column work sheets, financial statements and ratios in principle with theoretical basis, the use of procedures and processes in practice-related examples/situations;</li> <li>• behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability;</li> <li>• select information and combine this with his / her theoretical knowledge in practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom; and</li> <li>• apply systematic knowledge regarding lesson planning and problem-solving that reflects basic Accounting procedures and processes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ACCE222	Semester 2	NQF-level: 6
Title: Accounting for Education: Manufacturing, Non-trading Enterprises and Budgets		
On completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a detailed knowledge of manufacturing, non-profit organizations (sport clubs) and budgets by designing an accounting system to cater for the needs of a specific application/approach to accounting practice;</li> <li>• the ability to analyse critically, evaluate and interpret the linked elements of an accounting system/practice such as the manufacturing and non-trading businesses (sport clubs); interpret financial data for budgets formulated on a sound theoretical basis, the use of correct procedures and formats in practically related examples/situations;</li> <li>• behaviour that is ethically motivated and value-driven in all operational circumstances, in all forms of communication, written and verbal and in every way to demonstrate accountability;</li> </ul>		

<ul style="list-style-type: none"> <li>the ability to select information and to direct his / her theoretical knowledge into practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to communicate this accurately to the learners in his/her own classroom; and</li> <li>application of the systematic knowledge regarding lesson planning and problem solving that reflect basic Accounting procedures and processes.</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: ACCE312	Semester 1	NQF-level: 6
Title: Accounting for Education: Close Corporations and Companies		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>display integrated knowledge of close corporations and companies by designing an accounting system according to the needs of a specific application/approach to an accounting practice;</li> <li>analyse, interpret and translate the linked elements of an accounting system/practice such as accounting entries in the various books (journals, ledgers) regarding close corporations and companies as business forms, closed accounts and financial year-end statements based on sound theoretical bases, and the use of procedures and processes in practically related examples/situations;</li> <li>present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation;</li> <li>behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability;</li> <li>select information and to combine this with his / her theoretical knowledge in practical applications and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) to represent this to the learners in his/her own classroom; and</li> <li>apply systematic knowledge to lesson planning and problem-solving that reflects basic Accounting procedures and processes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ACCE322	Semester 2	NQF-level: 7
Title: Accounting for Education: Financial Statements and Budgets		
On completion of this module the student should be able to demonstrate a capacity to:		
<ul style="list-style-type: none"> <li>display an integrated knowledge of the financial statements of companies and budgets by designing an accounting system according to the needs of a specific application/approach to an accounting practice;</li> <li>analyse, interpret, define as well as indicate and interpret the functions of the financial statements from the linked elements of an accounting system/practice such as cash flow statement and cash budgeting of Companies observing the correct theoretical bases, and using correct procedures and processes, conventions and format in practically related examples/situations;</li> <li>present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation;</li> <li>behave ethically and to remain self-motivated and value-driven in all operational circumstances and in all forms of communication, written and verbal and to demonstrate accountability;</li> <li>select information and to combine this with his / her theoretical knowledge made manifest in practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom; and</li> <li>apply systematic knowledge regarding lesson planning and problem-solving that reflects the basic Accounting procedures and processes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ACCE412	Semester 1	NQF-level: 7
Title: Accounting for Education: Correction of Errors and Incomplete Records, Ethics, Internal control and Auditing		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>display a systematic knowledge of the correction of errors and conversion of incomplete records, ethics, internal control and auditing by designing an accounting system in accordance with the needs of a specific application/approach to an accounting practice by using correct procedures and formats in practically-related examples/situations;</li> </ul>		

Module code: ACCE422	Semester 2	NQF-level: 7
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<ul style="list-style-type: none"> <li>analyse, interpret, define as well as indicate and interpret the functions of the final statements from the linked elements of an accounting system/practice such as preparation of accounting books and statements from incomplete information or incomplete records;</li> <li>present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation, internal control and auditing;</li> <li>behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability.</li> <li>select information and to combine this with his / her theoretical knowledge in practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom; and</li> <li>apply systematic knowledge regarding lesson planning and problem-solving that reflects the basic Accounting procedures and processes.</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %
Title: Accounting for Education: Branch accounts and Computer usage in Accounting
On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>demonstrate a systematic knowledge of a computerised accounting system in accordance with the needs of a specific application/approach to an accounting practice by using correct procedures and formats in practically-related examples/situations;</li> <li>analyse, interpret, define as well as indicate and interpret the functions of the final statements from the linked elements of accounting system/practice in a computerised system;</li> <li>deal with unknown concrete and abstract problems by means of research and information-acquisition skills, to obtain information and to integrate this as a whole to form part of a solution and to communicate this to a lay or professional audience by making use of the appropriate computer technology;</li> <li>present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation; internal control and auditing;</li> <li>behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability; and</li> <li>select information and to combine this with his / her theoretical knowledge in practical application and to develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom.</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: ACCG211	Semester 1	NQF-level: 6
Title: Economic Management Sciences for Education: Financial Literacy in the Senior phase		
After completion of the ACCG module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>knowledge and informed understanding of <ul style="list-style-type: none"> <li>savings; budgets, income and expenses; and accounting concepts;</li> <li>the key terms, concepts, established principles and theories with reference to the accounting cycle; source documents; Cash Receipts Journal and Cash Payments Journal of a sole trader; effects of cash transactions on the accounting equation; General Ledger and trial balance;</li> <li>ability to select, plan, implement and manage information about the Cash Receipts Journal and Cash Payment Journals of a sole trader; posting to the General Ledger; preparing a Trial Balance; recording transactions in the Debtors Journal, Debtors Allowance Journal, Creditors Journal and Creditors Allowance Journal; posting to the Debtors Ledger and Creditors Ledger;</li> </ul> </li> <li>basic research skills such as gathering and verifying information from various accounting sources;</li> <li>the ability to communicate accounting information coherently and reliably, verbally or in writing, via different technologies and media;</li> <li>the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete accounting assignments; and</li> <li>monitor their own learning progress, implement relevant learning strategies to combine theoretical knowledge into practical application and be able to represent Accounting to the learners in their classrooms.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: AFAF211	Semester 1	NQF-level: 5
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Title: Afrikaans First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to present and communicate information on current and historical theories and research in language acquisition as applied to AAL learners in an academically acceptable manner;</li> <li>• an understanding of the theories and research that explain how L1 literacy development differs from L2 literacy development;</li> <li>• the ability to evaluate the importance of AAL learners L1 and language varieties and build on these skills as a foundation for learning Afrikaans;</li> <li>• the ability to work in a group, gather, synthesise and evaluate information on socio-cultural, psychological, and political variables and how these variables facilitate the process of learning Afrikaans ;</li> <li>• apply their knowledge of the role of individual learner variables in the process of learning Afrikaans ; and</li> <li>• the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		
<b>Module code: AFAF221</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Afrikaans First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>➢ Oral language (semantic, syntactic, pragmatic)</li> <li>➢ Phonological skill</li> <li>➢ Printed word recognition</li> <li>➢ Spelling</li> <li>➢ Reading fluency</li> <li>➢ Reading comprehension</li> <li>➢ Written expression;</li> </ul> </li> <li>• the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>➢ Phonological (speech sound) processing</li> <li>➢ Orthographic (print) processing</li> <li>➢ Semantic (meaning) processing</li> <li>➢ Syntactic (sentence level) processing</li> <li>➢ Discourse (connected text level) processing;</li> </ul> </li> <li>• the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;</li> <li>• knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature;</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: AFAF311</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Afrikaans First Additional Language in FP teaching: Language, Culture and Picture Books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of cultural values and beliefs in the context of teaching and learning;</li> <li>• an informed understanding of and an application of knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning;</li> <li>• the ability to enhance communication between home and school to facilitate AAL teaching and build ethically responsible partnerships with AAL families;</li> <li>• an informed understanding of and application of concepts about the interrelationship between language and culture;</li> <li>• the ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction by using appropriate methods, etc.;</li> <li>• the ability to apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among learners;</li> <li>• their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature;</li> <li>• an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.</li> </ul>		

Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

Module code: AFAF321	Semester 2	NQF-level: 6
Title: Afrikaans First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of the components of language and language as an integrative system;</li> <li>• the ability to select information on phonology, morphology, syntax, semantics and pragmatics in order to analyse, synthesise and evaluate the information so as to help Afrikaans Additional Language (AAL) learners develop oral, reading and writing skills in Afrikaans;</li> <li>• detailed knowledge of rhetorical and discourse structures so as to apply it to AAL learning; and</li> <li>• integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: AFAF411	Semester 1	NQF-level: 7
Title: Afrikaans First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge of the instructional needs of diverse AAL learners;</li> <li>• an understanding of a range of methods, activities and tasks and an assessment of their suitability for AAL learners' language teaching and learning;</li> <li>• the ability to select, adapt and use culturally responsive, age-appropriate, and linguistically accessible materials related to listening, speaking, reading and writing skills;</li> <li>• the ability to gather, analyse, synthesise and evaluate information on technological resources that can enhance language teaching and learning for AAL learners; and</li> <li>• integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination 40 %		

Module code: AFAF421	Semester 2	NQF-level: 7
Title: Afrikaans First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge of and engagement in research related to the fundamentals of AAL assessment;</li> <li>• an ability to interrogate multiple sources of knowledge related to AAL assessment methods, techniques, tools and practices;</li> <li>• the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;</li> <li>• an ability to present and communicate AAL assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;</li> <li>• the ability to theoretically engage with children's literature through linking the various types to a critical approach; and</li> <li>• the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination 40 %		

Module code: AFCL121	Semester 2	NQF Level: 5
Title: Language of Conversational Competence: Afrikaans		
After completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• functional employment knowledge of the grammatical structures of Afrikaans;</li> <li>• a functional vocabulary for basic inter-personal communication;</li> <li>• elementary individual listening and writing skills in Afrikaans.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

Module code: AFKF414	Semester 1	NQF Level: 6
Title: Afrikaans Home Language Communication: Effective language use in a variety of contexts		
After successful completion of this module, the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>comprehensive and detailed knowledge of high frequency Afrikaans spelling issues and the proficiency to integrate this knowledge with insight regarding the value which a good spelling capability and an approach towards correct spelling has on learners;</li> <li>Proficiency in the assessment of the relation between good language usage and social evaluation;</li> <li>Profound knowledge of Standard Afrikaans in the various non-standard forms of the language as well as the value and function of certain varieties in the heterogeneous Afrikaans society;</li> <li>detailed knowledge regarding the value and function of Standard Afrikaans as a suitable form for the education situation as well as the proficiency to accommodate the non-standard forms of Afrikaans and its speakers in a professional-ethical manner; and</li> <li>Detailed knowledge of the various types of dictionaries and the functions and usage possibilities of each as well as the proficiency to utilise the information as provided in dictionaries critical-judiciously and effectively.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: AFKF415	Semester 1	NQF Level: 6
Title: Afrikaans First Additional Language Communication: Fundamental education related language skills for non-mother tongue speakers		
After successful completion of this module, the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>fundamental knowledge and comprehension as regards the functional grammatical structures of Afrikaans so as to be able to use Afrikaans for communication purposes within the diverse contexts of the school and social environments;</li> <li>The capability to execute speaking, listening, reading and writing tasks regarding education related subjects;</li> <li>verbal and written usage skills as regards vocabulary acquired on education related subjects; and</li> <li>detailed knowledge and usage skills for the unlocking of relatively complicated texts on education related subjects as well as for the composition of elementary texts on the equivalent types of subjects.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 70 % A portfolio assignment serves as final summative assessment 30 %		

Module code: AFKF424	Semester 2	NQF Level: 6
Title: Afrikaanse Home Language Communication: Effective public oral and written Communication		
After successful completion of this module, the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>Integrated academic knowledge of and extensive skills with regard to a variety of forms of verbal and non-verbal communication as well as relevant written communication;</li> <li>comprehensive knowledge of and usage skills with regard to the Afrikaans academic register as required in the structuring of report papers and other scientific working documents;</li> <li>comprehensive knowledge of and proficient usage skills with regard to the specific registers and styles which leads to effective communication within certain school related communication situations; and</li> <li>Comprehensive knowledge of a variety of written text types and the capability to utilise these text types effectively.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: AFKF425	Semester 2	NQF Level: 6
Title: Afrikaans First Additional Language Communication: Education related language proficiency for non-mother tongue speakers		
After successful completion of this module, the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>Deeper knowledge and perception with regard to the effective use of the general functional grammatical structures of Afrikaans and a few high frequency academic structures of Afrikaans as communication medium within diverse school contexts and social environments;</li> <li>The proficiency to be able to deduct advanced principles with reference to effective verbal and non-verbal inter-personal communication and to apply same within multicultural school contexts;</li> <li>The proficiency and expertise to analyse an Afrikaans literary text with reference to the themes and social issues therein and with regard to the socio-political context in which it takes place and to be able to critically evaluate the credibility of the personification of characters from various socio-cultural backgrounds; and</li> </ul>		

<ul style="list-style-type: none"> <li>The proficiency to utilise the vocabulary and grammatical structures of a particular Afrikaans text in order to create a different text as regards the same theme.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 70 % A project serves as final summative assessment 30 %		
<b>Module code: AFRE112</b>	<b>Semester 1</b>	<b>NQF Level: 5</b>
Title: Afrikaans Home Language: Text and Curriculum in the Senior & FET-Phase		
After successful completion of this module, students should be able to provide evidence of:		
<ul style="list-style-type: none"> <li>profound and systematic subject knowledge with regard to the implementation and integration of the national school curriculum and relevant language teaching theories during the compilation and evaluation of educational learning material;</li> <li>profound and detailed knowledge and analysing skills of the own nature of various (especially literary) text types;</li> <li>the proficiency to, with observance to the relevant literary and teaching theories, select appropriate literary texts for particular Home Language and additional language learners and to motivate their selection meticulously;</li> <li>applicable teaching skills with regard to the composition, critical evaluation and use of thematic orientated lessons for the integrated development of various language skills of learners in the Senior and FET-phase ( Home Language and additional language);</li> <li>The proficiency to read self-regulated and focussed in order to broaden his/her literary scope of reference.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

<b>Module code: AFRE122</b>	<b>Semester 2</b>	<b>NQF Level: 6</b>
Title: Afrikaans Home Language: Spelling, semantics, and dictionary use for Education		
After completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>profound, comprehensive and specialised knowledge and understanding with respect to the development of the Afrikaans spelling system, normative, semantic and pragmatic aspects of language usage and style within diverse contexts of the school and social environment;</li> <li>practical application skills of this knowledge within the guidelines of the national school curriculum for Afrikaans as Home Language and as additional language within the Senior and FET-phase; and</li> <li>profound knowledge and evaluation skills with regard to the ethical and professional implications of correct spelling and particular semantic and pragmatic aspects of Afrikaans in (especially) the school environment.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

<b>Module code: AFRE212</b>	<b>Semester 1</b>	<b>NQF Level: 6</b>
Title: Afrikaans Home Language: Linguistics for Education		
The module establishes competences of the beginner teacher such as:		
<ul style="list-style-type: none"> <li>Comprehensive and focused subject knowledge and knowledge of subject terminology with reference to the particular linguistic discipline.</li> <li>The ability to select and apply appropriate methods, techniques and procedures for individualised teaching and varied assessment of learning for use within specific school phases.</li> <li>The ability to analyse and interpret national curriculum documents and to design learning programmes which take into account diversified learner needs and diverse learning environments.</li> <li>The capability of professional conduct within the value systems of the school and the education community.</li> <li>The ability to maintain a strong work ethic and to manage diverse classrooms in a manner conducive to progressive learning;</li> <li>The ability to critically reflect about one's own knowledge and teaching skills.</li> <li>Well-developed communication skills which will enable the student to function effectively within the school community.</li> <li>A high level of general and subject-specific literacy and numeracy and well-developed technological skills.</li> <li>The proficiency to, in a scientific justifiable manner, conduct research on the validity of certain perspectives and expressions regarding language teaching.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

<b>Module code: AFRE222</b>	<b>Semester 2</b>	<b>NQF Level: 6</b>
Title: Afrikaans Home Language: Drama, film and youth prose for education		
After successful completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>a synoptic knowledge with regard to the origin and development of the Afrikaans drama, film and youth prose;</li> <li>comprehensive and detailed knowledge of the own nature of the drama, film and youth prose;</li> </ul>		

<ul style="list-style-type: none"> <li>the proficiency to unlock appropriate prescribed dramas, films and works on youth prose for Home Language and additional language learners, to evaluate the appropriateness thereof within a particular school context and to facilitate learning thereof by making use of the relevant subject terminology and theories from the field of drama-, film- and youth prose;</li> <li>appropriate teaching skills with regard to the compilation and use of various speech and listening activities for the effective teaching thereof to learners in the Senior and FET-phase ( Home Language and additional language);</li> <li>the ability to read self-regulated in order to broaden his literary scope of reference on the subject of Afrikaans.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %

Module code: AFRE312	Semester 1	NQF Level: 6
Title: Afrikaans Home Language: Youth and adult poetry for education		
After successful completion of this module, students should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge of the core aspects with regard to the development of Afrikaans children-, youth- and adult poetry;</li> <li>comprehensive and detailed knowledge of the own nature of children-, youth- and adult poetry;</li> <li>the proficiency to unlock suitable prescribed children-, youth- and adult poetry for Home Language and additional language learners,</li> <li>and to facilitate learning thereabout by the use of relevant subject terminology and theories from the field of poetry;</li> <li>appropriate teaching skills and expertise with respect to the composition and use of various reading and visual activities for the effective education of learners in the Senior and FET-phase ( Home Language and additional language); and</li> <li>the proficiency to read self-regulated and focussed in order to broaden his/her literary scope of reference.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

Module code: AFRE322	Semester 2	NQF Level: 7
Title: Afrikaans Home Language: The development of Afrikaans and contemporary language politics		
After completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>provide proof of profound and comprehensive knowledge of the development history of Afrikaans;</li> <li>critically counterbalance the different theories on the origins of Afrikaans with each other;</li> <li>provide evidence of profound and detailed expertise on the genealogical and typological position of Afrikaans amongst the languages of the world;</li> <li>analyse, evaluate and compare with similar overseas language movements, the role that the various traditional and alternative language movements as well as the SA Academy for Arts and Science, have played in the progression of Afrikaans as spoken language to a culture language</li> <li>analyse, describe in an evaluating manner, and compare with other languages in SA the current language-political position of Afrikaans (amongst others as a school medium);</li> <li>conduct research in a scientifically justifiable manner by means of a variety of sources on particular aspects of the history of Afrikaans and on the current language-political situation of Afrikaans and to provide feedback on the research in a suitable manner;</li> <li>provide evidence of comprehensive knowledge of and the application skills with respect to the assessment and moderating system applicable to language teaching as currently in use in SA, as well as the phase-specific assessment and moderating programmes and processes in use within the Senior and FET-phase with regard to the teaching of Afrikaans as home and additional language.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

Module code: AFRE412	Semester 1	NQF Level: 7
Title: Afrikaans Home Language: Socio-linguistics for Education		
After completion of this module the students should be able to:		
<ul style="list-style-type: none"> <li>provide evidence of full rounded and systematic knowledge of socially and geographically inspired variation within Afrikaans;</li> <li>use socio-linguistic concepts and subject terminology to analyse, to describe and to critically assess aspects of diverse social communication situations;</li> <li>critically evaluate the suitability of Standard Afrikaans and Non-standard Afrikaans register-specific forms of language within particular multi-cultural school situations with the assistance of concepts and theories from the field of the socio-linguistics;</li> <li>analyse research articles on facets of socio-linguistics and to, in various manners, report on particular socio-linguistic concepts, the information contained therein;</li> </ul>		



<ul style="list-style-type: none"> <li>• have at their disposal well developed information unlocking skills and scientifically justifiable presentation skills with regard to school programme related aspects of socio-linguistics;</li> <li>• identify and describe language diversity – in the form of sub-varieties of the three historical main varieties of Afrikaans - in literary texts and to determine the degree of effectiveness thereof; as well as to be able to facilitate learning in connection with the rich diversity of language forms within Afrikaans;</li> <li>• provide evidence of his/her respect for all regional language varieties of Afrikaans as being the heart-languages of the speakers thereof, as well as his/her expertise on the strong relationship between social- and language judgements; and</li> <li>• have at their disposal detailed knowledge of school programme related aspects of text linguistics and to be able to utilise this knowledge for the facilitation of learning in the Senior and FET-phase with regard to the processional structuring and editing of various types of written texts.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %

<b>Module code: AFRE422</b>	<b>Semester 2</b>	<b>NQF Level: 7</b>
Title: Afrikaans Home Language: Prose for Education		
After successful completion of this module, the students should have mastered the following outcomes:		
<ul style="list-style-type: none"> <li>• comprehensive synoptic knowledge with regard to important aspects as regards the origin and development of the Afrikaans prose and the proficiency to integrate this knowledge with the critical contemplations and evaluations of Afrikaans texts from various eras;</li> <li>• profound, comprehensive theoretic knowledge of the nature of contemporary adult prose;</li> <li>• text analytical skills to unlock and evaluate applicable Afrikaans short stories and novels as literary texts through the use of applicable literary theories and prose terminology;</li> <li>• the proficiency to identify and compile suitable prose texts for application as learning material and to teach particular reading and visual skills at the hand of these texts in the Senior and FET-phase;</li> <li>• profound knowledge of the relevant approaches towards literature teaching and of the proficiency to teach prose in this phase; and</li> <li>• the proficiency to read self-regulated in order to broaden his/her literary frame of reference of adult prose as well as to critically reflect on texts that were read.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

<b>Module code: AFRF111</b>	<b>Semester 1</b>	<b>NQF Level: 5</b>
Title: Afrikaans Home Language FP: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Knowledge and an informed understanding of major theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development.</li> <li>• The ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development.</li> <li>• The ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>○ Oral language (semantic, syntactic, pragmatic)</li> <li>○ Phonological skill</li> <li>○ Printed word recognition</li> <li>○ Spelling</li> <li>○ Reading fluency</li> <li>○ Reading comprehension</li> <li>○ Written expression</li> </ul> </li> <li>• The ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>○ Phonological (speech sound) processing</li> <li>○ Orthographic (print) processing</li> <li>○ Semantic (meaning) processing</li> <li>○ Syntactic (sentence level) processing</li> <li>○ Discourse (connected text level) processing</li> </ul> </li> <li>• The ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom.</li> </ul>		

<ul style="list-style-type: none"> <li>• The ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.</li> <li>• Knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % 1x2 hour written examination 60 %		
<b>Module code: AFRF121</b>	<b>Semester 2</b>	<b>NQF Level: 6</b>
Title: Afrikaans Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Knowledge and an informed understanding of phonetics (the sounds of a language) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of language) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness.</li> <li>• The ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors.</li> <li>• The ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner</li> <li>• the ability to work collaboratively with a community to identify and address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % 1x2 hour written examination 60 %		

<b>Module code: AFRF211</b>	<b>Semester 1</b>	<b>NQF Level: 6</b>
Title: Afrikaans Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principle and selecting and evaluating Children's Literature		
<ul style="list-style-type: none"> <li>• Detailed knowledge and an understanding of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the Afrikaans spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin) and of the broad outline of historical influences on Afrikaans spelling system.</li> <li>• The ability to use the organising principles of the Afrikaans spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels.</li> <li>• The ability to select, differentiate between, reflect critically, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners.</li> <li>• The ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.</li> <li>• The ability to work together in a community co-operatively and systematically to identify authentic communication needs</li> <li>• The ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

<b>Module code: AFRF221</b>	<b>Semester 2</b>	<b>NQF Level: 6</b>
Title: Afrikaans Home Language FP: Semantics, Vocabulary and Picture books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning.</li> <li>• The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs.</li> <li>• An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning.</li> <li>• Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions.</li> <li>• Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.</li> <li>• An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.</li> </ul>		

Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %

Module code: AFRF311	Semester 1	NQF Level: 6
Title: . Afrikaans Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and critical evaluation of research on Afrikaans syntax and how it relates to vocabulary, fluency and comprehension teaching and learning.</li> <li>• The ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research.</li> <li>• The ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument.</li> <li>• An understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs.</li> <li>• Integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.</li> <li>• Engage in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

Module code: AFRF321	Semester 2	NQF Level: 7
Title: Afrikaans Home Language FP: Discourse Analysis, Pragmatics, Comprehension and informational texts		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning.</li> <li>• The ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes.</li> <li>• The ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners.</li> <li>• An understanding of the conceptual models related to the psychology of reading.</li> <li>• Integrated knowledge of the major text genres in order to ensure responsible teaching practice.</li> <li>• The ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension.</li> <li>• The ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments.</li> <li>• The ability to integrate and apply traditional literature as well as informational texts in their teaching.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

Module code: AFRF411	Semester 1	NQF Level: 7
Title: Afrikaans Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation)</li> <li>• The ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice: <ul style="list-style-type: none"> <li>➢ Mechanics and conventions of writing.</li> <li>➢ Composition</li> <li>➢ Revision</li> <li>➢ Editing processes</li> </ul> </li> <li>• The ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs.</li> <li>• The ability to select and apply techniques for teaching handwriting fluency.</li> <li>• Integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction.</li> <li>• Participate in positive social change through the process of producing a capstone project.</li> </ul>		

Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		
<b>Module code: AFRF421</b>	<b>Semester 2</b>	<b>NQF Level: 8</b>
Title: Afrikaans Home Language FP: School-based Language Assessment and Critical issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Knowledge of and engagement in research related to the fundamentals of language assessment.</li> <li>• An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> <li>• The ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.</li> <li>• An ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed.</li> <li>• The ability to theoretically engage with children's literature through linking the various types to a critical approach.</li> <li>• The ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

<b>Module code: AFRI111</b>	<b>Semester 1</b>	<b>NQF Level: 5</b>
Title: Afrikaans Home Language: Text and curriculum in the Intermediate phase		
After successful completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• profound and comprehensive subject knowledge on the own nature of various text types and structures (literary and non-literary) for the facilitation of learning in the Intermediate phase;</li> <li>• general application skills and knowledge with regard to the facilitation of learning in language class rooms, in accordance with the national school curriculum within the Intermediate phase;</li> <li>• judicious identification of appropriate texts which appeal to diverse learners, in integrated learning experiences that promote academic literacy and social responsibility;</li> <li>• expertise with regard to the communicative process (verbal, non-verbal and written communication), which may contribute to the student's professional competencies;</li> <li>• The proficiency to read self-regulated in order to broaden his/her Afrikaans literary scope of reference.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

<b>Module code: AFRI121</b>	<b>Semester 2</b>	<b>NQF Level: 6</b>
Title: Afrikaans Home Language: Phonetics and Phonology for Education		
After completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate evidence of his/her profound knowledge of the speaking apparatus of mankind, of the ways of articulation of Afrikaans vocals and consonants, and of typical Afrikaans pronunciation phenomena;</li> <li>• describe a few important differences between the pronunciation systems of Afrikaans, English and Tswana and to utilise his/her knowledge thereof to guide mother tongue and non-mother tongue speakers of Afrikaans with regard to high frequency pronunciation phenomena in Afrikaans;</li> <li>• clearly distinguish between tones and letters and to provide evidence of insight into the difficulties which inadequate distinguishing capabilities cause to learners and teachers, as well as to make basic phonetic transcriptions of short texts;</li> <li>• demonstrate evidence of profound knowledge with regard to the phonological system of Afrikaans and to explain important differences between the phonological systems of Afrikaans and English (and Tswana); and</li> <li>• Identify (or be able to create), suitable language games (and other learner activities), for the development of the knowledge of learners in the Intermediate phase of Afrikaans tones and letters and their respective roles in Afrikaans words and to use this in support of learning with regard to the Afrikaans tone- and word construction</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

<b>Module code: AFRI211</b>	<b>Semester 1</b>	<b>NQF Level: 6</b>
Title: Afrikaans Home Language: Language & Spelling Norms for Education		
After completion of this module, the student should be able to demonstrate:		

<b>Module code: AFRI221</b>	<b>Semester 2</b>	<b>NQF Level: 6</b>
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<ul style="list-style-type: none"> <li>comprehensive and detailed subject knowledge and comprehension of the development of the spelling system and the nature of the Afrikaans spelling and inter-puncture system so that school programme related difficulties in respect thereof may be identified and solved;</li> <li>comprehensive and detailed knowledge of Afrikaans language norms and to explain the necessity thereof with regard to Standard Afrikaans and Non-standard varieties of Afrikaans;</li> <li>the proficiency to apply particular language norms within the context of the school and the school environment;</li> <li>specialised knowledge and comprehension with regard to the relation between the language usage function and suitable style and to be able to, within the school context, communicate stylistically-becoming, as well as to facilitate learning with regard to stylistic aspects of Afrikaans;</li> <li>detailed expertise with regard to the interpretation of the national school curriculum for Afrikaans Home Language and Afrikaans Additional Language with respect to the role which the normative and stylistic aspects of Afrikaans plays in the development of the curriculum components of <i>Language in context</i> and <i>Writing and presentation</i>;</li> <li>practical proficiency with regard to the facilitation of learning about normative and stylistic aspects of Afrikaans in the Intermediate phase; and</li> <li>The proficiency to integrate relevant theoretical points of reference regarding the teaching and learning of a language and academic language knowledge when learner activities are developed by making use of effective methods, techniques and procedures.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %
Title: Afrikaans Home Language: Children and Youth Poetry for Education
After successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>a synoptic knowledge on interesting tendencies within the Afrikaans poetry collection;</li> <li>profound and comprehensive knowledge of the own nature of children- and youth poetry, as well as the differences between children-, youth- and adult poetry;</li> <li>the proficiency to unlock appropriate prescribed children- and youth poems for Home Language and additional language learners by making use of the relevant subject terminology and theories from within the field of poetry;</li> <li>integrated and specialised subject knowledge and teaching skills with respect to the composition, critical evaluation and use of various learning and visual activities for the development of learners in the Intermediate phase's ( Home Language and additional language) visual and reading skills; and</li> <li>the proficiency to read self-regulated in order to broaden his scope of reference with respect to Afrikaans poetry.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %

<b>Module code: AFRI311</b>	<b>Semester 1</b>	<b>NQF Level: 7</b>
Title: Afrikaans Home Language: Drama and Film for Education		
After completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>a synoptic knowledge with regard to the origin and development of the (Afrikaans) drama and film;</li> <li>profound and comprehensive knowledge of the own nature of the drama and film genre and of the differences between children- youth- and adult dramas and films;</li> <li>the proficiency to unlock school programme related dramas and films with a critical approach by making use of relevant subject terminology and theories from the field of the drama and the film</li> <li>appropriate teaching skills with respect to the compilation and implementation of the various (drama- or film orientated) speaking and listening activities for the effective development of the listening and speaking skills of learners in the Intermediate phase;</li> <li>profound and comprehensive knowledge with regard to the interpretation and analysing of visual texts, with consideration to the specific nature of the communication process;</li> <li>profound and comprehensive knowledge and critical evaluation abilities with respect to the role of a communicative approach in the teaching of speaking and listening skills for the efficient use of Afrikaans as communication medium in various social situations; and</li> <li>Critical interpretation and specialised demonstrational skills with regard to relevant verbal and non-verbal speech and interpretational aspects for the Intermediate phase.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

<b>Module code: AFRI321</b>	<b>Semester 2</b>	<b>NQF Level: 7</b>
Title: Afrikaans Home Language: Semantics for Education		
After completion of this module, the student should be able to demonstrate:		

<ul style="list-style-type: none"> <li>• profound, comprehensive and integrated knowledge and understanding of Afrikaans semantics and pragmatics, as well as of related, relevant key terms;</li> <li>• application skills of this knowledge in the teaching of Afrikaans Home Language and Afrikaans Additional Language in the Intermediate phase.</li> <li>• the ability to discuss and to critically evaluate the ethical implications of semantic and pragmatic aspects of Afrikaans in diverse environments, but especially in the school environment;</li> <li>• the ability to select, critically evaluate and to apply relevant teaching and language learning theories, as well as to compare same with tendencies in the current teaching practice with regard to the teaching of Afrikaans Home Language and Afrikaans Additional Language in the Intermediate phase; and</li> <li>• the proficiency to develop thematic-organised and integrated learner activities with regard to semantic and pragmatic aspects of the language, for use thereof in the teaching of Afrikaans Home Language and Afrikaans Additional Language in the Intermediate phase.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		
<b>Module code: AFRI411</b>	<b>Semester 1</b>	<b>NQF Level: 7</b>
Title: Afrikaans Home Language: Syntax and Text Linguistics for Education		
After completion of this module the students should be able to:		
<ul style="list-style-type: none"> <li>• explain core concepts within the Afrikaans syntax and to utilise same for the analysis of Afrikaans sentences;</li> <li>• facilitate and assess learning within the Intermediate phase with regard to the components and the building of Afrikaans sentences;</li> <li>• explain the relevant text linguistic concepts and to use same to analyse the structure of Afrikaans texts and to evaluate the functionality thereof;</li> <li>• guide learners in the Intermediate phase to compile/create structured texts;</li> <li>• design appropriate learner activities for the development of the writing skills of learners in the Intermediate phase, as well as to critically evaluate the educational learning material already in existence;</li> <li>• assess the writing attempts of learners and to provide guidance with regard to the editing thereof; and</li> <li>• identify the typical word order errors that learners of Afrikaans acquire, to explain the origin thereof and suitable educational learning material by means of which learning with regard to Afrikaans sentence composition may be facilitated.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

<b>Module code: AFRI421</b>	<b>Semester 2</b>	<b>NQF Level: 8</b>
Title: Afrikaans Home Language: Prose (Literary Fiction) for Education		
After completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• profound, comprehensive theoretic knowledge of the own-nature of children-, youth and adult prose and the differences between them;</li> <li>• text analytical skills to unlock and to critically evaluate relevant Afrikaans children-, youth- (and a small number of adult) stories through the use of prose theory and relevant terminology;</li> <li>• the ability to integrate these unlocking skills with applicable teaching skills so that prose texts may be taught as literary texts within the Intermediate phase;</li> <li>• the proficiency to identify and compile suitable texts to be applied as learning material in this phase;</li> <li>• profound knowledge of the applicable approaches towards literature teaching and of the proficiency to apply the process approach towards reading (pre-reading, during reading and post-reading) in the teaching of reading;</li> <li>• profound theoretic background knowledge of various aspects of reading skills as well as the proficiency to integrate this knowledge with subject didactic principles for the effective teaching of reading in the Intermediate phase and for the early identification of significant reading difficulties and the appropriate handling thereof.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

<b>Modulekode: AGLA111</b>	<b>Semester 1</b>	<b>NKR-Vlak: 5</b>
Titel: Inleiding tot Akademiese Geletterdheid		
Na suksesvolle voltooiing van die module sal die student in staat wees om:		
<ul style="list-style-type: none"> <li>• oor basiese kennis te beskik van akademiese woordeskate en register asook die lees en skryf van akademiese tekste en dit toe te pas ten einde doeltreffend binne die akademiese omgewing te funksioneer;</li> <li>• op gepaste wyse binne 'n akademiese omgewing effektief mondelings en skriftelik te kan kommunikeer;</li> <li>• basiese akademiese tekste te verstaan, interpreteer, evalueer en op koherente wyse toepaslike akademiese genres te kan skryf deur gebruik te maak van akkurate en toepaslike akademiese konvensies; en</li> <li>• binne 'n etiese raamwerk akkuraat, vlot en toepaslik te kan luister, praat, lees en skryf.</li> </ul>		

Metode van aflewering: Kontak	
Assesseringsmetodes:	Toetse en werkstukke – gewig: 60 % Semestereksamen: 1x2 uur – gewig: 40 %

Modulekode: AGLA121	Semester 2	NKR-Vlak: 5
Titel: Akademiese Geletterdheid		
Na suksesvolle voltooiing van die module sal die student in staat wees om:		
<ul style="list-style-type: none"> <li>• oor fundamentele kennis te beskik om toepaslike rekenaarprogramme, leer-, luister-, lees- en skryfstrategieë toe te pas, akademiese taalregister te gebruik en akademiese tekste te lees en te skryf, ten einde doeltreffend binne die akademiese omgewing te funksioneer;</li> <li>• as 'n individu en as lid van 'n groep effektief mondelings en skriftelik op 'n etiese verantwoordelike en toepaslike wyse te kan kommunikeer in 'n akademiese omgewing; en</li> <li>• 'n verskeidenheid relevante wetenskaplike inligting binne 'n verskeidenheid studieterreine as individu en in groepsverband te soek en versamel, tekste te ontleed, te interpreteer, te evalueer en op koherente wyse te sintetiseer en oplossings voor te stel in toepaslike akademiese genres deur gebruikmaking van linguïstiese konvensies soos gebruik in formele taalregisters.</li> </ul>		
Metode van aflewering: Kontak		
Assesseringsmetodes: Toetse en werkstukke – gewig: 60 % Semestereksamen: 1x2 uur – gewig: 40 %		

Module code: AGLE111	Semester 1	NQF-level: 5
Title: Introduction to Academic Literacy		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening, reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment;</li> <li>• as an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment;</li> <li>• as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts, and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Tests and assignments – weight: 60 % Semester exam 1x2 hours – weight: 40 %		

Module code: AGLE121	Semester 1	NQF-level: 5
Title: Introduction to Academic Literacy		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening, reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment;</li> <li>• as an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment;</li> <li>• as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts, and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Tests and assignments – weight: 60 % Semester exam 1x2 hours – weight: 40 %		

Module code: BSTE112	Semester 1	NQF-level: 5
Title: Business studies: The business world, business management; business environments and entrepreneurship		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of: <ul style="list-style-type: none"> <li>➢ the business environment as well as the operating of a business enterprise in the South African economic system;</li> <li>➢ the key terms, concepts, established principles and theories with reference to the nature of micro, market and macro environments, Business sectors, Entrepreneurship, Business opportunity and related factors;</li> </ul> </li> <li>• ability to select, plan, implement and manage information about the sustainability of new business ideas, with reference to the concept of entrepreneurship;</li> <li>• basic research skills such as gathering and verifying business information from various sources;</li> </ul>		

<ul style="list-style-type: none"> <li>the ability to communicate business information coherently and reliably verbally or in writing, via different technologies and media; and</li> <li>the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete business assignments.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
<b>Module code: BSTE122</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Business Studies: Entry strategies and e-business		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>knowledge and informed understanding of: <ul style="list-style-type: none"> <li>business contracts, rules, concepts, principles and theories with a solid knowledge base, regarding strategies to develop a new business venture;</li> <li>the key terms, concepts, established principles and theories with reference to entering the formal business sector;</li> </ul> </li> <li>ability to select, plan, implement and interpret information about the starting and purchasing of a new business venture;</li> <li>actions in accordance with acceptable ethical and professional behaviour relevant to the e-business and the business environment;</li> <li>basic research skills such as gathering and verifying information from various business sources;</li> <li>the ability to communicate business establishment information coherently and reliably, verbally or in writing, via different technologies and media; and</li> <li>the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete business establishment assignments.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: BSTE212</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Business Studies: Establishing a business		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>detailed knowledge and understanding of: <ol style="list-style-type: none"> <li>the forms of business ownership; and</li> <li>the key terms, facts, concepts, established principles with reference to forms of business ownership;</li> </ol> </li> <li>ability to distinguish, select and evaluate the most appropriate form of business ownership;</li> <li>understanding of the ethical implications of decisions, actions and practices specifically relevant to the forms of business ownership and appropriate legislation;</li> <li>accurate and coherent written and verbal communication of business ownership assignments with understanding of and respect to appropriate legislation; and</li> <li>act as group member and a group leader and contribute appropriate information/skills to successfully complete business ownership assignments, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: BSTE222</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Business Studies: Planning; organising; leading and controlling the management process		
After completion of this module, the student will demonstrate the following:\		
<ul style="list-style-type: none"> <li>detailed knowledge and understanding of: <ul style="list-style-type: none"> <li>the general business management functions; and</li> <li>the key terms, facts, concepts, established principles with reference to the general business management functions;</li> </ul> </li> <li>ability to distinguish, select and effectively implement the most appropriate business management function;</li> <li>understanding of the ethical implications of decisions, actions and practices specifically relevant to general business management functions;</li> <li>accurate and coherent written and verbal communication of assignments with understanding of and respect to general business management functions; and</li> <li>act as a group member and a group leader and contribute appropriate information/skills to successfully complete business assignments, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 %		



Module code: BSTE312	Semester 1	NQF-level: 6
Title: Business Studies: Operational Management and Human Resource Management		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of Operational and Human Resource Management; and an understanding of how that knowledge relates to the other business functions;</li> <li>understanding of contested knowledge within the field of Operational and Human Resource Management and a critical evaluation of the applicability of the aforementioned theories, principles and knowledge to the field of business functions;</li> <li>ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to Operational and Human Resource Management;</li> <li>ability to identify, analyse, critically reflect on and address complex Operational and Human Resource Management issues and apply evidence-based, practice-driven or proven solutions with theory-driven arguments;</li> <li>reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of Human Resource Management;</li> <li>accurate and coherent written and verbal communication assignments. This must be related to the practice-requirements of the Operational and Human Resource Management;</li> <li>management of a team, group, system, process in an unfamiliar context in order to solve an Operational and Human Resource Management problem, by monitoring the progress of the team, group, process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: BSTE322	Semester 2	NQF-level: 7
Title: Business Studies: Marketing Management and Cooperative Social Responsibility		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of Marketing management and Cooperative social responsibility; and an understanding of how that knowledge relates to the other business functions;</li> <li>understanding of contested knowledge within the field of Marketing management and Cooperative social responsibility and a critical evaluation of the applicability of aforementioned theories, principles and knowledge to the field of business functions;</li> <li>ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to Marketing management and Cooperative social responsibility;</li> <li>ability to identify, analyse, critically reflect on and address complex Marketing management and Cooperative social responsibility and apply evidence-based, practice-driven or proven solutions with theory-driven arguments;</li> <li>reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of Marketing management and Cooperative social responsibility;</li> <li>accurate and coherent written and verbal communication assignments, this must be related to the practice-requirements of the Marketing management and Cooperative social responsibility;</li> <li>management of a team, group, system, process in an unfamiliar context in order to solve Marketing management and Cooperative social responsibility problems, by monitoring the progress of the team, group, process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: BSTE412	Semester 1	NQF-level: 7
Title: Business Studies: Financial Management and Purchasing Function		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of Financial management and Purchasing function and an understanding of how that knowledge relates to the other business functions;</li> <li>understanding of contested knowledge within the field of Financial management and Purchasing function and a critical evaluation of the applicability of aforementioned theories, principles and knowledge to the field of business functions;</li> </ul>		

<ul style="list-style-type: none"> <li>• ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to of Financial management and Purchasing function;</li> <li>• ability to identify, analyse, critically reflect on and address complex Financial management and Purchasing function responsibility and apply evidence-based, practice-driven or proven solutions with theory-driven arguments;</li> <li>• reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of Financial management and Purchasing function;</li> <li>• accurate and coherent written and verbal communication assignments. This must be related to the practice-requirements of the Financial management and Purchasing function;</li> <li>• management of a team, group, system, process in an unfamiliar context in order to solve Financial management and Purchasing function problems, by monitoring the progress of the team, group, process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>• take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: BSTE422	Semester 2	NQF-level: 6/7
Title: Business Studies: Strategic Management and Business Plans		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of strategic management, business plans; and an understanding of how that knowledge relates to the other business functions;</li> <li>• understanding of contested knowledge within the field of strategic management and business plans; and a critical evaluation of the applicability of the aforementioned theories, principles and knowledge to the field of business functions;</li> <li>• ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to strategic management and business plans;</li> <li>• ability to identify, analyse, critically reflect on and address complexities of strategic management and business plans; and apply evidence-based, practice-driven or proven solutions with theory-driven arguments;</li> <li>• reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of strategic management and business plans;</li> <li>• accurate and coherent written and verbal communication assignments. This must be related to the practice-requirements of strategic management and business plans;</li> <li>• management of a team, group, system, process in an unfamiliar context in order to solve strategic management and business plan problems, by monitoring the progress of the team, group, process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>• take full responsibility for their own learning needs, monitoring of their own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: BSTG111	Semester 2	NQF-level: 6
Title: Economic Management Sciences for Education: Entrepreneurship in the Senior phase		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of: <ul style="list-style-type: none"> <li>➢ the entrepreneur, starting a business; businesses; and an Entrepreneur's Day;</li> <li>➢ the key terms, concepts, established principles and theories with reference to the factors of production; forms of ownership; levels of management; and functions of management; and</li> <li>➢ ability to select, plan, implement and manage information about the sustainability of new business ideas with reference to the concept of entrepreneurship. the sectors of the economy; functions of a business; and a business plan;</li> </ul> </li> <li>• basic research skills such as gathering and verifying information from various sources;</li> <li>• the ability to communicate information coherently and reliably, verbally or in writing, via different technologies and media;</li> <li>• the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete business assignments; and</li> <li>• monitor their own learning progress, implement relevant learning strategies to combine theoretical business knowledge into practical application and be able to represent it to the learners in their EMS classrooms.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: CATE112	Semester 1	NQF-level: 5
Title: Computer Applications Technology Education: System technologies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of the basic concepts of information and communication technology, different computer systems, the features and functions of the components of a computer, the basic operation and management of a computer;</li> <li>• skills in planning, selecting, implementing and managing the most appropriate hardware and software for a given scenario, taking into consideration new technological tendencies and developments, and using appropriate relevant sources;</li> <li>• the ability to, individually or as part of a group/team, solve basic well-defined routine or new practice-related problems regarding hardware and software and communicate the solution verbally or in writing in an accurate and coherent manner to different audiences, using appropriate media and technologies;</li> <li>• the ability to identify and responsibly address ethical issues regarding the use of information and communication technologies, with understanding of copyright and rules on plagiarism; and</li> <li>• knowledge of and insight into the nature and composition of Computer Applications Technology as a school subject and the principles of lesson planning in the subject, as well as skills in planning and implementing a lesson in Computer Applications Technology in the teaching situation.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: CATE122	Semester 2	NQF-level: 6
Title: Computer Applications Technology Education: Elementary word processing skills		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding regarding the historical development of the QWERTY keyboard, key concepts, facts, methods and approaches, and psychological aspects related to teaching of keyboarding skills;</li> <li>• knowledge and informed understanding regarding the nature and use of wordprocessing packages;</li> <li>• practical skills regarding the identifying of and the application of elementary wordprocessing functions during the compilation and typing of dispatchable, pre-identified, practice-directed documents;</li> <li>• basic research skills like collecting, analysing and verifying of information using different sources, for the compilation of a manual which can be used for the teaching of keyboarding skills;</li> <li>• awareness of the ethical questions (for example plagiarism) that relate to the communication of information in the academic contexts and in the work environment;</li> <li>• the ability to communicate findings accurately and in an orderly manner through the use of electronic media, taking in consideration copyright and plagiarism;</li> <li>• the ability to operate as a member of a group, to make suitable contributions during the evaluation of different practice-directed documents and to be co-responsible for the promotion of the learning of the group in the accomplishment of the relevant outcomes of the group;</li> <li>• actions relating to acceptable ethical aspects and professional behaviour of the teacher during the presentation of lessons and the teaching of elementary word processing functions in a practice-directed environment; and</li> <li>• monitoring of own learning progression, implementation of learning strategies that relate to the learning of motoric skills, mastering skills that relate to application packages and the effective management of resources that relate to the successful achievement of the outcomes of learning tasks.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: CATE212	Semester 1	NQF-level: 6
Title: Computer Applications Technology Education: Advanced word processing skills		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and extended understanding regarding the nature and use of a word processing package, as well as the principles of cooperative and collaborative learning as teaching strategies;</li> <li>• practical skills regarding the identifying of and application of advanced word processing skills during the compilation and typing of dispatchable, pre-identified as well as unidentified practice-directed documents;</li> <li>• detailed knowledge and extended understanding regarding the accommodation of learners with handicaps in the CAT class;</li> <li>• understanding of ethical aspects (for example plagiarism) that relate to the communication of information, in the academic contexts and the work environment;</li> <li>• the ability to act as group member/group leader, to evaluate the ability of the group to execute the assignment based on different criteria, to accept co-responsibility for the learning process in the attainment of the outcomes of the group;</li> </ul>		

Module code: CATE222	Semester 2	NQF-level: 6
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<ul style="list-style-type: none"> <li>• detailed knowledge and extended understanding regarding different subject-related teaching methods and the selection of the most appropriate teaching method to present a lesson on the use of elementary and advanced word processing functions while typing practice-related documents;</li> <li>• actions relating to acceptable ethical aspects and professional behaviour of the teacher during the presentation of lessons and the teaching of advanced word processing functions in a practice-directed environment; and</li> <li>• the ability to monitor own learning, use relevant learning strategies, and use of resources to successfully attain the outcomes of learning tasks.</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %
Title: Computer Applications Technology Education: Computer networks
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge and understanding of different computer networks, communication media and devices, data transmission, network security, network design, and the Internet, while displaying the ability to monitor own learning progress and apply relevant learning strategies and resources to successfully master the content of this module;</li> <li>• the ability to compare, evaluate and debate the selection and implementation of different computer networks, media and devices used in data communication, as well as data transmission methods for a given scenario, using appropriate relevant sources to inform their decisions;</li> <li>• the ability to, individually or as part of a group/team, solve well-defined novel practice-related problems regarding computer networks and communicate the solution verbally or in writing in an accurate and coherent manner to different audiences, using appropriate media and technologies;</li> <li>• understanding of the ethical implications of decisions, actions and practices relevant to the Internet, and critically evaluate the short and long term implications of the use of the Internet in education; and</li> <li>• knowledge and skills regarding teaching-learning strategies necessary for effective learning of the theoretical content of Computer Applications Technology on secondary level and the application of these strategies in the teaching-learning situation.</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %

Module code: CATE312	Semester 1	NQF-level: 6/7
Title: Computer Applications Technology Education: Databases		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• integrated knowledge and understanding regarding the design of databases, normalisation, relationships, data integrity, data security and data validation and an understanding of how this knowledge can be applied to situations in society;</li> <li>• integrated knowledge and understanding of queries, reports and macros in databases and the ability to evaluate and design tables, queries, reports, forms and macros in databases;</li> <li>• integrated knowledge and understanding of assessment strategies applicable to Computer Applications Technology regarding database design and the evaluation of assessment strategies on secondary level in the education situation;</li> <li>• the ability to reflect on values and ethical behaviour regarding the teaching of databases in Computer Applications Technology;</li> <li>• the ability to communicate accurately regarding database design, with regard to ethics involving data and information;</li> <li>• the ability to manage a group process regarding the design of databases, monitoring the process of the group, take responsibility for outcomes and apply applicable resources; and</li> <li>• the ability to take responsibility regarding own learning needs, monitor own progression of learning and implement strategies of learning and managing of resources to satisfy all outcomes of the module.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: CATE322	Semester 2	NQF-level: 7
Title: Computer Applications Technology Education: Spreadsheet processing		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• integrated knowledge and understanding regarding the design of spreadsheets and graphs and an understanding of how this knowledge can be applied to situations in society;</li> <li>• the ability to critically evaluate given spreadsheet designs;</li> <li>• integrated knowledge and understanding of assessment strategies applicable to Computer Applications Technology regarding spreadsheet design and the evaluation of assessment strategies on secondary level in the education situation;</li> <li>• the ability to reflect on values and ethical behaviour regarding the teaching of spreadsheets in Computer Applications Technology;</li> </ul>		

<ul style="list-style-type: none"> <li>• the ability to communicate accurately regarding spreadsheet design, in respect of intellectual property, copyright and plagiarism;</li> <li>• the ability to manage a group process regarding the design of spreadsheets, monitoring the process of the group, take responsibility for outcomes, and apply applicable resources; and</li> <li>• the ability to take responsibility regarding own learning needs, monitor own progression of learning and implement strategies of learning and managing of resources to satisfy all outcomes of the module.</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %

Module code: CATE412	Semester 1	NQF-level: 7
Title: Computer Application Technology Education: e-Applications and e-Communication		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to identify, analyse and critically reflect on the design and use of appropriate software for presentations, desktop publishing and webpage design;</li> <li>• practical skills and design principles regarding the use of presentations, desktop publishing and webpage design and the ability to integrate these applications with other application software;</li> <li>• creative use of different types of computer technology to achieve electronic communication;</li> <li>• skills to identify, compare and evaluate appropriate learning and support material for Computer Applications Technology as a school subject; and</li> <li>• the ability to develop an appropriate practical project and manage the implementation of the project.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: CATE422	Semester 2	NQF-level: 7
Title: Computer Application Technology Education: Information management and social implications		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding regarding the finding, processing and presentation of data, the impact of technology on the community, legal, ethical and security questions, health and ergonomic as well as environmental questions which relate to information and communication technology;</li> <li>• rounded, systematic knowledge as well as practical skills in computer laboratory management;</li> <li>• rounded practical knowledge regarding the finding and evaluation of data during the execution of a practice-directed applicable theoretical research project; and</li> <li>• the ability to process the results of a research project and to communicate the results of the research project as well defined arguments to their CAT classmates.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: CTEE212	Semester 1	NQF-level: 6
Title: Civil Technology		
On successful completion of this module the student should be able to :		
<ul style="list-style-type: none"> <li>• demonstrate detailed knowledge and understanding with regard to the general field of the building industry and specific insight into those aspects that are applicable to Civil Technology as a school subject in the FET phase;</li> <li>• evaluate, apply and explain relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase;</li> <li>• behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• demonstrate detailed knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase;</li> <li>• demonstrate the ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: CTEE222	Semester 2	NQF-level: 6
Title: Civil Technology		

On successful completion of this module the student should be able to : <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge and understanding with regard to the general field of the building industry and specific insight into those aspects that are applicable to Civil Technology as a school subject in the FET phase;</li> <li>• evaluate, apply and explain relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase;</li> <li>• behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• demonstrate detailed knowledge of and adhere to accountable behaviour in accordance with the prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase;</li> <li>• demonstrate the ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: CTEE312	Semester 1	NQF-level: 6
Title: Civil Technology		
On successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate integrated knowledge and understanding with regard to the general field of the building industry and specific insight into those aspects that are applicable to Civil Technology as a school subject in the FET phase;</li> <li>• demonstrate ability to select, evaluate and apply a range of relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase;</li> <li>• behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• demonstrate integrated knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase;</li> <li>• demonstrate the ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: CTEE322	Semester 2	NQF-level: 7
Title: Civil Technology		
On successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate integrated knowledge and understanding with regard to the general field of the building industry and specific insight into those aspects that are applicable to Civil Technology as a school subject in the FET phase;</li> <li>• demonstrate the ability to select, evaluate and apply a range of relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase.;</li> <li>• behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• demonstrate integrated knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase;</li> <li>• demonstrate the ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: CTEE412	Semester 1	NQF-level: 7
Title: Civil Technology		
On successful completion of this module the student should be able to demonstrate the following: <ul style="list-style-type: none"> <li>• integrated knowledge of and engagement in the general field of the building industry and critical understanding and application of those aspects that are applicable to Civil Technology as a school subject in the FET phase;</li> <li>• ability to select, evaluate and apply a range of relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase.;</li> <li>• behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• integrated knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase;</li> </ul>		

<ul style="list-style-type: none"> <li>ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: CULV211	Semester 1	NQF-level: 5
Title: Professional Development and Diversity in Education		
On successful completion of this module the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>undertaking a critical audit of skills, capabilities and experiences for a future professional career with reference to critical thinking, decision-making, communication and work ethics;</li> <li>demonstrating skills for effective coping, self-management and classroom management;</li> <li>conceptualising diversity and promoting unity and diversity in education;</li> <li>managing diversity in a school context, and reflecting upon the diverse educational landscapes within which the student operates and develop an ability to relate learning to a diverse workplace context</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECNG121
Title: Economic Management Sciences for Education: Economics in the Senior Phase
After completion of this module, the student will demonstrate the following:
<ul style="list-style-type: none"> <li>knowledge and informed understanding of <ul style="list-style-type: none"> <li>the history of money; needs and wants; goods and services; poverty; and the production process;</li> <li>the key terms, concepts, established principles and theories with reference to the Government; the National Budget; standard of living; and markets; and</li> <li>ability to select, plan, implement and manage information about economic systems; the circular flow; price theory; and trade unions;</li> </ul> </li> <li>basic research skills such as gathering and verifying information from various sources;</li> <li>the ability to communicate economic information coherently and reliably, verbally or in writing, via different technologies and media;</li> <li>the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete economic assignments; and</li> <li>monitor their own learning progress, implement relevant learning strategies to combine their theoretical economic knowledge into practical application and be able to represent it to the learners in their EMS classrooms.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: ECOE112	Semester 1	NQF-level: 5
Title: Economics for Education: Introduction to Economics (Part 1)		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate informed knowledge and understanding of important terms, principles, rules and theories with reference to the National Curriculum and other related educational policy documents, the concept of economics and the economic problem;</li> <li>demonstrate an informed understanding of the mutual interdependence between the important sectors, markets and flows in a mixed economy as well as economic theory and practise and the reading and interpretation of graphs;</li> <li>collect, organise, analyse and evaluate information and relevant learning support material from various sources;</li> <li>creatively prepare relevant teaching material and present information accurately and reliably in order to, in the future, use the knowledge and skills mastered in this module to effectively and according to ethical established values, instruct and evaluate future EMS-learners in the senior phase;</li> <li>communicate verbally or in writing, via different technologies and media and effectively execute assignments with regard to the prescribed learning content individually or as part of a group and</li> <li>creatively solve fundamental problems with regard to the module content and Economics-methodology.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE122	Semester 2	NQF-level: 6
Title: Economics for Education: Introduction to Economics (Part 2)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of important terms, principles, rules and theories with reference to the National Curriculum and other related educational policy documents,</li> <li>• the ability to measure economic performance and national income and demonstrate an understanding of price formation and elasticity;</li> <li>• the ability to select, organise, critically analyse, interpret, evaluate and manage information and relevant learning support material from various sources;</li> <li>• the ability to creatively plan, prepare and evaluate relevant teaching material and present information accurately and reliably in order to, in the future, use the knowledge and skills mastered in this module to effectively and, according to ethical established values, instruct and evaluate future EMS-learners in the senior phase;</li> <li>• the ability to communicate verbally or in writing, via different technologies and media and effectively execute assignments with regard to the prescribed learning content individually or as part of a group; and</li> <li>• the ability to creatively solve fundamental problems with regard to the module content and Economics-methodology.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE212	Semester 1	NQF-level: 6
Title: Economics for Education: Economic-related issues applicable to the RSA		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate detailed knowledge of key terms, rules, concepts, established principles and theories with reference to strategic resources in the RSA and have an understanding of and the ability to apply information regarding the South African economy, economic stability and the National Curriculum and other related educational policy documents;</li> <li>• select, organise, analyse, interpret and evaluate information regarding classroom management and recent economic-related topics such as nationalisation, privatisation, deregulation;</li> <li>• accurately and coherently communicate written and verbal information regarding other issues applicable to the economy of the RSA and the distinct methodology of Economics in the senior-phase, individually or as part of a group;</li> <li>• select learning support material relevant to the abovementioned economic related topics to prepare, present and evaluate lessons according to ethically established norms and values to EMS-learners in the senior phase; and</li> <li>• effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, analyse and creatively solve problems in the relevant economic fields with the aid of appropriate technology.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE222		
Title: Economics for Education: Introduction to Micro-Economics		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate detailed knowledge of key terms, rules, concepts, established principles and theories with reference to demand and supply and an understanding of and the ability to apply information regarding the theory of consumer choice and the National Curriculum and other related educational policy documents;</li> <li>• select, organise, analyse, interpret and evaluate information regarding classroom administration, classroom organisation and the theory of production and cost;</li> <li>• accurately and coherently communicate written and verbal information regarding perfect competition in the market and the distinct methodology of Economics in the senior-phase individually or as part of a group;</li> <li>• select learning support material relevant to the abovementioned economic related topics to prepare, present and evaluate lessons according to ethically established norms and values to your EMS-learners in the senior phase; and</li> <li>• effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, analyse and creatively solve problems in the relevant economic fields with the aid of appropriate technology.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE312	Semester 1	NQF-level: 6
Title: Economics for Education: From micro- to macro-Economics		
On successful completion of this module the student should be able to:		

Module code: ECOE322	Semester 2	NQF-level: 7
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<ul style="list-style-type: none"> <li>• demonstrate detailed knowledge and understanding of and the ability to apply key terms, rules, concepts, principles and theories with reference to imperfect competition in the market and the distinct methodology of Economics in the FET-phase;</li> <li>• possess the ability to deal with unfamiliar and abstract information in connection with economic- and regional development, urbanisation and the informal sector by making use of theory-driven arguments;</li> <li>• effectively use IT skills to select, organise, critically analyse, interpret, evaluate and manage information with reference to the labour market, the National Curriculum and other related educational policy documents and various teaching aids;</li> <li>• dispose of a detailed knowledge and understanding of labour relations and to communicate ideas and opinions with regard to the above mentioned in well-formed arguments in individual or group context;</li> <li>• use the knowledge and skills that you mastered in this module to plan, prepare and evaluate creative lesson plans and to present it with the aid of various active learning techniques to your Economics-learners in the FET-phase according to ethically established norms and values; and</li> <li>• effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, analyse, evaluate and creatively address complex problems in the relevant economic fields with the aid of appropriate technology.</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %
Title: Economics for Education: The monetary and government sector
On successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• illustrate and apply detailed knowledge and understanding of and the ability to apply and evaluate key terms, rules, concepts, principles and theories with reference to the monetary sector and the distinct methodology of Economics in the FET-phase;</li> <li>• possess the ability to deal with unfamiliar and abstract information in connection with the public sector by making use of theory-driven arguments;</li> <li>• effectively use IT skills to critically analyse, synthesise, interpret, evaluate and manage information with reference to the budget, the National Curriculum and other related educational policy documents and various teaching aids;</li> <li>• dispose of and apply detailed knowledge and understanding of tax and other related concepts and to communicate ideas and opinions with regard to the above-mentioned in well-formed arguments in individual or group context;</li> <li>• use the knowledge and skills mastered in this module to plan, prepare and evaluate creative lesson plans and to present it with the aid of various active learning techniques to your Economics-learners in the FET-phase according to ethically established norms and values; and</li> <li>• effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, critically analyse, evaluate and creatively address complex problems in the relevant economic fields with the aid of appropriate technology.</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: ECOE412	Semester 1	NQF-level: 7
Title: Economics for Education: Macro-Economic Problems (Part 1)		
On successful completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• illustrate and apply integrated knowledge and understanding of and the ability to apply and evaluate information regarding the economic policy of the state, international economics and the National Curriculum Statement and other related educational policy documents for grades 10-12;</li> <li>• display an informed and critical understanding of economic integration and co-operation and the principles and theories with regard to classroom management in the economics classroom;</li> <li>• conduct critical analyses, synthesises and evaluations of quantitative and qualitative information with regard to productivity, and record-keeping;</li> <li>• effectively and professionally present academic information and creatively address complex problems with regard to poverty and income determination in a simple Keynesian macro-economic model and the assessment of Economics teaching;</li> <li>• effectively and professionally plan, prepare, present and evaluate Economics lessons using IT-skills;</li> <li>• coherently and reliably communicate ideas and opinions with regard to the above-mentioned in well-formed arguments in individual or group context, using the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners; and</li> <li>• show knowledgeable and critical judgement in choosing and using different teaching strategies and learning techniques and implement norms and values prescribed by the Education Department to facilitate collaborative learning processes as a professional teacher.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 %		

Module code: ECOE422	Semester 2	NQF-level: 7
Title: Economics for Education: Macro-economic problems (Part 2)		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• illustrate and apply integrated knowledge and understanding of and the ability to apply and evaluate information regarding inflation, the measurement of inflation and the National Curriculum Statement and other related educational policy documents for grades 10-12;</li> <li>• display an informed and critical understanding of unemployment and the principles and theories with regard to classroom management in the economics classroom;</li> <li>• conduct critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to economic growth and development and record-keeping;</li> <li>• effectively and professionally present academic information and creatively address complex problems with regard to tourism, the economy and the assessment of Economics teaching;</li> <li>• effectively and professionally plan, prepare, present and evaluate Economics lessons using IT-skills;</li> <li>• coherently and reliably communicate ideas and opinions with regard to the above mentioned in well-formed arguments in individual or group context, using the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners; and</li> <li>• show knowledgeable and critical judgement in choosing and using different teaching strategies and learning techniques and implement norms and values prescribed by the Education Department to facilitate collaborative learning processes as a professional teacher.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EDCC114	Semester 1	NQF-level: 6
Title: Introduction to Curriculum and Professional Studies		
After completion of the module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of the various teaching-learning theories, such as behaviourism, social constructivism, etc., that influence the field of education and specifically the development of the curriculum and assessment practices in the South African context;</li> <li>• knowledge of the manner in which the constitutional values inform and structure the national school curriculum;</li> <li>• the ability to purposefully observe different teaching styles and strategies as they occur within the classroom and be able to evaluate and select the most appropriate assessment strategies;</li> <li>• the ability to distinguish and evaluate the different phases of a lesson plan in their subject of expertise and to apply the phases within the development of a lesson;</li> <li>• understand the ethical requirements for teachers as required by SACE and the implications thereof for their teaching-learning practice and social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % Written examination 60 %		

Module code: EDCC115	Semester 1	NQF-level: 5
Title: Critical components for curriculum development for educators		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of the theoretical underpinnings and principles of the different types of curricula and curriculum design;</li> <li>• an awareness of the incentives and socio-historical dimensions that influence and contribute to the development and change in curriculum practices and trends within the South African context;</li> <li>• ability to select, consider, plan, and manage other approaches to curriculum development within the field of education in order to experience practical implementation of curriculum design; and</li> <li>• ability to identify, distinguish and interpret components of curriculum development in the South African national school curriculum.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % Written examination 60 %		

Module code: EDCC116	Semester 1	NQF-level: 5
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		

<ul style="list-style-type: none"> <li>specialised knowledge and informed understanding of academic and professional knowledge related to classroom practise (in practise and from practise);</li> <li>an ability to evaluate and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities; and</li> <li>an ability to act in accordance with prescribed organisational and professional ethical codes of conduct, values and practises and to seek guidance on ethical and professional issues.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 100%

Module code: EDCC125	Semester 2	NQF-level: 6
Title: Historical and Political context of Education in South Africa		
On successful completion of this module the student should be able to demonstrate the ability to:		
<ul style="list-style-type: none"> <li>explain the influence of history and politics on the nature of the education system and education provisioning;</li> <li>describe the influence of history on education provisioning of education in Africa;</li> <li>explain the influence of history on the nature and functioning of the South African education system;</li> <li>describe the influence of politics on education provisioning of education in Africa; and</li> <li>explain the influence of politics on the nature and functioning of the South African education system.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % Written examination 60 %		

Module code: EDCC126	Semester 2	NQF-level: 6
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>specialised knowledge and informed understanding of academic and professional knowledge related to classroom practise (in practise and from practise);</li> <li>an ability to evaluate and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities; and</li> <li>an ability to act in accordance with prescribed organisational and professional ethical codes of conduct, values and practises and to seek guidance on ethical and professional issues.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC214	Semester 1	NQF-level: 6
Title: Professional Studies: Teaching and learning theories and practices		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and informed understanding of               <ol style="list-style-type: none"> <li>specific teaching-learning theories of information-processing behaviourism and social constructivist theories as well as the principles underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills in general;</li> <li>teaching and learning practices within structured and formal education environments;</li> <li>certain ethical and professional standards that influence student performance and management of own learning, such as prior knowledge, environmental variables, motivational variables, cognitive and meta-cognitive reflection, behavioural variables and task variables;</li> <li>the ability to select, plan, implement and present a theoretical-based learning opportunity in order to apply effective teaching and assessment strategies suitable for a specific learning environment and school phase; and</li> <li>the ability to operate individually and as part of a group in order to make appropriate contributions to successfully integrate relevant social responsibility themes into lesson planning, assessment strategies and instructional skills.</li> </ol> </li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: EDCC215	Semester 1	NQF-level: 6
Title: Educational Psychology: Introduction to Educational Psychology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>discipline-specific detailed conceptual as well as theoretical knowledge and informed understanding with regard to educational psychology</li> <li>discipline-specific detailed knowledge and informed understanding of the development of an educational psychological framework for understanding human behaviour, and the implications thereof, in educational contexts</li> </ul>		

<ul style="list-style-type: none"> <li>• detailed knowledge and informed understanding of the international and national movement towards inclusive education as well as the national policies that guide the implementation of inclusive education in South Africa</li> <li>• informed understanding of the psychological development of classroom dynamics and group behaviour</li> <li>• detailed knowledge and informed understanding of the relationship between health, health promotion and the health promoting school</li> <li>• knowledge and awareness of as well as reflection on professional ethical conduct towards all learners and their diverse needs</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
<b>Module code: EDCC216</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed and specialised knowledge and understanding of the practise-based knowledge related to classroom practise (in practise and from practise); as well as the ability to evaluate and solve routine problems related to classroom practise;</li> <li>• the ability to select, evaluate and apply the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;</li> <li>• understanding of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE); and</li> <li>• detailed knowledge and understanding of the required language proficiency.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100%		

<b>Module code: EDCC224</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Educational Psychology: Human Development		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and informed understanding of the developmental stages and domains of development from infancy to early adulthood</li> <li>• detailed knowledge and informed understanding regarding prenatal environmental influences and childbirth complications in the development of the child</li> <li>• detailed knowledge and informed understanding of the growth dynamics as well as the possible barriers to learning involved in intellectual, physical, psychological, cognitive, and moral development from infancy to early adulthood</li> <li>• awareness and informed understanding of vulnerability and relevant risk factors related to negative influences on the development and wellbeing of the child.</li> <li>• detailed knowledge and informed understanding of as well as analytical skills to identify learners who experience neurological, physical, sensory, intellectual and physical health impairments</li> <li>• knowledge and awareness of as well as reflection on professional ethical conduct towards all learners and their diverse needs.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: EDCC225</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed and specialised knowledge and understanding of the practise-based knowledge related to classroom practise (in practise and from practise); as well as the ability to evaluate and solve routine problems related to classroom practise;</li> <li>• the ability to select, evaluate and apply the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;</li> <li>• understanding of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE); and</li> <li>• detailed knowledge and understanding of the required language proficiency.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100%		

<b>Module code: EDCC315</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Educational Law		
After completion of this module, the student teacher should be able to demonstrate the ability to contribute to quality education in a diverse community by having obtained the following competencies:		

<ul style="list-style-type: none"> <li>• an integrated understanding of legislation, case law and the common law as sources of Education Law, in order to select and apply a range of methods to resolve problems and introduce changes within practice;</li> <li>• the identification of the nature of a problem in a case study, while analysing, evaluating and critically reflecting on the legal question by consulting relevant legislation, court cases and common law;</li> <li>• the ability to process information in order to demonstrate an ability to develop appropriate processes of information gathering, within a given context, as well as validate and apply relevant legal principles;</li> <li>• the application of relevant aspects of labour relations in unfamiliar variable education contexts to demonstrate the ability to act ethically and professionally;</li> <li>• the ability to process and justify information on professionalism according to the SACE's Code of Professional Ethics; and</li> <li>• the ability to analyse and evaluate the conduct of learners and educators in contemporary issues in education, for example learner discipline, social justice, cyber-bullying etc. from a legal perspective.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: EDCC316	Semester 1	NQF-level: 7
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to integrate academic and educational knowledge related to different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise;</li> <li>• the ability to select, evaluate and apply the teacher's responsibilities in managing a classroom and facilitating learning in a diverse educational environment, including extra-curricular activities;</li> <li>• accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and</li> <li>• proof of proficiency in the required language.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC323	Semester 2	NQF-level: 7
Title: Educational Psychology: Learning support		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• reflection on values, ethical conduct and justifiable decision-making in the learning support and collaboration process;</li> <li>• integrated knowledge and informed understanding of as well as analytical skills to identify learners who are gifted as well as learners who experience social and educational as well as psychological and behavioural barriers to learning;</li> <li>• integrated knowledge and informed understanding as well as application skills with regard to the cyclic learning support process and the collaboration process; and</li> <li>• integrated knowledge and understanding, as well as analytical skills to develop an individual educational support plan for learners with specific barriers to learning.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EDCC325	Semester 2	NQF-level: 7
Title: Critical thinking & Social Justice		
On successful completion of this module the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• an integrated knowledge and understanding of, as well as an ability to correctly evaluate diverse theoretical perspectives on social justice and citizenship and to apply concepts of social justice and citizenship in a historical context;</li> <li>• an understanding of the contested knowledge within the field of Social Justice and critique the knowledge gained in the context of the learner's PGCE /ADT training setting;</li> <li>• an ability to identify, analyse and plan a response to statement-oriented written questions that require argument and evidence based responses;</li> <li>• a reflection on all values, ethical conduct and justifiable decision making by critical engagement with the debates on gender, 'race'/ethnicity and citizenship, including critically assessing the concept of social exclusion and its implications for education in South Africa;</li> <li>• an accurate and coherent written and verbal communication of case studies of societal relevance that are of contextual value regarding social justice; and</li> <li>• an assumption of full responsibility for his/her own learning needs by independently evaluating an argument's cohesion and to propose counter arguments and/or contrasting approaches, as well as analyse and plan a response to statement-oriented written questions that require argument and evidence based responses.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 %		

Module code: EDCC326	Semester 2	NQF-level: 7
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>the ability to integrate academic and educational knowledge related to different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise;</li> <li>the ability to select, evaluate and apply the teacher's responsibilities in managing a classroom and facilitating learning in a diverse educational environment, including extra-curricular activities;</li> <li>accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and</li> <li>proof of proficiency in the required language.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC413	Semester 1	NQF-level: 7
Title: Educational Management and Leadership		
On successful completion of this module the student should be able to demonstrate an:		
<ul style="list-style-type: none"> <li>integrated understanding of the school as organisation;</li> <li>integrated knowledge and informed understanding of the concepts of educational management and educational leadership;</li> <li>integrated knowledge and understanding of, as well as the ability to evaluate managerial occurrences by making use of the different management models;</li> <li>understanding, interpretation and critical evaluation of contested educational management and leadership issues in a changing national and international context;</li> <li>integrated knowledge and understanding of the different managerial tasks and classroom management approaches, and the ability to reflect on their engagement with this in practice;</li> <li>understanding of and an ability critically to reflect on concepts and themes related to the management and leadership roles of the teacher within the school and classroom context;</li> <li>ability to analyse and reflect on the importance of functioning in a society by developing and maintaining caring, supporting, engaging and empowering environments for social justice;</li> <li>ability to reflect upon, to critically evaluate, and to communicate own ideas on the values and ethical conduct of educational leadership;</li> <li>ability to apply sound management and leadership principles to school activities outside the classroom; and</li> <li>integrated knowledge and understanding of quality education, quality assurance and accountability; and critically evaluate the various management systems on quality assurance and accountability.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: EDCC414	Semester 1	NQF-level: 7
Title: Professional Studies: Integrated Assessment		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of the theoretical underpinnings of assessment in terms of how it is defined, its purposes and principles and the ability to <b>critically evaluate</b> assessment practices accordingly;</li> <li>an understanding of integrated assessment within the context of contemporary constructivist learning orientations and the ability to <b>select, apply and evaluate</b> integrated assessment in the classroom;</li> <li>critical understanding of and ensuring skills to <b>plan, prepare and conduct</b> assessment in mainstream and inclusive teaching and learning environments;</li> <li>an understanding and the ability to apply methods to <b>analyse, interpret, record and report</b> assessment results in a professional, ethical and justified manner; and</li> <li>the ability to reflect on, review and take responsibility for assessment process and practices.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EDCC415	Semester 1	NQF-level: 7
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>the ability to teach and effectively manage a positive learning environment, including learner needs and social community involvement;</li> </ul>		

<ul style="list-style-type: none"> <li>• the ability to identify, analyse, evaluate and critically reflect on problems related to teaching and guided project-based learning tasks (in practise and from practise);</li> <li>• the ability to find and apply solutions to problems experienced related to teaching (in practise and from practise);</li> <li>• accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and</li> <li>• the ability to execute guided education orientated, project-based tasks (service learning).</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 100%

<b>Module code: EDCC423</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Education Systems		
On successful completion of this module the student should be able to demonstrate that he/she:		
<ul style="list-style-type: none"> <li>• Can contribute to quality education provisioning in a diverse community;</li> <li>• Have a deep knowledge and understanding of the nature and aims of the South African education system;</li> <li>• Is able to function within this system to the advantage of the South African community and to contribute to the solution of challenges and the promotion of social responsibility;</li> <li>• Have the ability to assess external influences on the education system and the classroom in order to develop critical, creative and reflexive problem-solving skills within an educational and societal context; and</li> <li>• Is able to draw a comparison between the South African education system and an external education system (capita selecta from developed or developing education systems) with the emphasis on the social responsiveness of that system.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: EDCC424</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to teach and effectively manage a positive learning environment, including learner needs and social community involvement;</li> <li>• the ability to identify, analyse, evaluate and critically reflect on problems related to teaching and guided project-based learning tasks (in practise and from practise);</li> <li>• the ability to find and apply solutions to problems experienced related to teaching (in practise and from practise);</li> <li>• accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and</li> <li>• the ability to execute guided education orientated, project-based tasks (service learning).</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100%		

<b>Module code: EDTC111</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Educational Media and Technology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of the theories and development of a multi-media approach to teaching and learning;</li> <li>• knowledge of the various theories related to participative learning and sharing of information by means of the technology of web 2.0;</li> <li>• the ability to select, plan, implement and manage the sharing of information by means of the technology of web 2.0;</li> <li>• the ability to identify, create and integrate suitable digital and non-digital media in order to enhance the effectiveness of the teaching and learning situation with comprehension of the place of media within lesson design; and</li> <li>• the ability to distinguish and evaluate the use of digital and non-digital material for teaching and learning purposes while exploring the environment as a rich source of creative media suitable for the educational context.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

<b>Module code: EDTM312</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Environmental Management for Sustainability: Introduction to Environmental Management in schools		
On successful completion of this module the student should be able to :		
<ul style="list-style-type: none"> <li>• demonstrate an integrated knowledge and sound understanding of the different dimensions of the environment;</li> <li>• identify, analyse and interpret environmental issues and problems and indicate the impact of humans on the environment;</li> <li>• describe the historical development of Environmental Education;</li> <li>• demonstrate a thorough knowledge and sound understanding of sustainable development;</li> <li>• integrate Environmental Education into the presentation of the Curriculum Assessment and Policy statement; and</li> </ul>		

<ul style="list-style-type: none"> <li>demonstrate the ability to apply the knowledge acquired with an ethically responsible attitude towards the environment.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

Module code: EGDE113	Semester 1	NQF-level: 5
Title: Engineering Graphics and Design: Sketching and Instrument Drawing - Theory and skills		
On successful completion of this module the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>knowledge and informed understanding of Engineering Graphics and Design terminology, techniques and codes of practice and ethics and the ability to skilfully apply the codes of practice, methods, and techniques of subject and teaching theory;</li> <li>the ability to analyse, select, and evaluate techniques of freehand sketching and instrument drawing in order to solve a contextual problem with the aid of applicable drawing equipment;</li> <li>the ability to select and implement standard geometric construction methods and techniques of projection in order to solve geometric construction or projection problems in a defined environment;</li> <li>the ability to communicate two-dimensional drawings graphically with a computer aided drawing program;</li> <li>the ability to analyse, select and evaluate information and apply the Technological Design Process; and</li> <li>an appreciation for the interrelation between Engineering Graphics and Design and other Engineering orientated subjects.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EGDE123	Semester 2	NQF-level: 6
Title: Engineering Graphics and Design: Projection methods for two dimensional and three dimensional views and construction of loci		
On successful completion of this module the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>detailed knowledge and understanding of subject terminology, codes of practice, oblique projection, isometric projection, isometric drawing and constructing loci and the ability to skilfully apply the codes of practice, methods, and techniques of subject and teaching theory;</li> <li>the ability to analyse, to select, and evaluate the projection of solid bodies and sectional views in order to solve a contextual problem with the aid of applicable drawing equipment;</li> <li>the ability to distinguish, evaluate and solve routine or new loci problems and to apply solutions based on relevant evidence and procedures appropriate to the subject field discipline or practice;</li> <li>the ability to communicate advanced two-dimensional drawings graphically with a computer aided drawing program; and</li> <li>an appreciation for the interrelation between Engineering Graphics and Design and other engineering orientated subjects.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EGDE212	Semester 1	NQF-level: 6
Title: Engineering Graphics and Design: Descriptive Geometry		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate detailed knowledge of subject terminology and codes of practice;</li> <li>demonstrate detailed knowledge and understanding of Descriptive Geometry;</li> <li>distinguish and skilfully solve problems in unfamiliar contexts applying methods of Descriptive Geometry; and</li> <li>skilfully apply methods and techniques of teaching;</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EGDE222	Semester 2	NQF-level: 6
Title: Engineering Graphics and Design: Civil Drawings - Floor plans, orthographic & pictorial views		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate detailed knowledge and understanding of subject terminology and codes of practice;</li> <li>select, evaluate and effectively apply with discernment those standard rules, methods and skills to solve fundamental problems in a defined environment in the field of graphic design of the floor plans of buildings using conventional drawing techniques and CAD.</li> <li>select, evaluate and effectively apply with discernment those standard methods and skills of teaching; and</li> <li>demonstrate an ability to distinguish, evaluate and solve problems and to apply solutions based on relevant evidence and procedures appropriate to the subject field, discipline or practice.</li> </ul>		
Method of delivery: Contact		



Methods of assessment:	Continuous assessment 50 % 1x3 hour written examination 50 %
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Module code: EGDE312	Semester 1	NQF-level: 6
Title: Engineering Graphics and Design: Civil Drawings - Electrical wiring diagrams, scales & view of foundations		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate integrated knowledge and understanding of subject terminology and codes of practice;</li> <li>• correctly select, evaluate and apply a range of different but appropriate principles, rules and skills, to create Civil Drawings and detailed views;</li> <li>• correctly select, evaluate and apply a range of different but appropriate principles, rules and skills, to create Civil Drawings and detailed views with the aid of a CAD program; and</li> <li>• select, evaluate and effectively apply with discernment those standard methods and skills of teaching.</li> </ul>		
Method of delivery: Contact		
Methods of assessment:	Continuous assessment 50 % 1x4 hour written examination 50 %	

Module code: EGDE322	Semester 2	NQF-level: 7
Title: Engineering Graphics and Design: Machine Drawing		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate integrated knowledge and understanding of subject terminology and codes of practice;</li> <li>• demonstrate the ability to access and communicate discipline-specific information;</li> <li>• select, evaluate and apply a range of different but appropriate rules and methods to solve Machine Drawing problems;</li> <li>• skilfully apply methods and techniques of teaching Machine Drawing; and</li> <li>• correctly select, evaluate and apply a range of different but appropriate principles, rules and skills, to create machine drawings and detailed views applying a CAD program.</li> </ul>		
Method of delivery: Contact		
Methods of assessment:	Continuous assessment 50 % 1x4 hour written examination 50 %	

Module code: EGDE411	Semester 1	NQF-level: 7
Title: Engineering Graphics and Design: Working in 3-D (1)		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate sound knowledge and understanding of subject terminology and codes of practice;</li> <li>• demonstrate integrated knowledge of and engagement in computer aided drawing operation and critical understanding and application of methods and techniques implemented to solve CAD problems; and</li> <li>• demonstrate accurate, coherent, appropriate and creative presentation and teaching of methods and techniques used to solve complex CAD problems.</li> </ul>		
Method of delivery: Contact		
Methods of assessment:	Continuous assessment 50 % 1x3 hour written examination 50 %	

Module code: EGDE421	Semester 2	NQF-level: 7
Title: Engineering Graphics and Design: Working in 3-D (2)		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate sound knowledge of subject terminology and codes of practice;</li> <li>• demonstrate integrated knowledge and engagement in computer aided drawing operation and critical understanding and application of methods and techniques implemented to solve complex CAD problems; and</li> <li>• demonstrate accurate, coherent, appropriate and creative presentation and teaching of methods and techniques used to solve complex CAD problems.</li> </ul>		
Method of delivery: Contact		
Methods of assessment:	Continuous assessment 50 % 1x3 hour written examination 50 %	

Module code: ENAC211	Semester 1	NQF-level: 6
Title: English (First Additional Language) Communication: Using English as a medium of instruction across the curriculum (1)		
On successful completion of the module the student should demonstrate the ability to:		
<ul style="list-style-type: none"> <li>• Show Detailed knowledge of the subject content</li> <li>• Understand different forms of knowledge</li> <li>• evaluate, select and apply appropriate methods within a defined context</li> </ul>		

<ul style="list-style-type: none"> <li>• identify, analyse and solve problems in unfamiliar contexts</li> <li>• understand the ethical implications of and of awareness ethical dilemmas</li> <li>• evaluate different sources of information apply well-developed processes of analysis, synthesis and evaluation to that information</li> <li>• present and communicate complex information reliably and</li> <li>• coherently using appropriate academic and professional discourse</li> <li>• make decisions and act appropriately in familiar and new contexts,</li> <li>• evaluate performance against given criteria, and accurately identify and</li> <li>• address his or her task-specific learning needs in a given context, and to provide</li> <li>• support to the learning needs of others where appropriate</li> <li>• work effectively in a team or group,</li> <li>• take responsibility for his or her decisions and actions</li> <li>• take responsibility for the ethical use of resources.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including a major assignment 50 %

Module code: ENAC212	Semester 1	NQF-level: 6
Title: Language across the curriculum (English Home Language): Using English as a medium of instruction across the curriculum		
After completion of this module students should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an informed understanding of the theory of teaching through the medium of a second language</li> <li>• an informed understanding of the theory of teaching language across the curriculum;</li> <li>• an ability to select and apply the specific methods of teaching language across the curriculum and teaching through the medium of English.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including a major assignment 50 %		

Module code: ENAC221	Semester 2	NQF-level: 6
Title: English (First Additional Language) Communication: English across the curriculum		
On successful completion of the module the student should demonstrate the ability to:		
<ul style="list-style-type: none"> <li>• provide Detailed knowledge of the subject content</li> <li>• Prepare lessons on different subjects e.g. History, Mathematics integrating language into subject lessons ,</li> <li>• Provide, organise and present new information. ability to evaluate different sources of information apply well-developed processes of analysis, synthesis and evaluation to that information</li> <li>• Mark transitions between sections of the work.</li> <li>• Understand the ethical implications of and of awareness ethical dilemmas</li> <li>• Establish and maintain relationships.</li> <li>• Exchange messages such as letters, reports and circulars. ability to present and communicate complex information reliably and</li> <li>• coherently use appropriate academic and professional discourse.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including a major assignment 50 %		

Module code: ENAC222	Semester 2	NQF-level: 6
Title: Language across the curriculum (English Home Language): Advanced skills for using English as a medium of instruction across the curriculum		
After completion of this module students should be able to demonstrate :		
<ul style="list-style-type: none"> <li>• an informed, detailed understanding of the theory of teaching through the medium of a second language</li> <li>• an informed, detailed understanding of the theory of teaching language across the curriculum;</li> <li>• demonstrate an ability to select and apply the specific methods of teaching language across the curriculum and teaching through the medium of English</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including a major assignment 50 %		

Module code: ENAF211	Semester 1	NQF-level: 5
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Module code: ENAF311	Semester 1	NQF-level: 6
Title: English First Additional Language in FP teaching: Language, Culture and Picture Books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>the ability to present findings and interpretation of cultural values and ideologies in the context of research and language acquisition</li> <li>an applied understanding of a range of academic research on the effects of racism, stereotyping, and discrimination on teaching and learning</li> <li>theories and research that explain how L1 literacy development differs from L2 literacy</li> <li>development to enhance communication between home and school to facilitate EAL teaching and build ethically responsible partnerships with EAL families</li> <li>the importance of EAL learners L1 and language varieties and build on these skills as a foundation for learning English</li> <li>the understanding of and application of concepts about the interrelationship between language and culture;</li> <li>the ability to work range of resources, gather, and synthesise relevant information to identify trends and psychological and pedagogical variables and how these variables may impact the learning progress of learners in English</li> <li>appropriate methods, etc.;</li> <li>the ability to apply concepts of cultural diversity, variability, and the concept of bearing English and a learner's cultural identity</li> <li>the ability to apply and demonstrate appropriate and relevant legal principles in literature for a culturally diverse and multicultural society.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50%		
<ul style="list-style-type: none"> <li>an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and limit appropriate picture books in their teaching activities.</li> </ul>		
Module code: ENAF221	Semester 2	NQF-level: 6
Title: English First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>the ability to gather and verify information and scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>Oral language (semantic, syntactic, pragmatic)</li> <li>Phonological skill</li> <li>Printed word recognition</li> <li>Spelling</li> <li>Reading fluency</li> <li>Reading comprehension</li> <li>Written expression;</li> </ul> </li> <li>the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>Phonological (speech sound) processing</li> <li>Orthographic (print) processing</li> <li>Semantic (meaning) processing</li> <li>Syntactic (sentence level) processing</li> <li>Discourse (connected text level) processing;</li> </ul> </li> <li>the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;</li> <li>knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature;</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENAF321	Semester 2	NQF-level: 6
Title: English First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and understanding of the components of language and language as an integrative system;</li> <li>the ability to select information on phonology, morphology, syntax, semantics and pragmatics in order to analyse, synthesise and evaluate the information so as to help English Additional Language (EAL) learners develop oral, reading and writing skills in English;</li> <li>detailed knowledge of rhetorical and discourse structures so as to apply it to EAL learning; and</li> <li>integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENAF411	Semester 1	NQF-level: 7
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<b>Module code: ENFF111</b>		
Title: English Home Language FP: Realistic Fiction Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Knowledge and understanding of the instructional design of novels, short stories and empirical research that describe the cognitive, linguistic, and writing processes and methods, from the concepts of reading and writing to their teaching and the development of language</li> <li>The ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and</li> <li>The ability to use the theoretical and practical knowledge of the English language to develop a range of appropriate, and effective, strategies for teaching and learning to write for a range of purposes, and to evaluate the effectiveness of these strategies in relation to the needs of the learners; and</li> <li>Integrating knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction to develop a range of appropriate, and effective, strategies for teaching and learning to write for a range of purposes, and to evaluate the effectiveness of these strategies in relation to the needs of the learners; and</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 %		
<ul style="list-style-type: none"> <li>Reading fluency 1x3 hour written examination 50 %</li> </ul>		
<b>Module code: ENAF421</b>		
<b>Semester 2</b>		<b>NQF-level: 7</b>
Title: English First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge and understanding of research related to the fundamentals of EAL assessment;</li> <li>an ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently;</li> <li>an ability to integrate a range of knowledge related to EAL assessment methods, techniques, tools and practices;</li> <li>the ability to analyse assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform teaching decision making process;</li> <li>an ability to present and communicate assessment results ethically and in an academically accurate way to a range of stakeholders;</li> <li>the ability to design, create and evaluate differentiated tasks to engage diverse learners; and</li> <li>the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and</li> <li>the ability to use the theoretical and practical knowledge of the English language to develop a range of appropriate, and effective, strategies for teaching and learning to write for a range of purposes, and to evaluate the effectiveness of these strategies in relation to the needs of the learners; and</li> <li>Integrating knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction to develop a range of appropriate, and effective, strategies for teaching and learning to write for a range of purposes, and to evaluate the effectiveness of these strategies in relation to the needs of the learners; and</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 30 %		
1x2 Hour written examination 70 %		

<b>Module code: ENFF121</b>		<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: English Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature			
On successful completion of this module the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>Knowledge and an informed understanding of phonetics (the sounds of a language) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of language) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness.</li> <li>The ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors.</li> <li>The ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner</li> <li>the ability to work collaboratively with a community to identify and address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>			
Method of delivery: Contact, Distance			
Methods of assessment: Continuous assessment 40 %			
1x2 Hour written examination 60 %			

<b>Module code: ENFF211</b>		<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: English Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children's Literature			
On successful completion of this module the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>Detailed knowledge and an understanding of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the English spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin) and of the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance) and Greek.</li> </ul>			

<ul style="list-style-type: none"> <li>• The ability to use the organising principles of the English spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels.</li> <li>• The ability to select, differentiate between, reflect critically, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners.</li> <li>• The ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.</li> <li>• The ability to work together in a community co-operatively and systematically to identify authentic communication needs</li> <li>• The ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

Module code: ENFF221	Semester 2	NQF-level: 6
Title: English Home Language FP: Semantics, Vocabulary and Picture books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning.</li> <li>• The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs.</li> <li>• An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning.</li> <li>• Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions.</li> <li>• Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.</li> <li>• An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ENFF311	Semester 1	NQF-level: 7
Title: English Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and critical evaluation of research on English syntax and how it relates to vocabulary, fluency and comprehension teaching and learning.</li> <li>• The ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research.</li> <li>• The ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument.</li> <li>• An understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs.</li> <li>• Integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.</li> <li>• Engage in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: ENFF321	Semester 2	NQF-level: 7
Title: English Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning.</li> <li>• The ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes.</li> </ul>		

Module code: ENFF421	Semester 2	NQF-level: 8
<p><b>Title:</b> English Home Language IP: School of Read Language Arts, promote the Critical Reading in Children's literature</p> <p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• Knowledge of the major texts relevant to the curriculum of the teaching profession.</li> <li>• The ability to integrate and apply traditional literature as well as contemporary texts in their teaching practice.</li> <li>• The ability to compare and differentiate, between traditional literature and informational texts in order to communicate with the community.</li> <li>• The ability to ethically research and write on children's literature and how to deal with these issues in teaching practice.</li> </ul>		
<p><b>Method of delivery:</b> Contact, Distance</p> <p><b>Methods of assessment:</b> Continuous assessment 50 % 1x 2 hour written examination 50 %</p>		

Module code: ENFF411	Semester 1	NQF-level: 7
<p><b>Title:</b> English Home Language IP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction</p> <p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• Integrated knowledge of and engagement with the various components and processes of written expression and how they relate to the teaching profession.</li> </ul>		

Module code: ENFI111	Semester 1	NQF-level: 5
<p><b>Title:</b> English Home Language IP: Text development, expectations and the process of writing in the following areas by applying the knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction.</p> <p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• comprehensive subject knowledge, the characteristics of a variety of literary and non-literary texts and their structure to facilitate learning in the Intermediate phase;</li> <li>• general skills to apply and knowledge regarding the facilitation of learning in language classrooms in line with the national school curriculum in the Intermediate phase;</li> <li>• sensible identification of suitable texts for a diverse group of learners in an integrated learning situation to promote academic literacy and social responsibilities;</li> <li>• knowledge regarding the communicative process to add to the student's competence;</li> <li>• integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction.</li> </ul> <p><b>Method of delivery:</b> Contact</p> <p><b>Methods of assessment:</b> Continuous assessment 50 % 1x 2 hour written examination 50 %</p>		

Module code: ENFI121	Semester 1	NQF-level: 6
<p><b>Title:</b> English Home Language IP: Characteristics of Children's and young adult literature</p> <p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• The characteristics of children's and young adult literature. This knowledge should enable them to select suitable teaching and learning materials for the Intermediate Phase.</li> <li>• Analyse and evaluate prose relevant to the Intermediate Phase.</li> <li>• Apply literary theory and use relevant subject terminology in an independent analysis of prescribed English literature.</li> <li>• Apply knowledge of phonetics, morphology and syntax effectively in their own written and spoken communication and facilitate effective language acquisition in the Intermediate phase.</li> </ul> <p><b>Method of delivery:</b> Contact</p> <p><b>Methods of assessment:</b> Continuous assessment 50 % 1x3 hour written examination 40 %</p>		

Module code: ENGV111	Semester 1	NQF-level: 5
<p><b>Title:</b> English for the Senior/FET phase teacher: An introduction to Young Adult Literature (YAL)</p> <p>On successful completion of the module the student should demonstrate :</p> <ul style="list-style-type: none"> <li>• understanding and awareness of the structures, linguistic and syntactic features of a range of YAL and children's literature including poetry</li> <li>• knowledge and understanding of the aims, objectives, rationale and philosophy underpinning the teaching of English in the Senior FET curriculum.</li> <li>• Ability to work effectively with and respect others, by understanding how language is used for a range of audiences and purposes.</li> <li>• apply theory of language teaching methodology to design appropriate lessons</li> <li>• identify, evaluate and solve defined, routine and new problems within the context of YOL and children's literature</li> <li>• assessment strategies to evaluate his or her performance or the performance of others</li> <li>• take responsibility for his or her learning through completion of workbooks</li> <li>• ability to communicate information reliably, accurately and coherently when completing written and oral assignments</li> <li>• gather information from a range of sources, apply basic processes of analysis, synthesis and evaluation when doing research on aspects of YAL and Children's literature</li> </ul>		

Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %

Module code: ENGV121	Semester 2	NQF-level: 6
Title: English for the Senior/FET phase teacher: Linguistics		
On successful completion of the module the student should demonstrate :		
<ul style="list-style-type: none"> <li>• <b>detailed</b> knowledge and understanding of the Linguistics of English</li> <li>• knowledge and understanding of the grammatical structures of English</li> <li>• well-rounded understanding of the acquisition and development of language and literacy in the IP.</li> <li>• evaluate, select and apply appropriate methods - and pedagogical skills that make content accessible to learners.</li> <li>• apply theory of language teaching methodology to design appropriate lessons</li> <li>• present and <b>communicate complex</b> information reliably and coherently using <b>appropriate</b> academic and professional <b>discourse</b></li> <li>• <b>evaluate</b> different sources of information <b>apply well-developed</b> processes of</li> <li>• analysis, synthesis and evaluation to that information</li> <li>• evaluate performance against given criteria, and <b>accurately identify</b> and</li> <li>• <b>address</b> his or her task-specific learning needs in a given context, and to <b>provide</b></li> <li>• <b>support</b> to the learning needs of others where appropriate</li> <li>• work effectively in a team or group, take responsibility for his or her decisions and actions</li> <li>• ability to take responsibility for the use of resources</li> <li>• <u>understanding of the ethical implications</u> and awareness of ethical dilemmas such as plagiarism, intellectual property etc.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		

Module code: ENGV211	Semester 1	NQF-level: 6
Title: English for the Senior/FET phase teacher: Texts and context - Studying poetry and drama from the Elizabethan to the Victorian era		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>• <b>detailed</b> knowledge of the major traditions of literature written in English, Elizabethan to Victorian and an appreciation for the diversity of literary and social voices within those traditions;</li> <li>• well-rounded understanding of the acquisition and development of language and literacy in the Senior and FET phase;</li> <li>• ability to evaluate, select and apply appropriate methods - and pedagogical skills that make content accessible to learners;</li> <li>• ability to apply theory of language teaching methodology to design appropriate lessons;</li> <li>• ability to present and <b>communicate complex</b> information reliably and coherently, using <b>appropriate</b> academic and professional <b>discourse</b>;</li> <li>• an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves and their learners as situated historically and culturally;</li> <li>• <b>ability to evaluate</b> different sources of information and <b>apply well-developed</b> processes of analysis, synthesis and evaluation to that information;</li> <li>• ability to evaluate performance against given criteria, and <b>accurately identify</b> and <b>address</b> his or her task-specific learning needs in a given context, and to <b>provide support</b> to the learning needs of others where appropriate;</li> <li>• ability to work effectively in a team or group, take responsibility for his or her decisions and actions and take responsibility for the use of resources;</li> <li>• <b>awareness and understanding of</b> such aspects as social norms, their relation to social issues.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		

Module code: ENGV221	Semester 2	NQF-level: 6
Title: English for the Senior/FET phase teacher: Exploring key periods in literature		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>• <b>Detailed</b> knowledge of both literary and non-literary text from the Victorian and early Modern era.</li> <li>• Understanding of different forms of knowledge about the role of ICT in the English classroom knowledge and understanding of the methodology underpinning the use of ICT in the classroom.</li> <li>• Ability to evaluate, select and apply appropriate language teaching methodology to design phase and grade appropriate lessons.</li> <li>• <b>Ability to evaluate</b> different sources of information and <b>apply well-developed</b> processes of analysis, synthesis and evaluation to that information.</li> </ul>		

<ul style="list-style-type: none"> <li>Ability to present and <b>communicate complex</b> information reliably and coherently, using <b>appropriate</b> academic and professional <b>discourse in both oral and written assignments</b>.</li> <li>An understanding of the <b>ethical implications</b> of plagiarism, cheating, dishonesty as regards intellectual property.</li> <li>Work effectively in a team or group, take responsibility for his or her decisions and actions.</li> <li>Ability to take responsibility for the use of resources.</li> <li>Understanding and awareness of the needs of the 21<sup>st</sup> century learner.</li> <li>Ability to apply knowledge of 21st century assessment theory and strategies and to identify and <b>provide support</b> to the learning needs of others where appropriate.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %

<b>Module code: ENGV311</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: English for the Senior/FET phase teacher: Literary Theories and Philosophy		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>Integrated knowledge of literature and literary analysis;</li> <li>Detailed knowledge of how literary theory and philosophy are linked and the effect the prevalent philosophy has on the literature and language teaching of an era;</li> <li>Integrated understanding of how differences in theoretical framework can produce multiple readings of a text;</li> <li>Ability to critically reflect on and address complex problems by analysing and interpreting a variety of texts (written, oral, visual and cultural) from different critical perspectives;</li> <li>Ability to design and develop strong thesis statements, applying evidence-based solutions and theory-driven arguments</li> <li>Ability to formulate well-formed arguments, using appropriate academic, discourse;</li> <li>Ability to present research on Literature and philosophy using appropriate research skills and methods of referencing</li> <li>Ability to validate sources of information. Evaluate and manage the information; and</li> <li>Apply theory of language teaching methodology to design phase appropriate and grade appropriate lessons.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		

<b>Module code: ENGV321</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: English for the Senior/FET phase teacher: Understanding Text and Context in a Post Modern era		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>Integrated knowledge and appreciation of how differences in context and historical settings can effect perspectives on both literature and language learning;</li> <li>Integrated knowledge regarding film analysis and the teaching of visual literacy;</li> <li>Detailed knowledge of alternative forms of information: digital. Graphic, etc.;</li> <li>Detailed knowledge of how literary theory and philosophy are linked and the effect the prevalent philosophy has on the literature and language teaching of an era;</li> <li>Integrated understanding of how differences in theoretical framework can produce multiple readings of a text;</li> <li>Ability to critically reflect on and address complex problems by analysing and interpreting a variety of texts (written, oral, visual and cultural) from post-modern and contemporary literature;</li> <li>Ability to design and develop strong thesis statements applying evidence-based solutions and theory-driven arguments;</li> <li>Ability to formulate well-formed arguments, using appropriate academic, discourse;</li> <li>Ability to present research using appropriate research skills and methods of referencing;</li> <li>Ability to validate sources of information. Evaluate and manage the information; and</li> <li>Ability to apply theory of language teaching methodology to design phase appropriate and grade appropriate lessons.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		

<b>Module code: ENGV411</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: English for the Senior/FET phase teacher: South African Literary Foundations and Perspectives		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>Ability to read and interpret a variety of texts (written, oral, visual and cultural) from South African literature;</li> <li>Integrated knowledge and appreciation of how differences in culture and perspective can affect literature and language learning;</li> <li>Understanding of a range of methods of enquiry in a field;</li> </ul>		

<b>Module code: ENGV421</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
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<ul style="list-style-type: none"> <li>• Ability to critically reflect on and address complex problems such as techniques and strategies implemented by the authors to question mainstream attitudes and values through an investigation of questions such as ‘How is identity formulated in the margins?’;</li> <li>• Ability to critically evaluate sources of information and manage the information by writing coherently and scientifically about a set topic about a real problem in the South African Education context.</li> <li>• Ability to take full responsibility for his or her work, decision-making and use of resources;</li> <li>• Ability to communicate in well-formed arguments, using appropriate academic discourse; and</li> <li>• Ability to apply different forms of assessment to self-assess and direct the learning of others.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %
Title: English for the Senior/FET phase teacher: Applied Linguistics
On successful completion of the module the student should demonstrate: <ul style="list-style-type: none"> <li>• Integrated and well-rounded knowledge of, and <b>engagement in the field of</b> Applied Linguistics and language teaching in the South African context.</li> <li>• Ability to read and interpret a variety of texts (written, oral, visual and cultural) from South African literature;</li> <li>• Integrated knowledge and appreciation of how differences in culture and perspective can affect literature and language learning;</li> <li>• Understanding of a range of methods of enquiry in a field;</li> <li>• Ability to critically reflect on and address complex problems such as techniques and strategies implemented by the authors to question mainstream attitudes and values through an investigation of questions such as ‘How is identity formulated in the margins?’;</li> <li>• Ability to critically evaluate sources of information and manage the information by writing coherently and scientifically about a set topic about a real problem in the South African Education context;</li> <li>• Ability to take full responsibility for his or her work, decision-making and use of resources;</li> <li>• Ability to communicate in well-formed arguments, using appropriate academic discourse; and</li> <li>• Ability to apply different forms of assessment to self-assess and direct the learning of others.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %

<b>Module code: ENIP211</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Teaching English as a FAL in the Intermediate Phase		
On successful completion of the module the student should demonstrate: <ul style="list-style-type: none"> <li>• Detailed knowledge of the subject content</li> <li>• understanding of different forms of knowledge</li> <li>• evaluate, select and apply appropriate methods within a defined context</li> <li>• ability to identify, analyse and solve problems in unfamiliar contexts ability to distinguish between BICS and CALP.</li> <li>• detailed knowledge and understanding of the position of English as medium of instruction in a diverse SA</li> <li>• knowledge and understanding of learner differences and their implications for teaching</li> <li>• understanding of the ethical implications of and of awareness ethical dilemmas</li> <li>• ability to evaluate different sources of information and apply well-developed processes of analysis, synthesis and evaluation to that information</li> <li>• ability to present and communicate complex information reliably and coherently using appropriate academic and professional discourse;</li> <li>• personal proficiency in the use of English as a medium of instruction and communication in the classroom</li> <li>• ability to make decisions and act appropriately in familiar and new contexts,</li> <li>• ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context;</li> <li>• ability to evaluate the aims, objectives, rationale, and philosophy underpinning the teaching of English as FAL;</li> <li>• knowledge and understanding of the acquisition and development of language and literacy in the Intermediate phase.</li> <li>• ability to support to the learning needs of others where appropriate;</li> <li>• ability to apply methodological skills to design and present effective English and medium of instruction lessons</li> <li>• ability to work effectively in a team or group;</li> <li>• ability to take responsibility for his or her decisions and actions;</li> <li>• ability to take responsibility for the ethical use of resources;</li> <li>• ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes;</li> <li>• knowledge of the profile of the 21st Century learner;</li> <li>• understanding and knowledge of 21st century assessment strategies.</li> </ul>		
Method of delivery: Contact, Distance		

Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including one major assignment 50 %
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Module code: ENIP221	Semester 2	NQF-level: 6
Title: English as a FAL in the Intermediate Phase: Linguistics for the Intermediate Phase Teacher		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>• <b>Detailed knowledge</b> of the subject content: detailed knowledge and understanding of the Linguistics of English</li> <li>• understanding of different forms of knowledge: knowledge and understanding of the grammatical structures of English</li> <li>• evaluate, select and apply appropriate methods within a defined context</li> <li>• ability to identify, analyse and solve problems in unfamiliar contexts:</li> <li>• well-rounded understanding of the acquisition and development of language and literacy in the IP.</li> <li>• an understanding of the <b>ethical implications</b> of and of awareness <b>ethical dilemmas</b></li> <li>• ability to <b>evaluate</b> different sources of information <b>apply well-developed</b> processes of analysis, synthesis and evaluation to that information</li> <li>• ability to present and <b>communicate complex</b> information reliably and</li> <li>• ability to coherently using <b>appropriate</b> academic and professional <b>discourse</b>:</li> <li>• knowledge and understanding of the methodological and pedagogical skills that make content accessible to learners.</li> <li>• ability to read extensively.</li> <li>• ability to make decisions and act appropriately in familiar and new contexts,</li> <li>• ability to evaluate performance against given criteria, and <b>accurately identify</b> and</li> <li>• ability to <b>address</b> his or her task-specific learning needs in a given context, and to <b>provide</b></li> <li>• ability to <b>support</b> to the learning needs of others where appropriate</li> <li>• ability to work effectively in a team or group,</li> <li>• ability to take responsibility for his or her decisions and actions</li> <li>• ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes;</li> <li>• knowledge of the profile of the 21<sup>st</sup> Century learner;</li> <li>• <u>understanding and knowledge of 21st century assessment strategies.</u></li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including one major assignment 50 %		

Module code: ENIP311	Semester 1	NQF-level: 6
Title: English as a FAL in the Intermediate Phase: Children's and Young Adult Literature in the Intermediate Phase		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>• <b>Detailed knowledge</b> of the subject content : coherent and critical understanding of the salient features of Children's and YA literature</li> <li>• understanding of different forms of knowledge;</li> <li>• ability to recognise how writers can transgress or subvert generic expectations as well as fulfil them;</li> <li>• evaluate, select and apply appropriate methods within a defined context;</li> <li>• ability to identify, analyse and solve problems in unfamiliar contexts;</li> <li>• an understanding of the <b>ethical implications</b> of and of awareness <b>ethical dilemmas</b>;</li> <li>• ability to <b>evaluate</b> different sources of information <b>apply well-developed</b> processes of analysis, synthesis and evaluation to that information;</li> <li>• ability to present and <b>communicate complex</b> information reliably and ability to coherently using <b>appropriate</b> academic and professional <b>discourse</b>;</li> <li>• well-rounded acquaintance with and an understanding of literary texts and material suitable for the IP;</li> <li>• ability to make decisions and act;</li> <li>• appropriately in familiar and new contexts;</li> <li>• ability to evaluate performance against given criteria, and <b>accurately identify</b> provide support where necessary;</li> <li>• display sound understanding of the mechanics of reading in order to assist learners in the process of reading;</li> <li>• ability to <b>address</b> his or her task-specific learning needs in a given context, and to <b>provide</b> ability to <b>support</b> the learning needs of others where appropriate;</li> <li>• profound knowledge of the child and how content is best learned;</li> <li>• ability to work effectively in a team or group;</li> <li>• ability to take responsibility for his or her decisions and actions;</li> <li>• ability to take responsibility for the ethical use of resources; and</li> <li>• ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes;</li> </ul>		

<ul style="list-style-type: none"> <li>• knowledge of the profile of the 21<sup>st</sup> Century learner;</li> <li>• understanding and knowledge of 21st century assessment strategies.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including one major assignment 50 %

Module code: ENIP321	Semester 2	NQF-level: 6
Title: English as a FAL in the Intermediate Phase: Visual literacy and Technology for the IP teacher		
Teacher competences developed by means of the module:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of the central areas of one or more fields;</li> <li>• appropriate literary, non-literary and visual texts including graphic novels, picture books and digital material;</li> <li>• detailed knowledge of an area or areas of specialisation;</li> <li>• understanding and knowledge about the role of ICT in the FAL and English medium of instruction classroom;</li> <li>• ability to evaluate types of knowledge and explanations;</li> <li>• understanding of a range of methods of enquiry in a field;</li> <li>• ability to critically reflect on and address complex problems;</li> <li>• ability to apply evidence-based solutions and theory-driven arguments;</li> <li>• well-rounded knowledge and understanding of the methodology underpinning the use of ICT in the classroom;</li> <li>• ability to take decisions and act ethically and professionally, justify those decisions;</li> <li>• ability to develop appropriate processes of information;</li> <li>• ability to validate sources of information evaluate and manage the information;</li> <li>• ability to communicate in well-formed arguments, using appropriate academic, professional, or occupational discourse</li> <li>• ability to manage processes in unfamiliar and variable contexts, recognising that problem-solving is context- and system-bound, and does not occur in isolation-understanding and knowledge about the role of ICT in the FAL and English medium of instruction classroom.</li> <li>• ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes;</li> <li>• knowledge of the profile of the 21st Century learner;</li> <li>• understanding and knowledge of 21st century assessment strategies;</li> <li>• ability to take full responsibility for his or her work, decision-making and use of resources.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including one major assignment 50 %		

Module code: ENIP411	Semester 1	NQF-level: 7
Title: English as a FAL in the Intermediate Phase: Texts and context in the FAL classroom		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of the central areas of one or more fields: demonstrate a sound understanding of the literary texts and other material suitable for use in the IP classroom.</li> <li>• Detailed knowledge of an area or areas of specialisation: well- rounded knowledge of the organisation linguistic and syntactic features of a variety of fiction and non-fiction texts.</li> <li>• ability to evaluate types of knowledge and explanations</li> <li>• understanding of a range of methods of enquiry in a field,</li> <li>• ability to critically reflect on and address complex problems,</li> <li>• ability to apply evidence-based solutions and theory-driven arguments demonstrate sound knowledge and understanding of the methodological and subject specific pedagogy required for effective teaching and learning of the LOLT.</li> <li>• ability to take decisions and act ethically and professionally, justify those decisions</li> <li>• ability to develop appropriate processes of information</li> <li>• ability to validate sources of information evaluate and manage the information</li> <li>• ability to communicate in well-formed arguments, using appropriate academic, professional, or occupational discourse</li> <li>• ability to manage processes in unfamiliar and variable contexts, recognising that problem-solving is context- and system-bound, and does not occur in isolation</li> <li>• ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes</li> <li>• ability to take full responsibility for his or her work, decision-making and use of resources.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including one major assignment 50 %		

Module code: ENIP421	Semester 2	NQF-level: 8
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<b>Title:</b> English as a FAL in the Intermediate Phase: Advanced language skills for the IP teacher
On successful completion of the module the student should demonstrate:
<ul style="list-style-type: none"> <li>• Integrated knowledge of the central areas of one or more fields -in- depth conceptual, procedural and prepositional knowledge about English</li> <li>• detailed knowledge of an area or areas of specialisation</li> <li>• ability to evaluate types of knowledge and explanations</li> <li>• understanding of a range of methods of enquiry in a field,</li> <li>• ability to critically reflect on and address complex problems,</li> <li>• well- rounded knowledge and skill regarding the methodology and subject pedagogical aspects of the teaching of English as a FAL as well as a medium of instruction.</li> <li>• ability to apply evidence-based solutions and theory-driven arguments</li> <li>• ability to take decisions and act ethically and professionally, justify those decisions</li> <li>• ability to develop appropriate processes of information</li> <li>• ability to validate sources of information evaluate and manage the information</li> <li>• ability to communicate in well-formed arguments, using appropriate academic, professional, or occupational discourse</li> <li>• ability to manage processes in unfamiliar and variable contexts, recognising that problem-solving is context- and system-bound, and does not occur in isolation understanding and knowledge of problems encountered by second language speakers of English</li> <li>• ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes well-defined understanding and knowledge of appropriate assessment principles.</li> <li>• ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes</li> <li>• knowledge of the profile of the 21<sup>st</sup> Century learner : understanding and knowledge of 21st century assessment strategies.</li> </ul>
<b>Method of delivery:</b> Contact, Distance
<b>Methods of assessment:</b> Continuous assessment 50 % 1x2 hour written examination including one major assignment 50 %

<b>Module code: ETEE213</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
<b>Title:</b> Electrical Technology for Teachers: Basic Electronics		
<b>Teacher's Competencies developed by means of the module:</b>		
<ul style="list-style-type: none"> <li>• detailed knowledge of the learning strategies in Electrical Technology</li> <li>• detailed knowledge of the interpretation and implementation of National Policy documents</li> <li>• providing newly qualified teachers with a basic knowledge of Electrical Technology, specifically in the Electronic field.</li> <li>• basic knowledge with regard to the school curriculum and an ability to unpack the specialised content.</li> </ul>		
<b>Method of delivery:</b> Contact		
<b>Methods of assessment:</b> Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: ETEE222</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
<b>Title:</b> Electrical Technology: Electromagnetism		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate detailed knowledge with regard to the general field of the electrical engineering industry and specific insight into those aspects that are applicable to Electrical Technology as a school subject in the GET and FET phases;</li> <li>• evaluate, apply and explain relevant formulas and calculations in a practical manner in order to solve contextualised electrical engineering problems relevant to the prescribed curriculum in the GET and FET phases;</li> <li>• behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• demonstrate detailed knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of electrical technology as a school subject within the GET and FET phases;</li> <li>• demonstrate the ability to select and apply appropriate and subject specific teaching methodologies and strategies related to electrical technology in the GET and FET phases.</li> </ul>		
<b>Method of delivery:</b> Contact		
<b>Methods of assessment:</b> Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: ETEE312</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
<b>Title:</b> Electrical Technology: Alternating Current Circuits		
On successful completion of this module the student should be able to:		

<ul style="list-style-type: none"> <li>• demonstrate integrated knowledge with regard to the general field of the electrical engineering industry and specific insight into those aspects that are applicable to electrical technology as a school subject in the GET and FET phases;</li> <li>• demonstrate the ability to evaluate and apply relevant formulas and calculations in a practical manner in order to solve contextualised electrical engineering problems relevant to the prescribed curriculum in the GET and FET phases;.</li> <li>• behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• demonstrate an integrated knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of electrical technology as a school subject within the GET and FET phases; and</li> <li>• select and apply appropriate and subject specific teaching methodologies and strategies related to electrical technology in the GET and FET phases.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
<b>Module code: ETEE322</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Electrical Technology for Teachers: Electronics II (Semiconductor devices)		
<b>Teacher's Competencies developed by means of the module:</b>		
<ul style="list-style-type: none"> <li>• integrated subject knowledge and understanding of, as well as the ability to correctly evaluate and apply subject related terms, concepts, facts, phenomenon and rules that specifically apply to the context of Electrical Technology;</li> <li>• integrated knowledge and ability to interpret , implement and evaluate the National Policy documents and the effective implementation of subject specific curriculum requirements such as organising classroom activities, practical sessions and assessment criteria;</li> <li>• displaying a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Electrical Technology while promoting acceptable social values and principles;</li> <li>• being able to assess learners in reliable and varied ways and to utilise the assessment results in order to improve their teaching of Electrical Technology, presented at university level (research skills); and knowledge of presenting FET technology subjects</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: ETEE413</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Electrical Technology for Teachers: Electronics III (Digital fundamentals)		
<b>This module establishes integrated competencies of a beginner teacher such as:</b>		
<ul style="list-style-type: none"> <li>• Integrated subject knowledge and understanding of, as well as the ability to correctly evaluate and apply subject related terms, concepts, facts, phenomenon and rules that specifically apply to the context of Electrical Technology;</li> <li>• Well informed knowledge and ability to interpret , implement and evaluate the National Policy documents and the effective implementation of subject specific curriculum requirements such as organising classroom activities, practical sessions and assessment criteria;</li> <li>• displaying a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Electrical Technology while promoting acceptable social values and principles;</li> <li>• being able to assess learners in reliable and varied ways and to utilise the assessment results in order to improve their teaching of Electrical Technology, presented at university level (research skills); and knowledge of presenting FET technology subjects</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: ETEE423</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Electrical Technology: Alternating Current-circuits		
On successful completion of this module the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• integrated knowledge with regard to the general field of the electrical engineering industry and specific insight into those aspects that are applicable to Electrical Technology as a school subject in the GET and FET phases;</li> <li>• ability to critically evaluate and apply relevant formulas and calculations in a practical manner in order to solve contextualised electrical engineering problems relevant to the prescribed curriculum in the GET and FET phases;.</li> <li>• to behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• integrated knowledge of and adherence to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Electrical Technology as a school subject within the GET and FET phases; and</li> <li>• an ability to critically select and apply appropriate and subject specific teaching methodologies and strategies related to Electrical Technology in the GET and FET phases.</li> </ul>		
Method of delivery: Contact		

Methods of assessment:	Continuous assessment 50 % 1x3 hour written examination 50 %
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Module code: FETC111	Semester 1	NQF-level: 5
Title: Structures in Technology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of the definition, classification, purpose and types of structures</li> <li>• the ability to identify and effectively apply knowledge about:               <ul style="list-style-type: none"> <li>a) the nature, properties and usage of different structural members to strengthen structures;</li> <li>b) all construction materials and its properties, as well as how the type of forces therein affects structures</li> </ul> </li> <li>• basic knowledge of the Occupational Health and Safety Act as applicable to the Civil Technology workshop and built environment.</li> <li>• adequate knowledge of all hand tools, power tools and fixed machinery found in the Civil Technology field, and its correct maintenance and uses.</li> <li>• basic knowledge of cost and calculations for small civil projects.</li> <li>• the ability to accurately and coherently communicate in written and verbal form while working as part of a group during a problem solving task (bridge building)</li> <li>• implementation of subject-didactic knowledge and skills with regard to Civil Technology (structures component)</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: FETE121	Semester 2	NQF-level: 5
Title: Electrical Technology: Electric current theory		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate knowledge with regard to the general field of the electrical engineering industry and specific insight into those aspects that are applicable to electrical technology as a school subject in the GET phase;</li> <li>• explain, evaluate and apply relevant formulas and calculations in a practical manner in order to solve contextualised electrical engineering problems relevant to the prescribed curriculum in the GET phase;</li> <li>• behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• demonstrate knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of electrical technology as a school subject within the GET phase;</li> <li>• select and apply appropriate and subject specific teaching methodologies and strategies related to electrical technology in the GET phase.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: FETM111	Semester 1	NQF-level: 5
Title: Mechanical Technology for Teachers: Engineering		
This module establishes competencies such as:		
<ul style="list-style-type: none"> <li>• knowledge of the interpretation and implementation of National Policy Statements;</li> <li>• basic subject knowledge with regard to manufacturing and joining as required by the prescribed curriculum for the GET and FET phases;</li> <li>• basic knowledge and application of problem and project solving skills and development of mathematical skills on calculations, applications and the technological process;</li> <li>• the teaching and learning of knowledge and skills and problem solving skills, using the technological process;</li> <li>• the compilation and implementation of subject portfolios; and</li> <li>• the manner in which assignments are compiled and presented</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: FETM121	Semester 2	NQF-level: 6
Title: Engineering Technology for Teachers: Manufacturing and Joining		
With regard to the teaching of Mechanical Technology, this module aims to establish beginner teacher competencies such as:		
<ul style="list-style-type: none"> <li>• a subject knowledge with regard to subject related key terms, concepts, facts and rules that specifically apply to the educational context of mechanical technology within the FET phase;</li> </ul>		

<ul style="list-style-type: none"> <li>• knowledge of the interpretation and implementation of National Policy documents and the effective implementation of subject specific curriculum requirements such as developing and management of learner portfolios;</li> <li>• displaying a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;</li> <li>• being able to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology presented at university level (basic research skills)</li> <li>• knowledge of presenting FET and GET technology subjects</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

<b>Module code: FETP111</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Processing in Technology for Education		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate detailed knowledge and understanding of the processing of materials as part of the technological process;</li> <li>• select, evaluate and effectively apply knowledge about the nature and usage of different materials from a technological perspective;</li> <li>• understand the ethical implications of decisions, actions and practices specifically relevant to the choice and design of packaging;</li> <li>• analyse, evaluate and synthesise information about safety and (food) security and successfully apply conclusions to solve technological problems in society; and</li> <li>• accurately and coherently communicate in written and verbal form while working independently or as part of a group.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: FETW211</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Engineering Technology for Teachers: Mechanical (Welding) Technology		
After successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate knowledge and insight regarding all contextual ideas and processes of safety measurements and good house holding in welding technology;</li> <li>• demonstrate the uses and maintenance of specific hand tools and machinery;</li> <li>• describe the construction, characteristics, treatment, protection and tests of different kinds of engineering materials;</li> <li>• demonstrate understanding of oxy-acetylene welding;</li> <li>• demonstrate the correct terminology for all welding and theoretical exercises;</li> <li>• apply and demonstrate informed understanding of SI units and symbols, as well as SANS standards and the use of correct welding symbols in all diagrams and sketches, testing of joints;</li> <li>• demonstrate informed understanding of arc welding, make joints by using different kinds of joint techniques and inspect all joints visually;</li> <li>• demonstrate knowledge and accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of personal injury and that of learners within the context of Mechanical Technology as a school subject in the GET and FET phase;</li> <li>• an understanding of the technological manufacturing process as a means of problem solving to improve products that can enhance our quality of life;</li> <li>• select and apply appropriate and subject specific teaching methodologies and strategies related to engineering technology and manufacturing and joining in the GET and FET phases.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: GEOE112</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Geography Education: Physical, economic and population background of Africa and the RSA		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate informed understanding of the location, political distribution, physical characteristics and economic trends of Africa and the RSA</li> <li>• perform correct geographical interpretations, analyses, evaluations and conclusions concerning the physical, economic and political aspects of the RSA and Africa.</li> <li>• have an extended knowledge and comprehension of the general concepts in population geography; make correct analyses and meaningful interpretations within this area, as well as doing the recognition, explanation and evaluation of inter-relations between topographical, climatological and man-made phenomena in the RSA.</li> </ul>		

<ul style="list-style-type: none"> <li>• evaluate developing economies in Africa, demonstrate insight and comprehension concerning the problems of African countries and also evaluate these problems within the frame of his/her own worldview.</li> <li>• demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards Africa/South Africa and its people</li> <li>• plan a geography lesson in accordance with the correct criteria, demonstrating the ability to integrate subject knowledge with subject methodology.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Map work skills and presentation techniques: demonstrate fundamental knowledge, skills, comprehension, insight of map work skills and techniques, cartography and presentation techniques as well as the application thereof in practice.</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: GEOE122	Semester 2	NQF-level: 6
Title: Geography Education: Planetary Geography, and Climatology		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate detailed knowledge and thorough understanding of planetary geography and climatology that is required within the context of the Curriculum and Assessment Policy Statement</li> <li>• demonstrate the skill of scrutinizing and critically discuss theories of the origin of the universe</li> <li>• explain and discuss the movements of the planets, earth and moon and its effects in the solar system</li> <li>• critically analyse the origin of the earth's atmosphere as well as the evolution of the modern atmosphere</li> <li>• understand and explain the concepts weather and climate</li> <li>• demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards the environment</li> <li>• demonstrate detailed knowledge of: moisture and circulation in the atmosphere and an ability to apply :key terms, concepts, facts, principles, rules and theories</li> </ul>		
<b>Practical</b>		
<ul style="list-style-type: none"> <li>• explain and interpret the collection and presentation of weather information on synoptic maps and solving of weather phenomena</li> </ul>		
<b>Methodology:</b>		
Planning of a basic Geography lesson with reference to the use of suitable educational media, to optimize teaching and learning e.g.		
<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Transparencies</li> <li>• Data projector</li> <li>• Posters and models.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOE212	Semester 1	NQF-level: 6
Title: Geography Education: Urban and Economic Geography		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a detailed knowledge and thorough understanding of Urban and Economic Geography in line with the Policy document;</li> <li>• the ability to identify relevant themes of Urban and Economic Geography and plan activities that support the coherent understanding of concepts, ideas, theories, principles and rules;</li> <li>• the ability to display and to solve well-defined unknown problems within Urban and Economic Geography by rendering correct procedures and appropriate proof;</li> <li>• the ability to design, plan and present the integration of assignments aimed at the teaching practice according to the policy document and based on the social constructivist teaching learning theory; and</li> <li>• the ability to conduct a town trail to apply the knowledge of urban geography.</li> </ul>		
<b>Practical section:</b>		
<ul style="list-style-type: none"> <li>• The ability to demonstrate a detailed knowledge and understanding of skills in and insight into the uses of land or cities and apply this knowledge in practice; and</li> <li>• the ability to demonstrate teaching and learning methods such as role-play, simulation games, contour models, wall maps, use of newspapers and worksheets.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOE222	Semester 2	NQF-level: 6
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<b>Title: Geography Education: Introduction to Geomorphology and Oceanography</b>	
On completion of this module the learner should be able to demonstrate:	
<ul style="list-style-type: none"> <li>• detailed knowledge related to Geomorphology and Oceanography within the context of the National Curriculum;</li> <li>• detailed knowledge and thorough understanding of the internal and external powers that cause changes on earth and evaluate these in practice, be able to identify, define and effectively use concepts as well as demonstrate and illustrate these, with examples;</li> <li>• the ability to analyse, assess, interpret and identify interrelationships of the basic principles relating to geomorphology and the ocean environment; and</li> <li>• the ability to display and illustrate with practical examples a coherent and critical understanding of the influence of human activity on the geology and ocean.</li> </ul>	
<b>Practical section</b>	
<ul style="list-style-type: none"> <li>• The ability to apply the detailed knowledge and skills to represent relief features, draw cross-section sketches and calculate and interpret gradient on topographic maps, and to integrate it in appropriate themes of geography; and</li> <li>• the ability to use contour models and field excursions to recognise landforms on the South African landscape.</li> </ul>	
Method of delivery: Contact	
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %	

<b>Module code: GEOE312</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
<b>Title: Geography Education: Population and Development Geography</b>		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of and an ability to apply and evaluate Population and Development Geography's terms, rules, concepts, principles and theories as well as indicating an ability to represent new knowledge onto a given body of theory;</li> <li>• an ability to deal with unfamiliar concrete and abstract problems and issues in Population and Development Geography using evidence-based solutions and theory-driven arguments to present and communicate information in a well structured argument and use personal ideas and opinions on themes related to Population and Development Geography;</li> <li>• understanding of contested knowledge and understanding of major teaching-learning theories and related direct, indirect, independent and interactive learning strategies in Geography Education;</li> <li>• a thorough knowledge, skills and understanding of Population and Development Geography in the context of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>• act as a facilitator or tutor in problem-based learning environments in order to solve a contextual problem, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate;</li> <li>• an ability to design, plan and present Geography lesson plans to foster learner-centred instruction in Geography classrooms; and</li> <li>• act in an ethically correct and value-driven manner in all operational circumstances and forms of communication, either in writing or orally.</li> </ul>		
<b>Practical section:</b>		
<ul style="list-style-type: none"> <li>• Students must demonstrate integrated knowledge, skills and understanding of aerial photographs, interpretation and the use of stereoscopes and stereo-pairs in practice.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: GEOE322</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
<b>Title: Geography Education: Advanced Geomorphology</b>		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a detailed knowledge and insight regarding the concepts and the application possibilities of Southern &amp; South Africa's Geological complex history and resulting landscapes, soils and hydrology, within the global context;</li> <li>• an ability to analyze land forms and landscapes, which reflect the environmental conditions over time during their origin as well as change over time, and evaluate these within the geological time context;</li> <li>• the ability to discuss and critically evaluate the conditions which lead to the global geologic phenomena with specific reference to the Southern &amp; South Africa context;</li> <li>• an ability 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;</li> </ul>		
<b>Methodology</b>		
<ul style="list-style-type: none"> <li>• the competency to design appropriate learning experiences, worksheets, assessment rubrics, tests/exams and memoranda pertaining to synoptic weather charts, graphs and diagrams, topographic charts and aerial photographs in accordance with geographical-methodology principles;</li> </ul>		

<ul style="list-style-type: none"> <li>the application of ethical-professional values in learning experience design and practical teaching.</li> </ul>
<b>Practical section:</b>
<ul style="list-style-type: none"> <li>Students must demonstrate a well-rounded, systematic knowledge, skills, comprehension and sound understanding of interpreting the Vredefort Dome phenomena. This includes a Field Excursion and an comprehensive practical application portfolio as well as to demonstrate the methodology principles of fieldwork as a teaching strategy in Geography</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: GEOE411	Semester 1	NQF-level: 7
Title: Geography Education: Urban and Environmental Geography		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of and an ability to apply and evaluate terms, rules, concepts, principles and theories in Urban and Environmental Geography and show the ability to apply detailed knowledge within a given field;</li> <li>deal with unknown, concrete and abstract problems and issues in Urban and Environmental Geography by using evidence-based solutions and arguments that are theory-driven, and convey information, and personal ideas and meanings on topics in Urban and Environmental Geography in a well-structured argument;</li> <li>integrated knowledge and understanding to apply and evaluate major teaching-learning theories and related direct, indirect, independent and interactive learning strategies in Geography Education;</li> <li>the skill of explaining and analysing themes relevant to Urban and Environmental Geography and plan individual or group activities supporting the coherent understanding of concepts, ideas, theories, principles and rules to communicate the information;</li> <li>integrate knowledge of Urban and Environmental Geography within the context of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>use the CAPS document and <i>Subject Assessment Guidelines</i> (SAG) to prepare assessment opportunities for Grade 10, 11 and 12 learners by demonstrating detailed knowledge of a programme of assessment for a work schedule;</li> <li>act as assessor by using different assessment strategies and methods to effectively foster effective teaching-learning;</li> <li>work together in a group with other individuals in an ethical and responsible way while solving problems inherent to the learning content of this module; and</li> <li>an understanding of the basic practices of and an ability to apply and evaluate assessment in Geography education.</li> </ul>		
<b>Practical section:</b>		
<ul style="list-style-type: none"> <li>Integrated knowledge and understanding of and an ability to apply quantitative calculations and quantitative map techniques to present data visually in practice.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOE421	Semester 2	NQF-level: 7
Title: Geography Education: Advanced Climatology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>a detailed knowledge and insight regarding concepts and the application possibilities of Southern &amp; South Africa's Climatic history and resulting weather conditions;</li> <li>a systematic knowledge of advanced climatological phenomena on a global and South African context;</li> <li>the ability to analyze climatic phenomena, which reflect thenvironmental conditions over time;</li> <li>the ability to discuss and critically evaluate the conditions which lead to the global climatic phenomena;</li> <li>the ability 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;</li> </ul>		
<b>Methodology</b>		
<ul style="list-style-type: none"> <li>exhaustive knowledge and applicable skills employed in the design, implementation and demonstration of advanced Geography lessons and more specifically map work. In addition, the learner should demonstrate an understanding of the various teaching approaches concerning Geography and subsequently evaluate these for the purpose of implementing the correct approach to learning experiences and to creatively and effectively employ and elucidate appropriate teaching aids in practice;</li> </ul>		
<b>Practical section:</b>		
<ul style="list-style-type: none"> <li>Learners must demonstrate a fundamental knowledge, skills, understanding and insight of Map projections and GIS as well as be able to apply it in practice by using ArcGIS/ArcView in a GIS Laboratory.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOS211	Semester 1	NQF-level: 6
Title: Geography: Human and physical geography for the Senior phase		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate detailed knowledge of the location, political distribution, physical characteristics and economic trends of the Republic of South Africa..</li> <li>have an extended knowledge and comprehension of the general concepts in population geography; make correct analyses and demonstrate an ability to develop meaningful interpretations within this area.</li> <li>demonstrate fundamental knowledge of climate and vegetation on a global scale</li> <li>have extended knowledge and comprehension of the general surface forces that shape the earth - earthquakes, volcanoes and floods</li> <li>demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards South Africa and its people.</li> </ul>		
<b>Practical:</b>		
<ul style="list-style-type: none"> <li>Students must demonstrate a thorough knowledge, skills, and understanding of map work</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x 1½ hour written examination 50 %		

Module code: HISE112	Semester 1	NQF-level: 5
Title: History for Education: Aspects of Euro-Asian History (9th to 19th century)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge and informed understanding of Euro-Asian History (9<sup>th</sup> – 19<sup>th</sup> century) within the context of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>the skill of scrutinizing primary and secondary sources by differentiating between, tracing and effectively interpreting different historical sources in order to communicate these verbally or in writing;</li> <li>competency in problem-solving abilities to address political, social and economic issues within the context of Euro-Asian History (9<sup>th</sup> – 19<sup>th</sup> century);</li> <li>knowledge and skills in learning and teaching methodology of History, produce and use LTSM, apply learning and teaching techniques and strategies as well as assessment methodology in lesson presentation; and</li> <li>taking account of the 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.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: HISE122	Semester 2	NQF-level: 6
Title: History for Education: Aspects of South African History (1652-1900)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>sound knowledge and informed understanding of aspects of South African History (1652-1900) within the context of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>the skill of scrutinizing primary and secondary sources by differentiating between, tracing and effectively interpreting different historical sources in order to communicate these verbally or in writing;</li> <li>competency in problem-solving abilities to address political, social and economic issues within the context of South African History (1652-1900);</li> <li>knowledge and skills in learning and teaching methodology of History, produce and use LTSM, apply learning and teaching techniques and strategies as well as assessment methodology in lesson presentation; and</li> <li>taking account of the 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.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: HISE212	Semester 1	NQF-level: 6
Title: History for Education: Aspects of South African History (1900-1948)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>an detailed knowledge and understanding to adress political, social and economic aspects of South African History (1900-1948) in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>the ability to evaluate and apply key terms, concepts and theories on certain aspects of South African History (1900-1948);</li> <li>the ability to find identify, analyse, interpret, and apply different historical primary and secondary sources on aspects of South African History (1900-1948);</li> </ul>		

<ul style="list-style-type: none"> <li>• the ability to select, evaluate and effectively implement a range of different teaching, learning and assessment methodologies in lesson presentation on aspects of South African History (1900-1948); and</li> <li>• an understanding of the ethical-professional implications of decisions, actions and practices specifically relevant to culturally and politically diverse communities and environments in accordance with the context of the Manifest for Values, Education and Democracy.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: HISE222	Semester 2	NQF-level: 6
Title: History for Education: Aspects of African History (16th to 20th century)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a detailed knowledge and understanding to address political, social and economic aspects of African History (16th to 20th century) in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>• the ability to evaluate and apply key terms, concepts and theories on certain aspects of African History (16th to 20th century);</li> <li>• the ability to find identify, analyse, interpret, and apply different historical primary and secondary sources on aspects of African History (16th to 20th century);</li> <li>• the ability to select, evaluate and effectively implement a range of different teaching learning and assessment methodologies in lesson presentation on aspects of African History (16th to 20th century); and</li> <li>• an understanding of the ethical-professional implications of decisions, actions and practices specifically relevant to culturally and politically diverse communities and environments in accordance with the context of the Manifest for Values, Education and Democracy.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: HISE312	Semester 1	NQF-level: 6
Title: History for Education: Conflict in the Middle East during the 20th to 21st century		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an integrated knowledge of and engagement in problem solving activities related to historical events addressing political, social and economic aspects of the Middle East up to 2010 in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>• an understanding of and the ability to correctly evaluate and apply key terms, concepts and theories and a detailed knowledge of how certain aspects of the Middle East up to 2010 relates to other disciplines;</li> <li>• the ability to identify, analyse, critically reflect and apply different historical primary and secondary sources on aspects of the Middle East up to 2010;</li> <li>• the ability to select, evaluate and apply a range of different teaching, learning and assessment methodologies in lesson presentation on aspects of the Middle East up to 2010; and</li> <li>• a reflection of all values of an ethical-professional nature and justifiable decision making in a diverse society appropriate in accordance with the context of the Manifest for Values, Education and Democracy.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: HISE322	Semester 2	NQF-level: 7
Title: History for Education: Aspects of European History (1914-1945)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an integrated knowledge of and engagement in problem solving activities related to historical events addressing political, social and economic aspects of Europe (1914-1945) in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>• an understanding of and the ability to correctly evaluate and apply key terms, concepts and theories and a detailed knowledge of how certain aspects of European History (1914-1945) relates to other disciplines;</li> <li>• the ability to identify, analyse, critically reflect and apply different historical primary and secondary sources on aspects of European History (1914-1945);</li> <li>• the ability to select, evaluate and apply a range of different teaching, learning and assessment methodologies in lesson presentation on aspects of European History (1914-1945); and</li> <li>• a reflection of all values of an ethical-professional nature and justifiable decision making in a diverse society appropriate in accordance with the context of the Manifest for Values, Education and Democracy.</li> </ul>		

Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
<b>Module code: HISE411</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: History for Education: The Cold War and the Globalized World		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an integrated knowledge of and engagement in problem solving activities related to historical events addressing political, social and economic aspects of The Cold War and the Globalized World (20<sup>th</sup> to 21<sup>st</sup> century) in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>• an understanding of and the ability to correctly evaluate and apply key terms, concepts and theories and a detailed knowledge of how certain aspects of The Cold War and the Globalized World (20<sup>th</sup> to 21<sup>st</sup> century) relates to other disciplines;</li> <li>• the ability to identify, analyse, critically reflect and apply different historical primary and secondary sources on aspects of The Cold War and the Globalized World (20<sup>th</sup> to 21<sup>st</sup> century);</li> <li>• the ability to select, evaluate and apply a range of different teaching learning and assessment methodologies in lesson presentation on aspects of of The Cold War and the Globalized World (20<sup>th</sup> to 21<sup>st</sup> century); and</li> <li>• a reflection of all values of an ethical-professional nature and justifiable decision making in a diverse society appropriate in accordance with the context of the Manifest for Values, Education and Democracy.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: HISE421</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: History for Education: Aspects of South African History (1948-present)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an integrated knowledge of and engagement in problem solving activities related to historical events addressing political, social and economic aspects of South Africa from 1948-2010 in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>• an understanding of and the ability to correctly evaluate and apply key terms, concepts and theories and a detailed knowledge of how certain aspects of European History (1914-1945) relates to other disciplines;</li> <li>• the ability to identify, analyse, critically reflect and apply different historical primary and secondary sources on aspects of European History (1914-1945);</li> <li>• the ability to select, evaluate and apply a range of different teaching, learning and assessment methodologies in lesson presentation on aspects of European History (1914-1945); and</li> <li>• a reflection of all values of an ethical-professional nature and justifiable decision making in a diverse society appropriate in accordance with the context of the Manifest for Values, Education and Democracy.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: HISS211</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: History: Selected South African and global history for the Senior phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of selected South African and global History within the context of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>• the skill of scrutinizing primary and secondary sources by differentiating between, tracing and effectively interpreting different historical sources in order to communicate these verbally or in writing;</li> <li>• competency in problem-solving abilities to address political, social and economic issues within the context of selected South African and global History;</li> <li>• knowledge and skills in learning and teaching methodology of History, produce and use LTSM, apply learning and teaching techniques and strategies as well as assessment methodology in lesson presentation; and</li> <li>• taking account of 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.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: ITEE222</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Engineering Technology for Teachers: Manufacturing and Joining (ii)		
After successful completion of this module the student should be able to:		

<ul style="list-style-type: none"> <li>demonstrate detailed knowledge and basic skills (both in writing and practical) in the safe use, maintenance and the application of the safety regulations that are applicable to the power driven tools and machinery such as lathes and milling machines used in mechanical technology;</li> <li>identify parts of different power driven tools and machinery and critically evaluate them with regard to their efficiency and application possibilities, relate it in writing as well as explain / demonstrate it practically;</li> <li>detailed knowledge of engineering mechanisms such as levers and linkages, gear systems, pulley systems and forces;</li> <li>compare and evaluate different semi- and permanent joining methods, explain and discuss why each of them is applied in various / different situations as well as critically evaluate the advantages and disadvantages of semi joining methods;</li> <li>compile lessons from the above-mentioned topics for a class situation by creating an division / partitioning of the topics in a critical manner so that it can be presented to learners meaningfully in the time period allowed; and</li> <li>facilitate all of the above-mentioned outcomes in a didactic situation to school learners both theoretically and practically (in other words in a workshop in a work situation).</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

Module code: ITEE312	Semester 1	NQF-level: 6
Title: Engineering Technology for Teachers: Manufacturing and Joining (iii)		
After successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate integrated knowledge to interpret symbols, units, the terminology and procedures to carry out different production methods such as drilling, cutting, filing, turning and welding, as well as squaring on a lathe in order to manufacture a product;</li> <li>understand the importance of balancing work pieces on a lathe and evaluate the advantages and disadvantages of balanced and unbalanced work with regard to wear and safety, carry out calculations necessary for correct methods of balancing;</li> <li>demonstrate integrated knowledge on the different types of forces that are applied to mechanical components;</li> <li>apply basic tests to demonstrate different mechanical principles such as force, pressure and torque by making use of measurements, meters and appropriate equipment;</li> <li>knowledge and an informed understanding of the field of mechanical engineering and specifically the characteristics and properties of different engineering materials;</li> <li>demonstrate an awareness of the development and application of theories with regard to engineering principles and the implementation thereof as prescribed by the Curriculum and Assessment Policy Statement (CAPS) related to Engineering; and</li> <li>facilitate all of the above outcomes theoretically and practically to school learners in a didactic situation in a workshop and in a work situation.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ITEE323	Semester 2	NQF-level: 7
Title: Engineering Technology for Teachers: Manufacturing and Joining (iv)		
After successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate integrated knowledge and understanding of the components, functions, maintenance and all safety measures with regard to milling machines;</li> <li>apply and demonstrate the ability to make a critical distinction between different milling cutters, their different uses, setting them up, and the grinding process for the sharpening of these milling cutters;</li> <li>sound and systematic knowledge of the operating principle of a dividing head and application to calculate and perform different indexing with the dividing head;</li> <li>sound and systematic knowledge of the safe use and application possibilities of different gear types that are used in mechanical driven systems and present day systems, gear terms and calculations for the manufacturing of gears;</li> <li>a sound and systematic knowledge base of mechanical systems and the ability to address unfamiliar concrete and abstract problems and issues by making use of proof-based solutions and theory-driven arguments; and</li> <li>select and apply appropriate and subject specific teaching methodologies and strategies related to engineering technology and manufacturing and joining in the GET and FET phases.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ITEE413	Semester 1	NQF-level: 7
Title: Engineering Technology for Teachers: Manufacturing and Joining (v)		

After successful completion of this module the student should be able to demonstrate:	
<ul style="list-style-type: none"> <li>• a comprehensive and systematic knowledge base regarding different layouts of a workshop and the maintenance thereof and making an effective selection on the basis of available detail to put together (design) a layout for a specific purpose;</li> <li>• a comprehensive knowledge base regarding milling machines with regard to their uses, functions of the different components and have an informed and critical understanding of the principles and theories of different milling cutters and simple milling operations;</li> <li>• extended knowledge of the use of a dividing head, the function(s) of the components of the dividing head and be able to do calculations for direct (rapid) indexing, simple and angle indexing;</li> <li>• extended knowledge on the interpretation of the iron-carbon equilibrium diagram and demonstrate by means of integrated knowledge the different welding tests that can be performed ;</li> <li>• the ability to apply and explain the implementation and solving of integrated force, moments and stress and strain problems and challenges in real life situations,</li> <li>• compile a programme of assessment according to the NCS and CAPS documents; and</li> <li>• select and apply appropriate and subject specific teaching methodologies and strategies related to engineering technology and manufacturing and joining in the GET and FET phases.</li> </ul>	
Method of delivery: Contact	
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %	

Module code: ITEE423	Semester 2	NQF-level: 7
Title: Engineering Technology for Teachers: Manufacturing and Joining (vi)		
After successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge basis of milling machines regarding more advanced operations that are done on the machine, and do a critical evaluation thereof;</li> <li>• critically evaluate an extended knowledge of the functioning and use of a dividing head when differential indexing has to be applied, do calculations for that and graphically and practically demonstrate the setting up of the necessary gears to the dividing head;</li> <li>• demonstrate a comprehensive knowledge of gear tooth terms, calculations for cutting spur gears , helical gears and racks, as well as the effective processing skills for the practical implementation of that with the aid of the dividing head and gears;</li> <li>• use and formulate different calculations for power transmission in gear systems;</li> <li>• critically analyse the principles for computer-controlled machines, identify and critically analyse data and integrate that with various programming principles and manufacturing processes; and</li> <li>• demonstrate the ability to function in changing and unfamiliar teaching contexts that require responsibility and initiative in order to communicate and facilitate the above-mentioned outcomes academically-professionally and effectively to learners at school.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LIFE112	Semester 1	NQF-level: 5
Title: Life Sciences for Education: Biochemistry and Cytology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• basic research skills such as gathering and analysing data from literature and experiments on processes during respiration, photosynthesis and biochemistry in order to develop process skills such as planning and execution of experiments, making observations, and drawing conclusions;</li> <li>• knowledge and informed understanding of the scientific method, basic chemistry, biochemistry, microscopy, cytology and bio-energetics;</li> <li>• the ability to identify and implement the steps of the scientific method to solve basic scientific problems related to the mentioned content and familiar context;</li> <li>• the ability to communicate their understanding of relevant concepts and experimental processes by means of visual data, responsive linguistic skills (scientific literacy) in oral and written presentations accurately and coherently, with understanding of copyright and rules on plagiarism;</li> <li>• the ability to contribute appropriately during group work to successfully complete experiments, reports and projects related to the mentioned content, taking responsibility for learning progress and outcome realization of the group; and</li> <li>• monitor own learning progress, implement relevant learning strategies by making use of graphic representations and summaries to improve learning to successfully realize task outcomes and emphasize the central theme in Life Sciences, namely structure, function and adaptation.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LIFE122	Semester 2	NQF-level: 6
Title: Life Sciences for Education: Cell Processes and Tissues		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of cell division, protein synthesis, plant and animal tissues, fundamental physiology terms, as well as basic genetic concepts;</li> <li>• the ability to identify and implement the steps of the scientific method to solve basic scientific problems related to the mentioned content and familiar context;</li> <li>• basic research skills such as gathering and analysing data from literature and experiments on processes during cell division, protein synthesis and genetics in order to develop process skills such as planning and execution of practical investigations, making accurate observations and drawing conclusions;</li> <li>• the ability to contribute appropriately during group work to successfully complete experiments, reports and projects related to the mentioned content, taking responsibility for learning progress and outcome realization of the group; and</li> <li>• monitor own learning progress through self-assessment, implement relevant learning strategies by making use of graphic representations and summaries to improve learning to successfully realize task outcomes and emphasize the central theme in Life Sciences, namely structure, function and adaptation.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LIFE212	Semester 1	NQF-level: 6
Title: Life Sciences for Education: Taxonomy and Processes of Viruses, Bacteria, Fungi, Algae and Plantae		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• <u>detailed</u> knowledge and informed understanding of selected examples of viruses, bacteria and plant-like protists, plants, as well as concepts where the mentioned content would be embedded in;</li> <li>• understanding and contributing to different views on controversial issues including ethno-botany and bio-ethics;</li> <li>• the ability to plan and implement the steps of the scientific method to solve, analyze, evaluate and synthesize scientific problems related to the mentioned content, apply the conclusions in a given contexts and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication;</li> <li>• the ability to select and implement suitable inquiry teaching and learning strategies to guarantee effective learning and teaching regarding the content; and</li> <li>• the ability to contribute appropriately during group work to successfully complete experiments, reports and projects related to the mentioned content, taking responsibility for learning progress and outcome realization of the group.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LIFE222	Semester 2	NQF-level: 6
Title: Life Sciences for Education: Protista and Zoology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• <u>detailed</u> knowledge and understanding of the Kingdoms Protista (animal-like) and Animalia from a developmental theoretical perspective, which will include the basic comparative anatomy and physiology of the following phyla: Porifera, Cnidaria, Mollusca, Annelida, Arthropoda, Echinodermata and Chordata, and evaluate their economic and ecological importance in the ecosystem;</li> <li>• understanding of the ethical implications of decisions, actions and practices specifically relevant to dissecting organs and/or animals, in accordance with the code of relevant and current ethical procedures;</li> <li>• the ability to identify, plan and implement the steps of the scientific method to solve, analyse, evaluate and synthesize scientific problems related to the mentioned content and apply the conclusions in a given context and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication; and</li> <li>• the ability to select and implement suitable teaching and learning strategies, such as peer assessment, to guarantee effective learning and teaching regarding the content.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LIFE312	Semester 1	NQF-level: 6
Title: Life Sciences for Education: Anatomy and Physiology of Man: locomotion-, muscle-, transport-, immunology- and nutritional systems		



On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of the following systems regarding the Anatomy and Physiology of Man: locomotion, muscles, transport, immunology and nutrition with emphasis on the structure, function and adaptations of the systems to perform its function in the homeostasis of the human body;</li> <li>the ability to identify, plan and implement the steps of the scientific method to solve, analyse, evaluate and synthesize scientific problems related to the mentioned content and apply the conclusions in a given context and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication;</li> <li>the ability to identify, analyse and critically reflect on and address complex issues regarding diseases of the above mentioned systems and suggesting solutions based on a healthy life style; and</li> <li>the ability to select and implement suitable teaching and learning strategies to guarantee effective learning and teaching regarding the module content, and</li> <li>the ability to act as a group member and contribute appropriate knowledge and skills to successfully complete a task, taking co-responsibility for learning progress and outcome realization of the group.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
<b>Module code: LIFE322</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Life Sciences for Education: Anatomy and Physiology of Man: gaseous exchange, excretion, osmoregulation and co-ordination systems as well as homeostasis and temperature regulation		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of the following systems regarding the Anatomy and Physiology of Man: gaseous exchange, excretion and osmoregulation, co-ordination, homeostasis and temperature regulation with emphasis on the structure, function and adaptations of the systems to perform its function in the homeostasis of the human body;</li> <li>the ability to identify, plan and implement the steps of the scientific method to solve, analyse, evaluate and synthesize scientific problems related to the mentioned content and apply the conclusions in a given contexts and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication;</li> <li>the ability to identify, analyse and critically reflect on and address complex issues regarding diseases of the above mentioned systems and suggesting solutions based on a healthy life style; and</li> <li>the ability to select and implement suitable teaching and learning strategies to guarantee effective learning and teaching regarding the content.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: LIFE411</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Life Sciences for Education: Environmental studies - ecology and sustainable living		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of the structure, composition, organisation and classification of the ecosphere, the dynamics of ecosystem functioning, evaluate and apply the laws of thermodynamics, limiting factors, and theories on population growth to different scenario's regarding the environmental crises;</li> <li>the ability to identify, analyse and critically reflect on and address complex real life environmental issues by suggesting solutions based on theories evidence of best practice regarding sustainable use of the earth's resources;</li> <li>reflect on values, ethical conduct and justifiable decision making regarding their own contribution to the environmental crises;</li> <li>accurate and coherent scientific written and verbal communication of the analysis of different environmental issues and solutions thereof in projects, experimental reports, class work and summative assessment tasks;</li> <li>the ability to select and implement suitable teaching – learning strategies to guarantee effective teaching and learning regarding the content; and</li> <li>responsibility for own learning needs, monitoring their own learning progress and application of relevant learning strategies and management of resources, both hard copy and electronic, to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: LIFE421</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Life Sciences for Education: Human reproduction, genetics and continuity of life		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of the structure and function of the human reproductive systems;</li> <li>an ability to apply facts and principles to genetic case studies in order to determine the inheritance probability;</li> </ul>		

<ul style="list-style-type: none"> <li>• understanding of how knowledge regarding reproduction and genetics relates to continuity of life;</li> <li>• the ability to select, evaluate and apply scientific methods of enquiry to establish their own world view on the origin of life and evolution;</li> <li>• reflect on values, ethical conduct and justifiable decision making regarding the facilitation of human reproduction and evolution in the Senior and FET phase;</li> <li>• the ability to communicate in an accurate and coherent manner, both verbally and in writing;</li> <li>• the ability to select and implement suitable teaching-learning strategies to guarantee effective teaching and learning regarding the content; and</li> <li>• responsibility for own learning needs, monitoring their own learning progress and application of relevant learning strategies and management of resources, both hard copy and electronic, to successfully realize all outcomes of this module.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: LOCE411	Semester 1	NQF-level: 7
Title: Life Orientation: The world of work		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of the official policy documents of the Department of Education in Life Orientation with the focus on Career Education</li> <li>• the ability to identify, analyse and critically reflect on the theories related to Career Education</li> <li>• the ability to identify and understand strategies for job hunting</li> <li>• integrated knowledge and understanding of the features of labour market including emerging trends and impact of change in the world of work</li> <li>• to apply ethical conduct, values in the work place through good decision making</li> <li>• to apply skills in the work place in order to work as a team and to solve problems in the work place.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LOCE421	Semester 2	NQF-level: 7
Title: Life Orientation: Career Education		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrate and understand of contested knowledge of teaching approaches that will enable the teacher to engage in teaching career education</li> <li>• reflect on ethical conduct and values through antidiscrimination education in career education</li> <li>• the ability to select and evaluate career education programmes for learners through relevant research methods</li> <li>• integrate media in the career education classroom or centre to understand the world of work</li> <li>• accurate and coherent written verbal communication in Career Education through lesson plans, work schedules, tasks, projects and portfolios</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

Module code: LOPE311	Semester 1	NQF-level: 6
Title: Life Orientation: Physical Education - Exercise science, selected recreational movement activities and physical fitness.		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of anatomy, applied physiology and exercise science to the presentation of selected recreational movement activities, physical fitness activities and complete lessons within the field of Physical Education, and an understanding of how that knowledge relates to Life Orientation within the Senior and FET-phase;</li> <li>• ability to identify, analyse, critically reflect on and address complex applied physiological and exercise science problems and apply practice-driven solutions within the presentation of selected recreational movement activities, physical fitness activities and Physical Education lesson presentation with theory-driven arguments;</li> <li>• reflection of all values, ethical conduct and justifiable decision making regarding the presentation of selected recreational movement activities and physical fitness activities in lessons appropriate to the practice of Physical Education;</li> <li>• management of a group of co-students or Senior/FET-phase learners in an unfamiliar context in order to solve a contextual problem, i.e. the learning of new recreational movement and physical fitness skills, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>• take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 %		

Module code: LOPE321	Semester 2	NQF-level: 7
Title: Life Orientation: Physical Education - Motor learning, sport and selected recreational movement activities.		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of motor learning to the presentation of sport skills and tactics, selected recreational movement activities, and complete lessons within the field of Physical Education, and an understanding of how that knowledge relates to Life Orientation within the Senior and FET-phase;</li> <li>• ability to identify, analyse, critically reflect on and address complex motor learning problems and apply practice-driven solutions within the presentation of sport skills and selected recreational movement activities within Physical Education lessons, with theory-driven arguments;</li> <li>• reflection of all values, ethical conduct and justifiable decision making regarding the presentation of sport skills and tactics, and selected recreational movement activities in lessons appropriate to the practice of Physical Education;</li> <li>• management of a group of co-students or Senior/FET-phase learners in an unfamiliar context in order to solve a contextual problem, i.e. the learning of new sport skills and recreational movement skills, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>• take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LOPV111	Semester 1	NQF-level: 5
Title: Life Orientation: Personal Life Skills and Ethics (i)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of: <ul style="list-style-type: none"> <li>a) what Personal Life Skills and ethics are;</li> <li>b) the concepts of Personal Life Skills and ethics as prerequisite for pro-social behaviour;</li> <li>c) the theories underpinning Personal Life skills and ethics;</li> <li>d) self-awareness as well as the nature of the self as social being and the essence of being human;</li> </ul> </li> <li>• knowledge and an understanding of the important role of personal effectiveness in pro-social behaviour of the self in society.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LOPV121	Semester 2	NQF-level: 6
Title: Life Orientation: Personal Life Skills and Ethics (ii)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and informed understanding of - <ul style="list-style-type: none"> <li>(a) interpersonal relationships;</li> <li>(b) various ethics of relationships;</li> <li>(c) interaction skills of the self in society; and</li> <li>(d) experiential and dialogical teaching strategies within Life Orientation;</li> </ul> </li> <li>• an ability to select, plan, implement and present a theoretically-based learning opportunity in order to apply effective teaching and assessment strategies suitable to Life Orientation in the Senior and FET phases; and</li> <li>• the ability to operate individually and as part of a group in order to make appropriate contributions to successfully integrate relevant Personal Development themes into lesson planning, assessment strategies and instructional skills.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LOSE211	Semester 1	NQF-level: 6
Title: Life Orientation: Society & Environment (i)		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• <u>demonstrate detailed</u> knowledge and understanding of specific aspects for Social and Environmental responsibility: <ul style="list-style-type: none"> <li>(a) how knowledge of aspects for Social and Environmental responsibility relates to applicable knowledge within the fields of Life Orientation in the Senior Phase; and</li> </ul> </li> </ul>		

<p>(b) the origin and development of knowledge within the field of Life Orientation in the Senior Phase, and critical understanding of schools of thought and forms of explanations typical within the field of Life Orientation in the Senior Phase;</p> <ul style="list-style-type: none"> <li>to distinguish and solve social and environmental issues in unfamiliar contexts and to apply the solutions to support progress/development in the practice of Life Orientation in the Senior Phase;</li> <li>understand the ethical <b>and professional</b> implications of decisions, actions and practices specifically relevant to social and environmental issues , in accordance with the code of conduct/rules of practice;</li> <li>use discipline-specific methods and techniques of scientific enquiry and information gathering on social and environmental issues from relevant discipline-related sources, analyze, evaluate and synthesize the information and apply your conclusions/research to a given context in the field of Life Orientation in the Senior Phase;</li> <li>accurately and coherently demonstrate written and verbal communication of project and case studies with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;</li> <li>act as group member and a group leader and contribute appropriate information/skills to successfully complete a task/project/case study, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group; and</li> <li>integrate specialized subject knowledge in order to present lessons in accordance with applicable principles.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
<b>Module code: LOSE221</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Life Orientation: Society & Environment (ii)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li><u>detailed</u> knowledge and understanding of specific aspects for Social and Environmental responsibility: <ul style="list-style-type: none"> <li>(a) how knowledge of aspects for Social and Environmental responsibility relates to applicable knowledge within the fields of Life Orientation in the FET Phase; and</li> <li>(b) the origin and development of knowledge within the field of Life Orientation in the FET Phase, and critical understanding of schools of thought and forms of explanations typical within the field of Life Orientation in the FET Phase;</li> </ul> </li> <li>ability to distinguish and solve social and environmental issues in unfamiliar contexts and to apply the solutions to support progress/development in the practice of Life Orientation in the FET Phase;</li> <li>understanding of the ethical <b>and professional</b> implications of decisions, actions and practices specifically relevant to social and environmental issues , in accordance with the code of conduct/rules of practice;</li> <li>discipline-specific methods and techniques of scientific enquiry and information gathering on social and environmental issues from relevant discipline-related sources, analyze, evaluate and synthesize the information and apply your conclusions/research to a given context in the field of Life Orientation in the FET Phase;</li> <li>accurate and coherent written and verbal communication of project and case studies with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism; and</li> <li>act as group member and a group leader and contribute appropriate information/skills to successfully complete a task/project/case study, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: LSIN121</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Introduction to Life Skills: Intermediate Phase		
On successful completion of this module the student should be able to demonstrate an <b>introductory knowledge</b> of:		
<ul style="list-style-type: none"> <li>the terminology, approaches, concepts, principles and theories with reference to specific aspects for Personal and Social Well-being, Creative Arts and Physical Education;</li> <li>identifying various themes with reference to the Personal and Social well-being theme in Life Skills and plan effective activities accordingly that demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Skills;</li> <li>identifying various components of Physical Education and plan practical lessons accordingly to demonstrate a clear understanding, terminology and concepts thereof;</li> <li>demonstrating an introductory theoretical knowledge with practical application of educational gymnastics and educational dance activities/lessons;</li> <li>acting in a ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, with reference to the teaching and learning of Personal and Social Well-being, Creative Arts and Physical Education in the Intermediate Phase; and</li> </ul>		

<b>Module code: LSIP211</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
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<ul style="list-style-type: none"> <li>the core areas of Creative Arts as part of Life Skills in the Intermediate phase, and the student must have an informed understanding of the key terms, concepts, facts, general principles, rules and theories of Creative Arts as part of Life Skills in the <u>intermediate phase</u>.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %
Title: Life Skills Intermediate Phase: Personal Development (ii)
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>a detailed knowledge base and informed understanding of various approaches, terminology and concepts with reference to interpersonal skills;</li> <li>an ability to select, evaluate and effectively apply, with discernment, interpersonal skills to solve fundamental problems in the workplace and the broader social context;</li> <li>a detailed knowledge base and informed understanding of the terminology, rules, concepts, principles and theories of Life Skills;</li> <li>an accurate and coherent written and verbal communication of teaching strategies, assessment practices, lesson planning and lesson presentation of Life Skills for the intermediate phase; and</li> <li>an understanding of the ethical implications of decisions, actions and practices specifically relevant to the teaching of Life Skills in the <u>intermediate phase</u>.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

Module code: LSIP221	Semester 2	NQF-level: 6
Title: Life skills Intermediate Phase: Social and environmental responsibility		
On completion of this module the learner should be able to: <ul style="list-style-type: none"> <li><u>demonstrate detailed</u> knowledge and understanding of -</li> <li>Relationships, diversity, social problems, stages in social development, social development theories (key terms, concepts, facts, principles, rules, theories, etc.);</li> <li>how knowledge of concepts, principles and theories relate to applicable knowledge within the fields of Social Development; and</li> <li>the origin and development of knowledge within the field of Life Orientation, and critical understanding of schools of thought and forms of explanations typical within the field of Social Development;</li> <li>display the ability to evaluate and describe values when dealing with diversity to solve fundamental problems of intolerance and discrimination</li> <li>display the ability to distinguish and solve intolerance in unfamiliar contexts and to apply the solutions to support accommodation of everyone, regardless of race and religion, in the practice of mutual respect, in order to practice democratic values</li> <li>the ethical implications of decisions, actions and practices specifically relevant to diversity in accordance with democratic values</li> <li>discipline-specific methods and techniques of scientific enquiry and information gathering on relationships, diversity and social development theories from internet sources, books and journal articles, analyse, evaluate and synthesize the information and apply research to a given context in the field of Social Development</li> <li>accurate and coherent written and verbal communication of information, tasks and projects with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism; and</li> <li>the monitoring of own learning progress and to apply relevant learning strategies (specify if applicable) and known and new resources (specify if applicable) to successfully realise all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LSIP311	Semester 1	NQF-level: 6
Title: Life Skills Intermediate phase: Physical Education (i)		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of anatomy, applied physiology and exercise science to the presentation of track and field athletics, water activities, physical fitness and basic lessons within the field of Physical Education, and an understanding of how that knowledge relates to Life Skills within the Intermediate phase;</li> <li>ability to identify, analyse, critically reflect on and address complex applied physiological and exercise science problems and apply practice-driven solutions within track and field athletics, water activities, physical fitness and lesson presentation with theory-driven arguments;</li> </ul>		

<ul style="list-style-type: none"> <li>• reflection of all values, ethical conduct and justifiable decision making regarding the presentation of track and field athletics, water activities, physical fitness activities in lessons appropriate to the practice of Physical Education;</li> <li>• management of a group of co-students or Intermediate phase learners in an unfamiliar context in order to solve a contextual problem, i.e. the learning of new track and field skills, water orientation skills and the promotion of physical fitness, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>• take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		
<b>Module code: LSIP321</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Life Skills Intermediate phase Physical Education (ii)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of motor learning to the presentation of sport and games, educational gymnastics, educational dance and complete lessons within the field of Physical Education, and an understanding of how that knowledge relates to Life Skills within the Intermediate phase;</li> <li>• ability to identify, analyse, critically reflect on and address complex motor learning problems and apply practice-driven solutions within sport and games, educational gymnastics, educational dance and Physical Education lesson presentation with theory-driven arguments;</li> <li>• reflection of all values, ethical conduct and justifiable decision making regarding the presentation of sport and games, educational gymnastics, educational dance in lessons appropriate to the practice of Physical Education;</li> <li>• management of a group of co-students or Intermediate phase learners in an unfamiliar context in order to solve a contextual problem, i.e. the learning of new sport and games skills, educational gymnastics skills and educational dance skills, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>• take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: LSIP411</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Life Skills Intermediate phase: Creative arts (music)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Detailed knowledge and understanding of music in the area creative arts within the context of the subject life skills</li> <li>• Detailed knowledge and understanding of, as well as an ability to correctly evaluate and apply music concepts like rhythm, tempo, metre, melody, texture, timbre form and dynamics to different areas of specialisation within the field of Creative Arts and to communicate information regarding these concepts.</li> <li>• Practical skills in music and the performance of music and to apply these skills in the facilitation of music concepts like rhythm, tempo, metre, melody, texture, timbre, form and dynamics to intermediate school learners.</li> <li>• the ability to distinguish, evaluate and solve musical teaching problems in unfamiliar contexts and to apply the solutions during the planning of musical activities and music lessons in the senior phase in order to develop the musical skills and creativity of school learners;</li> <li>• The ability to communicate the music concepts of rhythm, tempo, metre, melody, texture, timbre, form and dynamic, verbally or in writing, via different technologies and media like sound recording, video recordings and power point, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism.</li> <li>• Management of learning, in respect of which a learner is able to demonstrate an ability to evaluate performances in music against a given criteria, and accurately identify and address his or her task-specific learning needs in a practical musical context, and to provide support to the learning needs of others where appropriate.</li> <li>• the ability to take full responsibility for own learning needs, monitoring of own learning progress and application of relevant strategies and management of all resources to successfully realise all outcomes of this module and complete a profile in creative arts.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written and practical examination 50 %		

<b>Module code: LSIP421</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Life Skills Intermediate phase: Creative arts (visual art and drama)		
After completion of this module, the student should be able to demonstrate:		

<ul style="list-style-type: none"> <li>• detailed knowledge and informed understanding of: <ul style="list-style-type: none"> <li>○ the fundamental principles of Visual and Dramatic Arts and the relevance and importance of Creative Arts in the school curriculum;</li> <li>○ the key terms, concepts, facts, established principles and theories with reference to the fundamental principles in Visual and Performance Art literacies and practices;</li> <li>○ the critical evaluation of knowledge in the field of Creative Arts and possible career opportunities;</li> </ul> </li> <li>• create, interpret and present creative products which develop practical and technical skills and explore meaningful creative processes with individual and group participation in different contexts</li> <li>• ability to select, evaluate and apply research skills such as gathering and verifying information from various sources in Creative Arts and apply scientific methods of enquiry to do focused research and resolve problems that will effect change within Arts practices,</li> <li>• the ability to communicate information coherently and reliably, verbally, visually, demonstratively or in writing, via different technologies and media understanding of and respect for intellectual property;</li> <li>• Management of own and group participation in an unfamiliar context, solving a contextual problem and to take responsibility for task outcomes and application of appropriate resources to successfully complete assignments and promote the Arts through collaborative participation in Creative Arts Events and selected outreach programmes; and</li> <li>• monitor own learning progress, in a self-critical manner, implement relevant learning strategies to evaluate products and performances against task specific criteria and to provide support to the learning needs of others where appropriate to combine theoretical knowledge into practical application and be able to represent it as lessons to the learners during teaching practise.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2 hour written and practical examination 50 %

Module code: LSKA211	Semester 1	NQF-level: 6
Title: Life Skills: Visual arts for teaching and learning in the Foundation Phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Detailed knowledge of the development of children's art within an inclusive and multicultural learning environment;</li> <li>• a detailed knowledge of the theory of art as an aesthetic experience;</li> <li>• detailed knowledge of and skills in visual perception (2-d and 3-d);</li> <li>• thorough knowledge of the importance and complexity of assessing the art products of the young child;</li> <li>• the skills and knowledge needed to successfully manage the art activities in a Foundation Phase classroom (Practise);</li> <li>• an understanding of the sensory and motor development of young children and how it should be linked to art activities;</li> <li>• an understanding of the role of visual arts, play, dance, drama in the holistic development of young children and how it is connected to Life Skills;</li> <li>• the ability to compile a portfolio that will illustrate knowledge, skills, values and creativity in a visually-stimulating way; and</li> <li>• the ability to apply PIE and other important didactical skills to art lessons and art activities.</li> <li>• The ability to identify analyse and solve routine or new problems in an unfamiliar context during the planning of suitable art activities for lessons in the foundation phase,</li> <li>• The ability to critically analyse the development of the young learner in art and to apply this knowledge as didactical principles in art lessons.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LSKM221	Semester 1	NQF-level: 6
Title: Life Skills in the Foundation Phase: Music		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of music concepts like rhythm, melody, form, texture, tempo, timbre and dynamics; as well as the elements of drama;</li> <li>• the ability to analyse, evaluate and practically apply music activities and music skills in a formal and informal way in which young students can be actively involved, like singing, movement, listening, instrumental playing and improvisation;</li> <li>• the ability to apply practical skills on the guitar, Orff instruments or African percussion instruments to accompany school learners in creative and suitable musical activities;</li> <li>• the ability to identify, analyse and solve routine or new problems in an unfamiliar context during the planning of suitable music activities for lessons in the foundation phase;</li> <li>• the ability to critically analyse the development of the young learner in music and to apply this knowledge as didactical principles in music lessons;</li> <li>• management of learning, in respect of which a learner is able to demonstrate an ability to evaluate performances in music against a given criteria, and accurately identify and address his or her task-specific learning needs in a practical musical context, and to provide support to the learning needs of others where appropriate; and</li> </ul>		

<ul style="list-style-type: none"> <li>• accountability, in respect of which a learner is able to demonstrate an ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within a practical music context, including the responsibility for the use of resources where appropriate.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2 hour written and practical examination 50 %

Module code: LSKN321	Semester 2	NQF-level: 6
Title: Life Skills for Early Childhood Education Development: Natural Science and Technology		
After completion of the module, the student (pre-service teacher) should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply: the different theories underpinning the teaching and learning of natural science and technology in ECED (formal (Gr 1-3) and informal (Gr R) context);</li> <li>• ability to select, evaluate and apply methods of enquiry (qualitative) to do focused research and resolve problems: within the subject specific knowledge about the main concepts related to natural science and technology in the ECDE;</li> <li>• ability to select, evaluate and apply a range of different but appropriate methods: how to teach natural science and technology in the ECDE;</li> <li>• Understanding of contested knowledge within the field of natural science and technology, and critical evaluation of: knowledge of the content domains of natural science and technology as reflected in the current prescribed curricula of the country in the foundation phase and ECED learners;</li> <li>• Understanding of contested knowledge within the field of health sciences, and critical evaluation of: how health science concepts benefit the society in which we live;</li> <li>• reflection of all values, ethical conduct and justify decisions, actions and practices specifically relevant to natural science and technology pertaining to environmental and social development;</li> <li>• the ability to manage groups to successfully complete tasks appropriate to natural science and technology, monitoring and measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realisation of the group, act as group member, but also a group leader; and</li> <li>• the ability to take full responsibility for own learning need, monitoring own learning progress and apply relevant teaching-learning strategies, and knowledge of resources relevant to all core components of natural science and technology to realise all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x1 hour written examination 40 %		

Module code: LSKP421	Semester 2	NQF-level: 7
Title: Life Skills Foundation Phase: Physical Education		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and engagement in, and critical understanding and application of the theories, techniques and principles relevant to the physical, gross motor and perceptual motor development of the pre-Foundation phase and the Foundation phase learner;</li> <li>• the ability to select, evaluate and apply a range of different but appropriate movement activities applicable to address gross motor development, perceptual motor development and remedial motor development, and scientific methods of enquiry in motor learning to reflect on and then address complex or abstract problems and contribute to positive change pertaining to learners with motor problems and learners with barriers to learning, within Physical Education practice;</li> <li>• the ability to critically judge the ethical conduct of others within different cultural and social environments pertaining to remedial Physical Education, and to effect change in conduct where necessary;</li> <li>• manage a group of learners in a Physical Education class context and demonstrate logical and critical understanding of the roles of all elements of this system in order to solve the problem of effective class organization and presentation, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources; and</li> <li>• self-regulated learning skills - take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination 40 %		

Module code: LSKS111	Semester 1	NQF-level: 5
Title: Life Skills for Early Childhood Education and Development: Social Sciences		



<p>After completion of the module, the student should be able to demonstrate the following:</p> <ul style="list-style-type: none"> <li>• knowledge and informed understanding of the different theories underpinning the teaching and learning of social science in ECED (formal (Gr1-3) and informal (Gr R) context).</li> <li>• the ability to select, plan, implement and manage basic research skills to do foundation research and resolve problems: <ul style="list-style-type: none"> <li>○ within the subject specific knowledge about the main concepts related to social science in the ECED.</li> <li>○ on how to teach social science in the ECED.</li> </ul> </li> <li>• knowledge and informed understanding within the field of social science, with regard to: <ul style="list-style-type: none"> <li>○ knowledge of the content domains of social science as reflected in the current prescribed curricula of the country in the foundation phase and ECED learners.</li> <li>○ how social science concepts benefit the society in which we live.</li> </ul> </li> <li>• actions in accordance with acceptable ethical and professional behaviour in practices specifically relevant to social science pertaining to environmental and social development.</li> <li>• the ability to operate as part of a group and make appropriate contributions to successfully complete social science, taking co-responsibility for learning progress and outcome realization of the group and act as group member.</li> <li>• the ability to monitor own learning progress and apply relevant teaching-learning strategies, and knowledge of resources relevant to all core components of social science to realise all outcomes of this module.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 40 % 1x2.5 hour written examination 60 %

Module code: LSPP411	Semester 1	NQF-level: 7
Title: Life Skills for Early Childhood Education Development: Health Sciences		
<p>After completion of the module, the student (pre-service teacher) should be able to demonstrate the following:</p> <ul style="list-style-type: none"> <li>• integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply: the different theories underpinning the teaching and learning of health science in ECED (formal (Gr 1-3) and informal (Gr R) context);</li> <li>• ability to select, evaluate and apply methods of enquiry (qualitative) to do focused research and resolve problems: within the subject specific knowledge about the main concepts related to health science in the ECDE;</li> <li>• ability to select, evaluate and apply a range of different but appropriate methods: how to teach health science in the ECDE;</li> <li>• Understanding of contested knowledge within the field of health sciences, and critical evaluation of: knowledge of the content domains of health science as reflected in the current prescribed curricula of the country in the foundation phase and ECED learners;</li> <li>• Understanding of contested knowledge within the field of health sciences, and critical evaluation of: how health science concepts benefit the society in which we live;</li> <li>• reflection of all values, ethical conduct and justify decisions, actions and practices specifically relevant to health science pertaining to environmental and social development;</li> <li>• the ability to manage groups to successfully complete tasks appropriate to health science, monitoring and measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realisation of the group, act as group member, but also a group leader; and</li> <li>• the ability to take full responsibility for own learning needs, monitoring own learning progress and apply relevant teaching-learning strategies, and knowledge of resources relevant to all core components of health science to realise all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x1 hour written examination 40 %		

Module code: MAIP121	Semester 2	NQF-level: 5
Title: Mathematics Intermediate phase: Mathematical problem solving		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• informed understanding of problem solving strategies and metacognition in a variety of contexts;</li> <li>• the ability to solve routine and non-routine problems with respect to numbers, operations and relationships;</li> <li>• the ability to communicate the process of problem solving verbally and in writing, using different representations and models;</li> <li>• the ability to reflect on the validity of the mathematical solutions to problems with respect to numbers, operations and relationships;</li> <li>• the ability to facilitate problem solving strategies with respect to numbers, operations and relationships in diverse teaching-learning contexts; and</li> <li>• the ability to monitor their own learning progress, implement relevant metacognitive learning strategies to regulate their own learning and manage resources effectively to successfully solve problems.</li> </ul>		
Method of delivery: Contact, Distance		

Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
<b>Module code: MAIP211</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Mathematics Intermediate phase: Numeration systems and number theory		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of different numeration systems e.g.. Mayan, Roma and Egyptian systems;</li> <li>• detailed knowledge and informed understanding of the decimal place value number system including number theory;</li> <li>• the ability to distinguish between different number systems and to solve problems in unfamiliar contexts;</li> <li>• the ability to find, evaluate and use relevant resources to identify, analyse and remediate learners' errors with respect to the decimal number system;</li> <li>• the ability to accurately and coherently use verbal and written communication with understanding in facilitating concepts relating to the decimal number system;</li> <li>• the ability to plan and execute lessons regarding number systems and number theory, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge with appropriate subject methodology.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: MAIP221</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Mathematics Intermediate phase: Functional relationships		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding with respect to number patterns, functional relationships and multiple representations of functions;</li> <li>• detailed knowledge of and insight in constructivism as a teaching-learning theory in mathematics;</li> <li>• the ability to apply constructivist learning experiences in the teaching-learning of number patterns and functional relationships;</li> <li>• the ability to solve routine and non-routine problems with respect to number patterns and functional relationships;</li> <li>• the ability to analyse, model, evaluate and communicate problems and solutions relating to number patterns and functional relationships;</li> <li>• the ability to facilitate meaningful learning relating to number patterns and functional relationships through the investigative approach;</li> <li>• the ability to act as a group member and a group leader and to contribute appropriate knowledge of teaching number patterns and functional relationships in planning a lesson; and</li> <li>• the ability to make use of prescribed and applicable documents from the Department of Basic Education and integrate specialised subject knowledge with appropriate subject methodology.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: MAIP311</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Mathematics Intermediate phase: Proportional reasoning		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding with respect to fractions, decimals and percentages;</li> <li>• integrated knowledge and informed understanding of realistic mathematics education;</li> <li>• the ability to facilitate meaningful learning of fractions, decimals and percentages through realistic mathematics problems;</li> <li>• the ability to interpret, evaluate and remediate learners' representations, solutions and misconceptions;</li> <li>• the ability to manage a lesson study group in an unfamiliar context, monitoring the progress of the group and taking responsibility for the lesson outcomes and application of appropriate resources; and</li> <li>• the ability to make use of prescribed and applicable documents from the Department of Basic Education and integrate specialised subject knowledge with appropriate subject methodology</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: MAIP321</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Mathematics Intermediate phase: Space and shape		
On successful completion of this module the student should be able to demonstrate:		

<ul style="list-style-type: none"> <li>integrated knowledge and understanding of two-dimensional shapes and three-dimensional bodies by describing, classifying and analysing these shapes and solids according to their properties;</li> <li>integrated knowledge and informed understanding of the Van Hiele theory of geometric understanding;</li> <li>the ability to evaluate and critically apply the Van Hiele theory of geometric thinking;</li> <li>the ability to identify the orientation and transformation of objects in space and to analyse and describe these transformations mathematically; and</li> <li>the ability to take full responsibility for investigating other theories relating to the development of geometric thinking and the application of these theories in compiling relevant activities.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		
<b>Module code: MAIP411</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Mathematics Intermediate phase: Measurement		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and informed understanding of measurement as an integral part of real life situations;</li> <li>critical understanding and application of accurate and estimated measurement concepts;</li> <li>the ability to critically investigate and evaluate multiple journal articles relating to the teaching of measurement in the intermediate phase;</li> <li>the ability to design an appropriate measurement learning experience, individually and collaboratively in diverse learning contexts;</li> <li>the ability to facilitate the meaningful learning of measurement concepts using concrete models;</li> <li>the ability to implement a variety of assessment strategies e.g., peer assessment, self-assessment; and</li> <li>the ability to make use of prescribed and applicable documents from the Department of Basic Education and integrate specialised subject knowledge with appropriate subject methodology.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: MAIP421</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Mathematics Intermediate phase: Data handling		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge, informed understanding and engagement of the procedures of statistics and probability and counting techniques to solve real life problems;</li> <li>the ability to gather, represent, analyse and interpret data as well as making informed judgements based on the data;</li> <li>the ability to critically evaluate the validity of statistical representations, models, solutions and misconceptions;</li> <li>the ability to critically judge the accountability of concepts of chance in real life contexts;</li> <li>the ability to accurately, coherently and appropriately present and communicate learning experiences with respect to statistics and probability;</li> <li>the ability to operate effectively individually and collaboratively to design appropriate real-life activities using a variety of resources to facilitate the meaningful learning of data handling; and</li> <li>the ability to monitor the progress of the design of activities and taking responsibility for the outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: MATF111</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Introduction to Mathematics: Numbers, operations and data handling		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge and informed understanding of percentages, ratio, proportionality, rate, number patterns, number operations, as well as elementary statistics and probability;</li> <li>the ability to identify number patterns in a variety of contexts and be able to make generalizations and also to gather, organise and represent data;</li> <li>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 as well as to employ suitable computer software; and</li> <li>a positive attitude towards the application of mathematical techniques in practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: MATH111	Semester 1	NQF-level: 5
Title: Mathematics for the Senior and FET phase: Numbers, relationships and number systems		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• specific knowledge and informed understanding of numbers, ways of representing numbers, relationships among numbers and properties of the following number systems: natural numbers; whole numbers; integers; real numbers; and complex numbers (brief introduction);</li> <li>• knowledge regarding the origin and evolution of the number concept and how it influences mathematical operations;</li> <li>• the ability to select, plan and apply procedures, rules, principles, methods and formulae within the field of number systems;</li> <li>• the ability to identify, analyse, solve and evaluate routine as well as non-routine number-system-related problems in familiar as well as new realistic contexts;</li> <li>• the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the field of number systems;</li> <li>• accountability for evaluating the applicability and validity of mathematical representations, models and solutions to problems; and</li> <li>• the ability to plan and execute lessons regarding number systems, making use of the prescribed and applicable policies and documents from the Department of Education and the ability to integrate specialized subject knowledge with appropriate subject methodology.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATH121	Semester 2	NQF-level: 6
Title: Mathematics for the Senior and FET phase: Exploring space and shape		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• specific knowledge and informed understanding of the characteristics and properties of two-dimensional figures and three-dimensional shapes and the relationships in trigonometry;</li> <li>• specific knowledge and informed understanding of the Van Hiele theory of geometrical reasoning;</li> <li>• the ability to use technological and other mathematical tools to enhance inductive reasoning and prepare LTSM;</li> <li>• the ability to select, plan and apply procedures, rules, principles, methods and formulae within the fields of geometry and trigonometry;</li> <li>• the ability to identify, analyse, solve and evaluate routine as well as non-routine geometry and trigonometry problems in familiar as well as new realistic contexts;</li> <li>• the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the fields of geometry and trigonometry;</li> <li>• accountability for evaluating the applicability and validity of mathematical representations, models and solutions to problems; and</li> <li>• the ability to plan and teach lessons regarding geometry and trigonometry, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialized subject knowledge with appropriate subject methodology.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATH211	Semester 1	NQF-level: 6
Title: Mathematics for the Senior and FET phase: A model-based approach to functions		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and solid, grounded understanding of the origin and evolution of the function concept, ways of modelling real life problem situations, relationships among various types of functions, namely: linear functions, quadratic functions, special polynomial functions, absolute value functions, rational functions, trigonometric functions, exponential and logarithmic functions, and hyperbolic functions as well as the teaching and learning methods relevant to these topics where they feature at school level;</li> <li>• the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae within the field of functions and mathematic modelling in order to describe situations and solve problems in unfamiliar realistic contexts and to facilitate the teaching and learning of problem solving in similar contexts where functions are involved;</li> <li>• the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate information in both verbal and written form within the field of functions and mathematical modelling;</li> <li>• the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing various real life functional relationships and solving related unfamiliar real life problems; and</li> </ul>		

<ul style="list-style-type: none"> <li>the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring functions and mathematical modelling or the teaching and learning of the topic, including evaluating the validity of mathematical representations, models and solutions to problems as well as evaluating the efficiency of teaching and learning activities involving functions.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
<b>Module code: MATH221</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Mathematics for the Senior and FET phase: The interaction between Algebra and Geometry		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and solid, grounded understanding of the origin and evolution of the relationships between algebra and co-ordinate geometry as well as the teaching and learning methods relevant to these topics, including solid knowledge of contemporary teaching-learning theories relevant to algebra and geometry as an integrated topic;</li> <li>the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe situations and solve linear and non-linear equations and inequalities algebraically and graphically in unfamiliar realistic contexts and to facilitate the teaching and learning of problem solving in similar contexts where functions are involved;</li> <li>the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the algebraic and graphical representation of polynomial and rational functions in both verbal and written form and to facilitate analytical geometry in diverse learning contexts;</li> <li>the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing points, lines, loci and curves and solving related unfamiliar real life problems; and</li> <li>the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring co-ordinate systems, points, lines, loci and curves or the teaching and learning of the topic, including evaluating the validity of mathematical representations, models and solutions to problems as well as evaluating the efficiency of teaching and learning activities involving co-ordinate geometry.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: MATH311</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Mathematics for the Senior and FET phase: Statistics and probability		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and a deep understanding of the terminology, principles and procedures of statistics;</li> <li>the ability to select, correctly evaluate and apply the appropriate statistical methods to gather, analyze and interpret data applicable to real life situations;</li> <li>the ability to analyze, evaluate, and critically reflect on the appropriate statistical methods to enable inferences to be drawn based on the data;</li> <li>integrated knowledge and understanding of the terminology, concepts, principles and techniques within the field of probability to solve complex real life problems;</li> <li>accountability for evaluating the validity of statistical and probability representations, models and solutions to problems;</li> <li>the ability to select, plan, implement and present lessons regarding statistics and probability, making use of theory-based teaching and assessment strategies; and</li> <li>the ability to integrate specialized subject knowledge with appropriate subject methodology.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: MATH321</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Mathematics for the Senior and FET phase: Euclidean and Spherical geometry		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and a deep understanding of the Euclidean representational system;</li> <li>the ability to compare the Euclidean, spherical and other interesting geometric representational systems;</li> <li>the ability to use technological and other mathematical tools to enhance learning and prepare LTSM;</li> <li>integrated knowledge and understanding of the terminology, concepts, principles and techniques within the fields of Euclidean, spherical and other interesting geometric representational systems to solve complex real life problems;</li> </ul>		

<ul style="list-style-type: none"> <li>• accountability for evaluating the validity of models and solutions to problems of Euclidean, spherical and other interesting geometric representational systems;</li> <li>• the ability to select, plan, implement and present lessons regarding geometric representational systems, making use of theoretically based teaching and assessment strategies; and</li> <li>• the ability to integrate specialized subject knowledge with appropriate subject methodology.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
<b>Module code: MATH411</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Mathematics for the Senior and FET phase: Differentiation and Integration Calculus		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and solid, grounded understanding of the origin and evolution of piece-wise defined functions, limits, infinitesimal quantities and of the relationships between the geometry of secants, tangents, infinite sums, irregular areas and the relationships between algebraically inverse mathematical processes as described by the Fundamental Theorem of Calculus as well as the teaching and learning methods relevant to these topics, including integrated knowledge of contemporary teaching-learning theories relevant to limits and differentiation calculus;</li> <li>• the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe situations and solve complicated problems involving differentiation and integration of simple as well as composite functions and combinations of functions in ill-defined abstract or realistic contexts and to facilitate the teaching and learning of applicable problem solving in school level contexts where limits and differentiation are involved;</li> <li>• the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the geometrical and algebraic representation of complicated functions, limits, rates of change, area of enclosed regions, volumes of solids of revolution and simple first-order and second-order linear differential equations in both verbal and written form and to facilitate the learning of differential calculus in diverse learning contexts;</li> <li>• the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing functions, limits, secants, tangents, irregular enclosed two-dimensional regions and partitions and solving related unfamiliar real life problems; and</li> <li>• the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring limits, differentiation and integration, including evaluating the validity of mathematical representations, models and solutions to problems or the teaching and learning of limits and differentiation as an extension of curves and secants and tangents.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: MATH421</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Mathematics for the Senior and FET phase: Multi-dimensional algebra and numerical methods		
On successful completion of this module the prospective mathematics teacher should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and solid, grounded understanding of the origin and evolution of two and three-dimensional vectors and their extension to higher dimensional cases, linear and non-linear equations, systems of equations, the linear programming problem and iterative numerical methods;</li> <li>• the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe situations and solve complicated problems involving vectors, equations, systems of equations, matrices, linear programming and iterative numerical methods in ill-defined abstract or realistic contexts and to facilitate the teaching and learning of applicable problem solving in school level contexts where equations, systems of equations, linear programming and the properties of various types of non-linear equations are involved;</li> <li>• the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the geometrical and algebraic representation and treatment of equations, systems of equations, linear programming and the properties of various types of non-linear equations in diverse learning contexts;</li> <li>• the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing vectors, various types of equations, feasible regions where linear programming is involved and for solving related unfamiliar real life problems, as well as for executing iterative numerical procedures applied to real life problems; and</li> <li>• the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring vectors, matrices, various types of equations, linear programming and iterative numerical procedures, including evaluating the validity of mathematical representations, models and solutions to problems or the</li> </ul>		

teaching and learning of equations, systems of equations, linear programming and the properties of various algebraic concepts related to these topics.		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
<b>Module code: MATV111</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Mathematics for the Senior phase: Algebra		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Basic knowledge and understanding of numbers, ways of representing numbers, relationships among numbers and properties of number systems.</li> <li>• Basic knowledge, understanding and insight with regard to fundamental algebraic operations.</li> <li>• Basic knowledge, understanding and insight with regard to the following functions: linear functions, quadratic functions, exponential functions, logarithmic functions and trigonometric functions.</li> <li>• Basic knowledge, understanding and insight in order to solve elementary trigonometric equations.</li> <li>• Basic knowledge, understanding and insight in order to solve two-dimensional problems by constructing trigonometric relationships.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: MATV121</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Mathematics for the Senior phase: Geometry		
On successful completion of this module the prospective mathematics teacher should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Basic knowledge with regard to the properties and relationships of two-dimensional shapes and three-dimensional solids.</li> <li>• Basic knowledge, understanding and insight in order to solve two- and three- dimensional problems by constructing geometrical relationships.</li> <li>• Basic knowledge, understanding and insight in order to solve two- and three- dimensional problems by constructing trigonometric relationships.</li> <li>• Basic knowledge, understanding and insight with regard to trigonometric functions.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: MFPC111</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Mathematics for Early Childhood Education and Development: Learning and teaching theories and strategies in primary Mathematics		
On completion of this module, the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• a knowledge and informed understanding of : <ul style="list-style-type: none"> <li>a) different forms of mathematical knowledge, as well as various views on effective primary Mathematics teaching and learning;</li> <li>b) the different theories within the field of basic mathematics relevant to ECED (Focusing on the Foundation Phase); and</li> <li>c) the development and construction of the meaning of problem-solving in primary Mathematics ;</li> </ul> </li> <li>• 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;</li> <li>• 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;</li> <li>• 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</li> <li>• 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.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % 1x2 hour written examination 60 %		

<b>Module code: MFPC121</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Mathematics for Early Childhood Education and Development: Number sense and Operations		
On completion of this module, the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of <ul style="list-style-type: none"> <li>a) primary Mathematics , number concept, classification, counting and the base- ten numeration system;</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>b) the different theories, procedures, methods and models of knowledge relevant to whole numbers in the field of primary Mathematics; and</li> <li>c) the development and construction of the meaning of whole numbers and operations with whole numbers in primary Mathematics;</li> </ul> <ul style="list-style-type: none"> <li>• 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 practices;</li> <li>• the ability to anticipate, distinguish, analyse, interpret, assess, facilitate and remedy routine or new problem-solving practices of learners in primary Mathematics in familiar contexts and to apply the solutions to support progress in the practice of problem area identification;</li> <li>• the ability to communicate concepts, methods and models, verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; and</li> <li>• monitor own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 40 % 1x2 hour written examination 60 %

<b>Module code: MFPC221</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Mathematics methodology for Foundation Phase		
After completion of the module, the student should be able to demonstrate <b>a detailed knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>▪ the different theories that underpin the teaching and learning of geometry and measurement in the foundation phase;</li> <li>▪ subject specific knowledge about the main concepts related to geometry and measurement in the foundation phase;</li> <li>▪ how to teach geometry and measurement to the foundation phase learner;</li> <li>▪ knowledge of the content domains of geometry and measurement as reflected in the current prescribed curricula of the country in the foundation phase;</li> <li>▪ how geometric and measurement concepts benefit the society in which we live.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: MFPC311</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Mathematics for Early Childhood Education and Development: Number theory, number patterns and data handling in Primary Mathematics		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of <ul style="list-style-type: none"> <li>(a) the number theory, number patterns and data handling;</li> <li>(b) the different theories, procedures, methods and models of knowledge relevant to the number theory, number patterns and data handling in the field of Primary Mathematics; and</li> <li>(c) the development and construction of the meaning of number theory number patterns and data handling in Primary Mathematics;</li> </ul> </li> <li>• ability to select, evaluate and effectively implement and manage standard and non-standard procedures and methods within the field of Primary Mathematics, in order to promote real life problem-solving practices;</li> <li>• the ability to anticipate, distinguish, analyse, interpret, assess, facilitate and remedy routine or new problem-solving practices of learners in Primary Mathematics in familiar contexts and to apply the solutions to support progress in the practice of problem area identification;</li> <li>• discipline-specific methods and techniques of scientific enquiry and information gathering on number theory, number patterns and data handling from relevant sources, analyse, evaluate and synthesize the information and apply your conclusions/research to a given context in the field of Mathematics;</li> <li>• the ability to accurately and coherently communicate concepts, methods and models, verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism;</li> <li>• monitor own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes; and</li> <li>• the ability to plan and conduct lessons, in which subject knowledge and relevant educational criteria are successfully integrated.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: MFPC321</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Mathematics for Early Childhood Education and Development: Rational numbers in Primary Mathematics		
After completion of the MFPC 321 module, the student will demonstrate the following:		



<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of               <ul style="list-style-type: none"> <li>(a) Rational numbers;</li> <li>(b) the different theories, procedures, methods and models of knowledge relevant to rational numbers in the field of Primary Mathematics; and</li> <li>(c) the development and construction of the meaning of rational numbers and operations with rational numbers in Primary Mathematics;</li> </ul> </li> <li>• ability to select, evaluate and effectively implement and manage standard and non-standard procedures and methods with rational numbers and within the field of Primary Mathematics, in order to promote real life problem-solving practices;</li> <li>• the ability to anticipate, distinguish, analyse, interpret, assess, facilitate and remedy routine or new problem-solving practices of learners in Primary Mathematics in familiar contexts and to apply the solutions to support progress in the practice of problem area identification;</li> <li>• discipline-specific methods and techniques of scientific enquiry and information gathering on rational numbers from relevant sources, analyse, evaluate and synthesize the information and apply your conclusions/research to a given context in the field of Primary Mathematics;</li> <li>• the ability to accurately and coherently communicate concepts, methods and models verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism;</li> <li>• monitor own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes; and</li> <li>• the ability to plan and conduct lessons, in which subject knowledge and relevant educational criteria are successfully integrated.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

Module code: MFPC411	Semester 1	NQF-level: 7
Title: Mathematics for Early Childhood Education and Development: Language in Mathematics		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and awareness of the relationship between language development and reading and the teaching-learning of/in mathematics and of the characteristics of the language of mathematics (vocabulary and symbolism) and the major problems learners encounter with this language;</li> <li>• knowledge and application of instruction (demonstrate) to help learners improve their skills in reading mathematics and developing mathematical vocabulary;</li> <li>• knowledge, awareness and application of problem-solving processes and instructional procedures to aid in the solution of verbal mathematical problems;</li> <li>• knowledge of issues in integrating writing into the mathematics classroom and procedures for helping learners to improve their writing skills in mathematics; and</li> <li>• The ability to make use of prescribed policy and applicable documents from the Department of Basic Education and integrate specialised subject knowledge with appropriate subject methodology to design appropriate mathematics lessons for the foundation phase.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: MFPP421	Semester 2	NQF-level: 7
Title: Mathematics for Early Childhood Education and Development: Early preschool Mathematics (informal phase)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a theoretical foundation for the way in which the pre-school and Grade R child are exposed to mathematical concepts;</li> <li>• the subject specific knowledge about the main concepts related to mathematics in pre-school and grade R;</li> <li>• how to teach mathematics in pre-school and grade R;</li> <li>• the knowledge of the content domains of mathematics as reflected in the current prescribed curricula of the country in the pre-school and grade R;</li> <li>• how mathematics concepts benefit the society in which we live.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination 40 %		

Module code: MTL5211	Semester 2	NQF-level: 7
Title: Multi-grade and learning support in the Foundation and Intermediate Phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and understanding of the concept multi-grade teaching</li> <li>• ability to select, evaluate and apply a range of skills in teaching a multi-grade class</li> </ul>		

<ul style="list-style-type: none"> <li>integrated knowledge and understanding with regard to perceptual developmental skills</li> <li>ability to select, evaluate and apply a range of skills in identifying, assessing and supporting perceptual difficulties and learning impairments (language and mathematical) in the Foundation and Intermediate Phase</li> <li>integrated knowledge and understanding of learners not learning in their mother tongue within the South African context</li> <li>ability to select, evaluate and apply a range of skills in accommodating and supporting learners not learning in their mother tongue</li> <li>reflection of all values, ethical conduct and justifiable decision making in the assessment and support of learners experiencing perceptual difficulties and not learning in their mother tongue within the South African context</li> <li>accurate and coherent written and verbal communication of the assessment and support of learners experiencing perceptual difficulties and not learning in their mother tongue within the South African context.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

Module code: NSSP111	Semester 1	NQF-level: 5
Title: Natural Sciences: Life and Living		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge and informed understanding of the structure and functions of the cell as basic unit of life, selected systems in the human body and structure and functioning of ecosystems;</li> <li>the continuous development of knowledge regarding biodiversity, change and continuity;</li> <li>the ability to implement methods and skills within the field of microscopy, physiology and anatomy in order to successfully participate in practical investigations individually or as part of a group;</li> <li>actions in accordance with acceptable ethical and professional behaviour, regarding the dissection of plant and animal material, adhering to general laboratory rules at all times;</li> <li>the ability to communicate understanding of concepts and processes verbally or in writing in an accurate and coherent manner to improve scientific literacy; and</li> <li>responsibility for own learning needs, monitoring their own learning progress and application of relevant learning strategies and management of resources, both hard copy and electronic, to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSSP112	Semester 2	NQF-level: 5
Title: Natural Sciences: Matter and Materials		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>an understanding of the classification and structure of matter as well as selecting appropriate methods for the separation of mixtures;</li> <li>an understanding of the origin and development of Atomic Theory;</li> <li>detailed knowledge and understanding of the structure of the atom and identifying appropriately a correct representation of the structure of the atom to obtain information regarding specific elements;</li> <li>an ability to distinguish between and appropriately apply different types of chemical bonding to different elements;</li> <li>a sound understanding of chemical nomenclature;</li> <li>use techniques of information gathering to research renewable and non-renewable resources, conveying the information accurately and in a coherent written form with respect for intellectual property conventions, copyright and rules on plagiarism;</li> <li>motivate the use of models to explain the behaviour of matter as well as disadvantages of using models incorrectly;</li> <li>suggest everyday cost effective items that can be used to build chemical models to facilitate the learning and understanding of chemical principles;</li> <li>an understanding of the structure matter and chemical reactions of chemical compounds and applications in industry and everyday life and the ethical implications of applying this scientific knowledge;</li> <li>act as a group member to contribute to the acquisition of knowledge regarding the structure and synthesis of polymers and their application in industry and everyday life and the ethical implications of applying this scientific knowledge, taking co-responsibility for the progress and outcome realisation of the group;</li> <li>an awareness of the problems learners have relating to the macroscopic, microscopic and symbolic representation of matter and effectively designing assessment tasks for baseline assessment related to these problems;</li> <li>the ability to manipulate laboratory equipment and apparatus in the investigation of matter and to observe and record data and make interpretations and communicate their findings correctly in a scientific report; and</li> <li>the ability to plan a practical for the teaching environment in the FET phase as required by the guidelines given in the CAPS document taking into consideration the safety of the learners and the preservation of the environment.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 %		

1x2 hour written examination 50 %

Module code: NSSP121	Semester 2	NQF-level: 6
Title: Natural Sciences: Introductory Mechanics in Natural Science		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to display detailed knowledge and understanding regarding the following concepts in Physics and the interrelation between these concepts:               <ul style="list-style-type: none"> <li>○ Energy – including types, transfer, real-life use and application</li> <li>○ Forces – types and application by using the three laws of Newton;</li> </ul> </li> <li>• the ability to distinguish and solve problems related to energy in the environment in unfamiliar contexts and to apply the solutions to support sustainability in the environment;</li> <li>• understand the ethical implications of decisions, actions and practices relevant to the use of the CAPS document in Natural Science in the Senior Phase;</li> <li>• the ability to select, evaluate and effectively apply an investigation of scientific problems by using the Scientific method, including the following of instructions, handling of apparatus, making of observations, recording and reporting of information in the Senior Phase; and</li> <li>• the ability to monitor own learning progress by designing a simple learning programme using three task types namely capability task, resource task and case studies relating to a chosen situation.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSSP211	Semester 1	NQF-level: 6
Title: Natural Sciences: Introduction to Physical Geography		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of the place of Geography in Natural Science within the context of the Curriculum and Assessment Policy Statement;</li> <li>• the skill of explaining and analysing themes relevant to Planetary Geography, Climatology, Geomorphology and Cartography and plan individual or group activities supporting the coherent understanding of concepts, ideas, theories, principles and rules to communicate the information; and</li> <li>• values of an ethical-professional nature with regard to the interpretation of geographical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Detailed knowledge, understanding and insight of basic map work skills, as well as the application ability thereof in practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSTL111	Semester 1	NQF-level: 5
Title: Natural Sciences and Technology (Intermediate phase): Processes and Methods		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• informed understanding regarding the concepts Science, Technology, Technology Education, Scientific Methods, Design Process and the interrelationship between these concepts;</li> <li>• an informed understanding of the National Policy documents (CAPS) and the terminology used in the document in Natural Science and Technology in the Intermediate Phase</li> <li>• an informed understanding and the ability to solve problems and evaluate the solutions, regarding the Design process;</li> <li>• an informed understanding of the methodologies used when teaching Technology and the ability to combine different task types in a learning programme;</li> <li>• an informed understanding regarding investigating scientific problems using scientific methods and applying this understanding to explain the suitability of a specific method for investigating a certain problem; and</li> <li>• an informed understanding regarding teaching science through investigation in the Intermediate phase by applying this understanding in planning an investigation.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSTL211	Semester 1	NQF-level: 6
Title: Natural Sciences and Technology (Intermediate phase): Matter, Materials and Structures		
On successful completion of this module the student should be able to demonstrate:		

<ul style="list-style-type: none"> <li>• detailed knowledge regarding the concepts Matter, Materials, and Structures as relevant in the Intermediate phase;</li> <li>• an awareness of how alternative conceptions, formed in the Intermediate Phase, can inhibit learning in Matter Materials and Structures in later phases and take precautions to address them;</li> <li>• an understanding of the demands of the National Policy documents (CAPS) in Natural Science and Technology in the Intermediate Phase regarding Matter, Materials and Structures by planning relevant worksheets guiding school learners to do investigations like fair tests/ comparisons/ observations;</li> <li>• the ability to access and process information to support arguments regarding the value of studying Indigenous Knowledge systems; and</li> <li>• the ability to apply five steps of the design process to solve a given problem by designing and constructing a model of a structure that can solve the given problem, evaluating the model's fitness for purpose and communicating the process.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

Module code:NSTL221	Semester 2	NQF-level: 6
Title: Natural Sciences and Technology (Intermediate phase): Energy, Change, Systems and Control		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge regarding the concepts Energy, Change Systems and Control and how Systems use and transform energy and change movement;</li> <li>• an awareness of how alternative conceptions formed in the Intermediate Phase can inhibit learning in Energy and Change in later phases and take precautions to address them;</li> <li>• an understanding of and an ability to apply scientific methods in doing fair tests to investigate the relationships between variables;</li> <li>• an understanding of the demands of the National Policy documents (CAPS) in Natural Science and Technology in the Intermediate Phase regarding Energy, Change and Systems;</li> <li>• the ability to access, process and use information in researching and communicating issues regarding the ethics of man's use of energy; and</li> <li>• apply selected steps of the Design process to apply knowledge and skills to design solutions to solve/ satisfy TWO problems/needs relating to Energy, Change and Electrical/ Mechanical Systems.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSTL311	Semester 1	NQF-level: 7
Title: Natural Sciences and Technology (Intermediate phase): Life, Living, Structures and Systems		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge regarding the concepts Life, Living, Structures and Systems;</li> <li>• an awareness of how alternative conceptions formed in the Intermediate Phase can inhibit learning in Life, Living, Structures and Systems in later phases and take precautions to address them;</li> <li>• understanding of the demands of the National Policy documents (CAPS) in Natural Science and Technology in the Intermediate Phase regarding the Life, Living, Structures and Systems; and</li> <li>• use selected steps of the Design process to apply knowledge and skills to solve st least ONE problem relating to Life, Living, Structures and Systems.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code:NSTL321	Semester 2	NQF-level: 7
Title: Natural Sciences and Technology (Intermediate phase): Earth and Beyond		
On completion of this module the learner should be able to:		
<ul style="list-style-type: none"> <li>• display integrated knowledge regarding the concepts Earth, atmosphere and outer space;</li> <li>• demonstrate understanding of and an ability to apply how alternative conceptions formed in the Intermediate Phase can inhibit learning in Earth in Space in later phases and take precautions to address them;</li> <li>• do observations regarding topics related to Earth, atmosphere and outer space and report the results in a scientific report;</li> <li>• demonstrate understanding of the demands of the National Policy documents (CAPS) in Natural Science and Technology in the Intermediate Phase regarding the Earth Sciences;</li> <li>• demonstrate the ability to access, process and use information in researching and communicating issues regarding the ethics of man's use of soil and water; and</li> <li>• use the Design process to solve a technological problem related to Earth, Beyond, Structures and Systems.</li> </ul>		
Method of delivery: Contact, Distance		

Methods of assessment:	Continuous assessment 50 % 1x2 hour written examination 50 %
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Module code: NSTL411	Semester 1	NQF-level: 7
Title: Natural Sciences and Technology (Intermediate phase): Inquiry based learning		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• thorough knowledge about Inquiry Based Learning (IBL);</li> <li>• make use of the potential of web 2 applications in sharing information/ ideas/;</li> <li>• applied knowledge regarding the scientific process and Inquiry Learning Methods to compile "lessons in a box" ready to be used in the classroom and applying and integrating the knowledge gained in the following content areas:               <ul style="list-style-type: none"> <li>○ Matter, Materials and Structures;</li> <li>○ Energy, Change and Electrical / Mechanical Systems;</li> <li>○ Life and Living, Structures and Systems;</li> <li>○ Earth and Beyond, Structures and Systems.</li> </ul> </li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code:NSTL421	Semester 2	NQF-level: 7
Title: Natural Sciences and Technology (Intermediate phase): Problem and Project based learning		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• <i>thorough knowledge about Problem (PBL) and Project Based Learning (PBL);</i></li> <li>• the ability to use the Design process to apply knowledge in solving one problem / satisfying one need by integrating the knowledge gained in the following content areas:               <ul style="list-style-type: none"> <li>○ Matter and Materials</li> <li>○ Energy and Change</li> <li>○ Life and Living</li> <li>○ Earth and Beyond</li> <li>○ Structures</li> <li>○ Electrical and Mechanical Systems</li> </ul> </li> <li>• the ability to design a rubric to assess a Project; and</li> <li>• make use of the potential of eb 2 applications in sharing information/ ideas/ possible designs/ results / products.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: PHSE112	Semester 1	NQF-level: 5
Title: Physical Science: Basic chemistry principles and stoichiometry of chemical reactions in the Senior/FET phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an informed understanding of chemical concepts like:               <ul style="list-style-type: none"> <li>○ atomic structure</li> <li>○ chemical reactions</li> <li>○ stoichiometry</li> <li>○ bonding and intermolecular forces;</li> </ul> </li> <li>• distinguish, evaluate and solve problems related to the abovementioned concepts in familiar and unfamiliar contexts;</li> <li>• the ability to communicate concepts related to the content in both verbal and visual forms;</li> <li>• the ability to select, plan, implement and manage the scientific method to perform experiments with responsibility;</li> <li>• actions in accordance with acceptable ethical and professional behaviour to the demands of the National Policy documents (CAPS) in Physical Science in the FET Phase; and</li> <li>• manage resources and design a simple learning task using three task types namely capability task, resource task and case studies relating to a chosen situation.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: PHSE122	Semester 2	NQF-level: 6
Title: Physical Science – Introductory Mechanics in the Senior/FET phase		
After completion of this module, the learner will be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• knowledge, insight and understanding of the following concepts in Physics: motion in one and two dimensions, forces and Newton's laws of motion, work and energy and impulse and momentum;</li> </ul>		

<ul style="list-style-type: none"> <li>• the ability to identify a variety of standard calculations, and apply them to solve problems within the known context, related to relevant concepts of this module;</li> <li>• the ability to select a scientific method and to apply it to problems within the context of this module;</li> <li>• the ability to make a positive contribution to group work, with the aim of achieving the outcomes set for the group; and</li> <li>• the ability to monitor one's own learning and to determine its progress.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: PHSE212	Semester 1	NQF-level: 6
Title: Physical Science: Advanced mechanics and introduction to theory of electricity in the Senior/FET phase		
After completion of this module, the learner will be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• a detailed knowledge and understanding of kinematic rotation and dynamics of rotation, electrical forces, fields, potential and circuits;</li> <li>• the ability to select, evaluate and effectively apply standard methods to solve fundamental problems within a defined context, in relation to the relevant concepts;</li> <li>• the ability to select, evaluate and apply the correct scientific method to solve scientific problems within the context of this module;</li> <li>• the ability to act as group member and group leader and provide relevant information and skills for the successful completion of a group task; and</li> <li>• the ability to monitor their own learning and to determine their progress.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: PHSE222	Semester 2	NQF-level: 6
Title: Physical Science: The Structure of Matter and Organic Chemistry in the Senior/FET phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an understanding of the origin and development of Atomic Theory;</li> <li>• detailed knowledge and understanding of the structure of the atom;</li> <li>• an ability to distinguish between and appropriately apply different types of chemical bonding to different elements;</li> <li>• use techniques of information gathering to research the role that hybridisation plays in chemical bonding;</li> <li>• show an understanding of why models are required to explain chemical phenomena;</li> <li>• suggest everyday cost effective items that can be used to build chemical models to facilitate the learning and understanding of chemical principles;</li> <li>• distinguish between different types of intermolecular forces;</li> <li>• an understanding of the structure and reactions of Organic Compounds and its application in industry and everyday life and the ethical implications of applying this scientific knowledge;</li> <li>• co-responsibility for the progress and outcome realisation of a group project;</li> <li>• an awareness of the problems learners have relating to the macroscopic, microscopic and symbolic representation of matter and effectively designing assessment tasks for baseline assessment related to these problems;</li> <li>• the ability to manipulate laboratory equipment and apparatus in the investigation of chemical reactions specific to organic chemistry and to observe and record data and make interpretations and communicate their findings correctly in a scientific report; and</li> <li>• the ability to plan a practical for the teaching environment in the FET phase as required by the guidelines given in the CAPS document taking into consideration the safety of the learners and the preservation of the environment.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: PHSE312	Semester 1	NQF-level: 6
Title: Physical Science: Control of chemical reactions in the Senior/FET phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an integrated knowledge and understanding, as well as an ability to correctly evaluate and apply chemical concepts like: <ul style="list-style-type: none"> <li>○ Thermodynamics and reaction rates, Chemical reactions and Equilibrium</li> <li>○ Acids, bases and pH;</li> </ul> </li> <li>• the ability to select, evaluate and apply a range of different but appropriate calculations and solve problems related to the abovementioned concepts in familiar and unfamiliar contexts;</li> </ul>		

Method of delivery: Contact, Distance	
Methods of assessment:	Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: PHSE322	Semester 2	NQF-level: 7
Title: Physical Science: Electricity and magnetism, oscillations and waves in the Senior/FET phase		
After completion of this module, the learner will be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• an integrated knowledge and understanding of oscillations and waves</li> <li>• magnetic forces and fields, electro-magnetic induction and simple alternating currents;</li> <li>• the ability to identify a variety of applicable procedures and methods, and apply to them to solve problems which will result in changes in practice;</li> <li>• the ability to identify, evaluate and apply scientific methods of investigation in the solution of scientific problems within the context of this module;</li> <li>• the ability to act as a manager of a group during the solution of contextual problems and to monitor the group's progress; and</li> <li>• the ability to monitor one's own learning and to determine its progress.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment:	Continuous assessment 50 % 1x3 hour written examination 50 %	

Module code: PHSE412	Semester 1	NQF-level: 7
Title: Physical Science: Physical and geometric optics and theory of heat in the Senior/FET phase		
After completion of this module, the learner will be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• an integrated knowledge and understanding of the wave and particle theory of light, the reflection and dispersion of light and heat, the transfer of heat, and laws of thermodynamics;</li> <li>• the ability to identify a variety of appropriate procedures and methods, to evaluate and apply them to the solution of problems within the context of this module;</li> <li>• the ability to identify, evaluate and apply scientific methods of investigation in the solution of scientific problems within the context of this module;</li> <li>• the ability to manage a group during the solution of contextual problems, and to be able to monitor the progress of the group; and</li> <li>• the ability to monitor one's own learning and to determine its progress.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment:	Continuous assessment 50 % 1x3 hour written examination 50 %	

Module code: PHSE422	Semester 2	NQF-level: 7
Title: Physical Science: Chemistry and chemical industries in the Senior/FET phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an integrated knowledge and understanding, as well as an ability to correctly evaluate and apply chemical concepts like: <ul style="list-style-type: none"> <li>○ Gas laws</li> <li>○ Electrochemistry</li> <li>○ Chemical Industry;</li> </ul> </li> <li>• the ability to select, evaluate and apply a range of different but appropriate calculations and solve problems related to the abovementioned concepts in familiar and unfamiliar contexts;</li> <li>• accurate and coherent written and verbal communication of chemical concepts with understanding of intellectual property, copyright and rules on plagiarism;</li> <li>• the ability to select, evaluate and apply the scientific method to</li> <li>• design and execute experiments using micro science kits to resolve problems within the context of this module;</li> </ul>		

<ul style="list-style-type: none"> <li>• an integrated understanding of the demands of the National Policy documents (CAPS) in Physical Science in the FET phase as well as an understanding of how this document relates to other fields of education;</li> <li>• a reflection on values, ethical conduct and justifiable decision making, demonstrating an awareness of and a responsibility towards the interaction between science, technology and society;</li> <li>• an understanding of contested knowledge within the field of constructivism and a critical evaluation of constructivism as a learning theory to better understanding of the abovementioned chemical concepts; and</li> <li>• the ability to take full responsibility for own learning needs and utilize relevant learning strategies to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
<b>Module code: READ121</b>	<b>Semester 2</b>	<b>NQF-level: 5</b>
Title: Strategic Reading in Content Areas		
On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>• Identify and plan the reading demands of the task;</li> <li>• Formulate a purpose for your reading;</li> <li>• Formulate appropriate questions to guide your reading;</li> <li>• Select the most effective reading technique and reading rate for your identified purpose;</li> <li>• Apply the most effective and efficient reading strategy/strategies to your reading;</li> <li>• Read with comprehension at a level appropriate for first-year students;</li> <li>• Monitor your comprehension; and</li> <li>• Regulate your strategies if comprehension should break down.</li> <li>• Identify what <i>reading skills</i> you currently use.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

<b>Module code: RESF412</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Research in Education: Introduction		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• systematic and comprehensive knowledge and understanding of the key concepts, principles, and theories of education research in particular, within the broader context of social science research in general;</li> <li>• an application of contested research knowledge, and a critical evaluation of the applicability of research in the field of education;</li> <li>• ability to identify, analyse and critically reflect on evidence-based solutions and theory –driven arguments in the research process and apply this to a specific research topic; and</li> <li>• ability to take full responsibility in decision-making and use of resources to reflect on values, ethical conduct and justifiable decision making appropriate to the research practices of curriculum and professional development.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: RESF422</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Research Proposal: Planning and designing a research proposal in the education context		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• integrated knowledge and understanding of, as well as an ability correctly to evaluate and apply scientific research principles to the field of education;</li> <li>• an understanding of systematic and comprehensive knowledge of research methodology relevant to the research topic and a critical evaluation of the applicability thereof for curriculum development;</li> <li>• an ability to select, evaluate and apply a range of different but appropriate research methodologies and scientific methods of enquiry to plan and write a research proposal;</li> <li>• the capacity to reflect on values, ethical conduct and justifiable decision-making appropriate to the practice of scientific research; and</li> <li>• the assumption of full responsibility for own learning, monitoring of own learning progress and application of relevant research processes to successfully compile a research proposal.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

<b>Module code: SNSE121</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Introduction to Natural Science & Technology Intermediate Phase		
On successful completion of this module the student should be able to demonstrate:		



<ul style="list-style-type: none"> <li>• Subject knowledge and informed understanding regarding the concepts relating to Natural Science and Technology in the Intermediate phase;</li> <li>• distinguish between the demands of the National Policy documents in Natural Science and Technology in the Intermediate Phase;</li> <li>• plan and implement the Scientific method, including the handling of apparatus, the making of observations, the recording and interpreting of information;</li> <li>• the ability to operate as part of a group and make appropriate contributions regarding the Design process as a step by step process; and</li> <li>• monitor his/her own learning progress by designing simple experiments or tasks that incorporate the use of the Scientific method and/or the Design process.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1 x 2hour written examination 50 %

Module code: SOCF414	Semester 1	NQF Level: 6
Title: . Sesotho Home Language Communication (M): Effective language use in a variety of contexts		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• comprehensive and detailed knowledge of Sesotho high-frequency spelling problems and the skill to integrate this knowledge, whilst having insights about the value of a good ability to spell and a commitment to correct spelling for learners;</li> <li>• skill in the judgement of the relationship between good language usage and social criticism;</li> <li>• a thorough knowledge of standard Sesotho and the various non-standard forms of the language, as well as the value and function of specific variations in a heterogeneous Sesotho society;</li> <li>• detailed knowledge about the value and function of standard Sesotho as an appropriate form for teaching, as well as the ability to accommodate the non-standard forms of Sesotho and their speakers in a professional and ethical manner; and</li> <li>• a thorough knowledge of the various kinds of dictionaries and the function and possible uses of them, as well as the ability to employ the dictionary information in a critically discriminating and effective way.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SOCF421	Semester 2	NQF Level: 6
Title: Sesotho Home Language Communication (Mother language)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated academic knowledge of, and extensive skills with regard to a range of forms of verbal and non-verbal communication, as well as of precise written communication;</li> <li>• thorough knowledge of, and practical skills with regard to the Sesotho academic register, such as required in academic papers and other scientific documents;</li> <li>• a thorough knowledge of, and good practical skills with regard to the specific registers and style which will result in effective communication in school-related situations; and</li> <li>• a thorough knowledge of a variety of written text types and the ability to use such texts effectively.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SOFF111	Semester 1	NQF-level: 5
Title: Sesotho Home Language FP: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of relevant theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development.</li> <li>• the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development.</li> <li>• the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>○ Oral language (semantic, syntactic, pragmatic)</li> <li>○ Phonological skill</li> <li>○ Printed word recognition</li> <li>○ Spelling</li> <li>○ Reading fluency</li> <li>○ Reading comprehension</li> <li>○ Written expression</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>Phonological (speech sound) processing</li> <li>Orthographic (print) processing</li> <li>Semantic (meaning) processing</li> <li>Syntactic (sentence level) processing</li> <li>Discourse (connected text level) processing</li> </ul> </li> <li>the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom.</li> <li>the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.</li> <li>the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 40 % 1 x 2hour written examination 60 %
<b>Module code: SOFF121</b> <b>Semester 2</b> <b>NQF-level: 6</b>
Title: Sesotho Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>knowledge and an informed understanding of phonetics (the sounds of Sesotho phonemes) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of Sesotho) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness.</li> <li>the ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors.</li> <li>knowledge and an informed understanding or relevant theories and empirical research underlying learners' responses to children's literature and the value of children's literature.</li> <li>knowledge of and engagement in research related to the fundamentals of language assessment.</li> <li>an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 40 % 1 x 2 hour written examination 60 %

<b>Module code: SOFF221</b>	<b>Semester 2</b>	<b>NQF Level: 6</b>
Title: Sesotho Home Language FP: Semantics, Vocabulary and Picture books		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>Integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning.</li> <li>The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs.</li> <li>An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning.</li> <li>Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions.</li> <li>Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.</li> <li>An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

<b>Module code: SOFF311</b>	<b>Semester 1</b>	<b>NQF Level: 6</b>
Title: Sesotho Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>Integrated knowledge and critical evaluation of research on Sesotho syntax and how it relates to vocabulary, fluency and comprehension teaching and learning.</li> </ul>		

<ul style="list-style-type: none"> <li>• The ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research.</li> <li>• The ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument.</li> <li>• An understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs.</li> <li>• Integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.</li> <li>• Engage in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		
<b>Module code: SOFF321</b>	<b>Semester 2</b>	<b>NQF Level: 7</b>
Title: Sesotho Home Language FP: Discourse Analysis, Pragmatics, Comprehension and informational texts		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning.</li> <li>• The ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes.</li> <li>• The ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners.</li> <li>• An understanding of the conceptual models related to the psychology of reading.</li> <li>• Integrated knowledge of the major text genres in order to ensure responsible teaching practice.</li> <li>• The ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension.</li> <li>• The ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments.</li> <li>• The ability to integrate and apply traditional literature as well as informational texts in their teaching.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

<b>Module code: SOFF411</b>	<b>Semester 1</b>	<b>NQF Level: 7</b>
Title: . Sesotho Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation)</li> <li>• The ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice: <ul style="list-style-type: none"> <li>➢ Mechanics and conventions of writing.</li> <li>➢ Composition</li> <li>➢ Revision</li> <li>➢ Editing processes</li> </ul> </li> <li>• The ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs.</li> <li>• The ability to select and apply techniques for teaching handwriting fluency.</li> <li>• Integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction.</li> <li>• Participate in positive social change through the process of producing a capstone project.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

<b>Module code: SOFF421</b>	<b>Semester 2</b>	<b>NQF Level: 8</b>
Title: Sesotho Home Language FP: School-based Language Assessment and Critical issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Knowledge of and engagement in research related to the fundamentals of language assessment.</li> <li>• An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> </ul>		

<ul style="list-style-type: none"> <li>• The ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.</li> <li>• An ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed.</li> <li>• The ability to theoretically engage with children’s literature through linking the various types to a critical approach.</li> <li>• The ability to ethically reflect on controversial issues in children’s literature and how to deal with these issues in teaching practice.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %

Module code: SOFI111	Semester 1	NQF-level: 5
Title: South Sotho for the Intermediate Phase: Advanced Sesotho Phonetics, Phonology, Phonemic Awareness and Spelling		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>➢ Phonological skill</li> <li>➢ Printed multiple word recognition</li> <li>➢ Spelling</li> <li>➢ Reading speed</li> <li>➢ Reading comprehension</li> <li>➢ Written expression;</li> </ul> </li> <li>• the ability to analyse and apply techniques for teaching handwriting fluency;</li> <li>• the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>➢ Phonological (speech sound) processing</li> <li>➢ Orthographic (print) processing</li> <li>➢ Semantic (meaning) processing</li> <li>➢ Syntactic (sentence level) processing</li> <li>➢ Discourse (connected text level) processing;</li> </ul> </li> <li>• the ability to distinguish between and criticise the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners’ development and learning and utilising developmentally appropriate practices to address these factors in the classroom;</li> <li>• the ability to plan and execute lessons regarding number systems, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialised knowledge with appropriate subject methodology; and</li> <li>• the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFI121	Semester 2	NQF-level: 6
Title: South Sotho Home Language for Intermediate phase: Introduction to the Study of the History of Children’s Literature - picture books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to present an overview of the history of children’s literature and to distinguish between different types of children’s literature by communicating their independent research in an academically acceptable manner;</li> <li>• the ability to critically communicate information on the language processing requirements of proficient reading reliably, accurately and coherently;</li> <li>• the ability to distinguish between and analyse the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners’ development and learning and utilising developmentally appropriate practices to address these factors in the classroom;</li> <li>• the ability to analyse all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels; and</li> <li>• knowledge and an informed understanding of relevant theories and empirical research underlying learners’ responses to children’s literature and the value of multicultural children’s literature.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

<b>Module code: SOFI211</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Sesotho Home Language for Intermediate phase: Development of Sesotho Syntax - Analysing Sesotho Morphology, Phonics, Word Construction and Alphabetic Principle		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and an analysis of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the South Sotho spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin);</li> <li>• the ability to analyse the organising principles of the South Sotho spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and/or problems at these levels;</li> <li>• demonstration of the knowledge of the Sesotho noun class table;</li> <li>• the ability to differentiate between, evaluate and apply explicit vs. non-explicit, systematic vs. non-systematic, and sequential vs. non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners; and</li> <li>• the ability to analyse principles for selecting and evaluating appropriate literature for children in a multicultural society.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

<b>Module code: SOFI221</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: South Sotho Home Language for Intermediate phase: Introduction to Traditional and Modern Poetry - poetic styles and meaning		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;</li> <li>• the ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;</li> <li>• an ability to select and analyse children's poetry and apply varied techniques for vocabulary and semantic interpretation;</li> <li>• an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities; and</li> <li>• their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

<b>Module code: SOFI311</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: South Sotho Home Language for Intermediate phase: Development of vocabulary and meaning		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and critical analysis of Sesotho syntax, with specific reference to and how it relates to dictionary skills, homonyms, synonyms, antonyms, paraphrases and noun class table;</li> <li>• the ability to identify, analyse and reflect on the role of fluency in word recognition and the meaning derived from it in the context;</li> <li>• the ability to gather and analyse information on the role of fluency in writing development and to present their ideas in a well-formed and coherently constructed argument (paraphrasing);</li> <li>• the ability to analyse and apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' linguistic skills; and</li> <li>• advanced dictionary skills, homonyms, synonyms, antonyms, paraphrases and noun class table.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

<b>Module code: SOFI321</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Sesotho Home Language for Intermediate phase: Creative and Critical Reading - novels and short stories		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and engagement with literary analysis and pragmatics as it relates to comprehension teaching and learning;</li> <li>• an analysis of the different plot structures related to a variety of novels and short stories;</li> </ul>		

<ul style="list-style-type: none"> <li>• the ability to compare oral and written story telling skills. The ability to integrate and apply traditional literature as well as informational texts in their teaching;</li> <li>• theoretical background of an author, context and the reader;</li> <li>• effective summarising skills; and</li> <li>• ability to analyse word formation and sentence construction from the literary text.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		
<b>Module code: SOFI411</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Sesotho Home Language for Intermediate phase: Advanced Discourse Analysis		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and engagement with literary analysis and pragmatics as it relates to summarising, paragraphing and paraphrasing strategies;</li> <li>• an analysis of the different paragraphs and paraphrasing techniques; and</li> <li>• the ability to compare oral and written story telling skills. The ability to integrate and apply traditional literature as well as informational texts in their summarising skills.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

<b>Module code: SOFI421</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Sesotho Home Language for Intermediate phase: Language Assessment and Critical Issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge of and engagement in research related to the fundamentals of language assessment;</li> <li>• an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices;</li> <li>• the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;</li> <li>• an ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;</li> <li>• the ability to theoretically engage with children's literature through linking the various types to a critical approach; and</li> <li>• the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

<b>Module code: SOFV111</b>	<b>Semester 1</b>	<b>NQF-level: 5</b>
Title: Sesotho Home Language: Introduction to Complex Sesotho Phonetics, Phonology, Phonemic Awareness and Spelling		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to evaluate and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>➢ Phonological skill</li> <li>➢ Printed word recognition</li> <li>➢ Spelling</li> <li>➢ Reading fluency</li> <li>➢ Reading comprehension</li> <li>➢ Written expression;</li> </ul> </li> <li>• the ability to analyse and apply techniques for teaching handwriting fluency;</li> <li>• the ability to communicate critical information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>➢ Phonological (speech sound) processing</li> <li>➢ Orthographic (print) processing</li> <li>➢ Semantic (meaning) processing</li> <li>➢ Syntactic (sentence level) processing</li> <li>➢ Discourse (connected text level) processing;</li> </ul> </li> <li>• the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;</li> </ul>		

<ul style="list-style-type: none"> <li>the ability to plan and execute lessons regarding number systems, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialised knowledge with appropriate subject methodology; and</li> <li>the ability to assess all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		
<b>Module code: SOFV121</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Sesotho Home Language: Introduction to the Origin of Sesotho Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>the ability to critically present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner;</li> <li>the ability to comparatively communicate information on the language processing requirements of proficient reading reliably, accurately and coherently;</li> <li>the ability to compare between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;</li> <li>the ability to evaluate all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels; and</li> <li>knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		
<b>Module code: SOFV211</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Sesotho Home Language: Development and Evaluation of Sesotho Syntax Fluency		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>advanced knowledge and an interpretation of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the South Sotho spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin);</li> <li>the ability to compare the organising principles of the South Sotho spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels;</li> <li>demonstration of the critical analysis of the Sesotho noun class table;</li> <li>the ability to evaluate and apply explicit vs. non-explicit, systematic vs. non-systematic, and sequential vs. non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners; and</li> <li>the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

<b>Module code: SOFV221</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Sesotho Home Language: Introduction to Traditional and Modern Poetry		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>critical knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;</li> <li>the ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;</li> <li>an ability to select and analyse poetry and apply varied techniques for vocabulary and semantic interpretation;</li> <li>a comparison of the different types of literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities; and</li> <li>their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

<b>Module code: SOFV311</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
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<b>Title:</b> South Sotho Foundation Language: Semantics and Vocabulary Development
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>critical analysis and evaluation of Sesotho syntax with specific reference to and how it relates to dictionary skills, homonyms, synonyms, antonyms, paraphrases and noun class table;</li> <li>the ability to identify, analyse and reflect on the role of fluency in word recognition;</li> <li>the ability to gather and evaluate information on the role of fluency in writing development and to present their ideas in a well-formed and coherently constructed argument (paraphrasing);</li> <li>the ability to evaluate the range of methods, activities, and techniques for enhancing fluency in order to address learners' linguistic skills; and</li> <li>complex dictionary skills, homonyms, synonyms, antonyms, paraphrases and noun class table.</li> </ul>
<b>Method of delivery:</b> Contact, Distance
<b>Methods of assessment:</b> Continuous assessment 50 % 1 x 3 hour written examination 50 %

<b>Module code: SOFV321</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
<b>Title:</b> Sesotho Home Language: Creative and Critical Reading		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>integrated knowledge and engagement with literary analysis and pragmatics as it relates to comprehension teaching and learning;</li> <li>an evaluation of the different plot structures related to a variety of novels and short stories;</li> <li>the ability to compare oral and written story telling skills. The ability to integrate and apply traditional literature as well as informational texts in their teaching;</li> <li>theoretical background of an author, context and the reader; and</li> <li>effective summarising and paraphrasing skills.</li> </ul>		
<b>Method of delivery:</b> Contact, Distance		
<b>Methods of assessment:</b> Continuous assessment 50 % 1 x 3 hour written examination 50 %		

<b>Module code: SOFV411</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
<b>Title:</b> Sesotho Home Language: Complex Discourse Analysis		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>Integrated knowledge and engagement with literary analysis and pragmatics as it relates to summarising, paragraphing and paraphrasing strategies.</li> <li>An evaluation of the different paragraphs and paraphrasing techniques.</li> <li>An understanding of the different plot structures related to a variety of novels and short stories.</li> <li>The ability to compare oral and written story telling skills. The ability to integrate and apply traditional literature as well as informational texts in their teaching.</li> <li>Theoretical background of an author, context and the reader.</li> <li>Effective summarising skills.</li> </ul>		
<b>Method of delivery:</b> Contact, Distance		
<b>Methods of assessment:</b> Continuous assessment 50 % 1 x 3 hour written examination 50 %		

<b>Module code: SOFV421</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
<b>Title:</b> Sesotho Home Language: Language Assessment and Critical Issues in Senior Phase Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>knowledge of and engagement in research related to the fundamentals of language assessment;</li> <li>an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices;</li> <li>the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;</li> <li>an ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;</li> <li>the ability to theoretically engage with children's literature through linking the various types to a critical approach; and</li> <li>the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.</li> </ul>		
<b>Method of delivery:</b> Contact, Distance		
<b>Methods of assessment:</b> Continuous assessment 50 %		



1 x 3 hour written examination 50 %

Module code: SOLC121	Semester 2	NQF-level: 5
Title: Language of Conversational Competence: Sesotho		
Upon completion of this course a student should demonstrate		
<ul style="list-style-type: none"> <li>• functional knowledge of grammatical structures of Sesotho;</li> <li>• a functional vocabulary for basic interpersonal communication;</li> <li>• individual elementary listening and writing skills in Sesotho;</li> <li>• knowledge of Basotho culture</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

Module code: SSCE121	Semester 2	NQF-level: 5
Title: Social Sciences for Intermediate phase: Ancient African History & Geography of RSA		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of Ancient African History (antiquity – 1500 AD) within the context of the National Curriculum Statement's Curriculum and Assessment Policy Statement;</li> <li>• the skill of scrutinising primary and secondary sources;</li> <li>• knowledge and skills in learning and teaching methodologies of History as well as assessment methodology, produce and use LTSM, apply learning and teaching techniques and strategies, so as to apply it to lesson presentations through written and / or oral communication;</li> <li>• competency in problem-solving abilities to address political, social and economic issues within the context of Ancient African History (antiquity – 1500 AD);</li> <li>• 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 as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people;</li> <li>• informed understanding of the location, political distribution, physical characteristics and economic trends of Africa and the RSA;</li> <li>• perform informed understanding and correct geographical interpretations, analyses, evaluations and conclusions concerning the physical, economic and political aspects of the RSA and Africa;</li> <li>• knowledge and comprehension of the general concepts in population geography; make correct analyses and meaningful interpretations within this area;</li> <li>• evaluate developing economies in Africa, demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards Africa/South Africa and its people;</li> <li>• plan a geography lesson in accordance with the correct criteria, demonstrating the ability to integrate subject knowledge with subject methodology; and</li> <li>• knowledge, skills, comprehension, insight of map work skills and techniques, as well as the application thereof in practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 %		
1 x 2 hour written examination 50 %		

Module code: SSCE211	Semester 1	NQF-level: 6
Title: Social Sciences for Intermediate phase: Planetary Geography and Climatology		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate detailed knowledge and informed understanding of planetary science and climatology in Geography that is required within the context of the Curriculum and Assessment policy statement;</li> <li>• explain and discuss the movements of the planets, earth and moon in the solar system;</li> <li>• explain the concepts weather and climate;</li> <li>• discuss moisture and circulation in the atmosphere;</li> <li>• demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards the environment; and</li> <li>• plan and present a geography lesson.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 %		
1 x 2 hour written examination 50 %		

Module code: SSCE221	Semester 2	NQF-level: 6
Title: Social Sciences for Intermediate phase: The effects of changes: 1400-1900 Europe & Africa		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of the effects of changes in European societies on Africa (1400-1900) within the context of the Curriculum and Assessment Policy Statement;</li> </ul>		

<ul style="list-style-type: none"> <li>• the skill of scrutinizing primary and secondary sources;</li> <li>• detailed knowledge and skills in learning and teaching methodologies of History as well as assessment methodology, produce and use LTSM, apply learning and teaching techniques and strategies, so as to apply it to lesson presentations through written and / or oral communication;</li> <li>• competency in problem-solving abilities to address political, social and economic issues within the context of the effects of changes in European societies on Africa (1400-1900); and</li> <li>• 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 as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %

Module code: SSCE311	Semester 1	NQF-level: 6
Title: Social Sciences for Intermediate phase: Urban Geography		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate an integrated knowledge and understanding of Urban Geography in line with the Policy document;</li> <li>• demonstrate the skill of explaining and analysing themes relevant to Urban geography and plan individual or group activities supporting the coherent understanding of concepts, ideas, theories, principles and rules to communicate the information;</li> <li>• demonstrate an integrated knowledge of learning theories and the application in the teaching and learning of Urban Geography;</li> <li>• conduct a town trail to apply the knowledge of urban geography; and</li> </ul>		
<b>Practical section:</b>		
<ul style="list-style-type: none"> <li>• demonstrate a thorough knowledge and understanding into land uses in cities or towns and apply this knowledge in practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SSCE321	Semester 2	NQF-level: 7
Title: Social Sciences for Intermediate phase: Transport, communication and health systems		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding as well as the ability to apply and evaluate transport, communication and health systems through the ages (Antiquity to present) within the context of the Curriculum and Assessment Policy Statement;</li> <li>• the skill of scrutinizing primary and secondary sources;</li> <li>• integrated knowledge and understanding of the skills in learning and teaching methodologies of History as well as assessment methodology, produce and use LTSM, apply learning and teaching techniques and strategies, so as to apply it to lesson presentations through written and / or oral communication;</li> <li>• competency in problem-solving abilities to address political, social and economic issues within the context of transport, communication and health systems through the ages (Antiquity to present); and</li> <li>• 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 as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SSCE411	Semester 1	NQF-level: 7
Title: Social Sciences for Intermediate phase: Introduction to Geomorphology		
On completion of this module the learner should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a detailed knowledge related to Geomorphology and Oceanography within the context of the Curriculum and Assessment Policy Statement;</li> <li>• the skill of explaining and analysing themes relevant to Geomorphology and Oceanography and plan individual or group activities supporting the coherent understanding of concepts, ideas, theories, principles and rules to communicate the information;</li> <li>• be able to analyse, assess, interpret and identify interrelationships of the basic principles relating to geomorphology and the ocean-environment; and</li> </ul>		
<b>Practical section</b>		
<ul style="list-style-type: none"> <li>• have the necessary detailed knowledge and skills to represent relief features, draw cross-section sketches and calculate and interpret gradient on topographic maps, and to integrate it in appropriate themes of geography;</li> </ul>		

<ul style="list-style-type: none"> <li>the use of contour models and field excursions to recognise landforms on the South African landscape.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %

Module code: SSCE421	Semester 2	NQF-level: 7
Title: Social Sciences for Intermediate phase: Modern South African democracy (1990-present)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding as well as the ability to apply and evaluate modern South African democracy (1990-present) within the context of the Curriculum and Assessment Policy Statement;</li> <li>the skill of scrutinizing primary and secondary sources;</li> <li>integrated knowledge and understanding of the skills in learning and teaching methodologies of History as well as assessment methodology, produce and use LTSM, apply learning and teaching techniques and strategies, so as to apply it to lesson presentations through written and / or oral communication;</li> <li>competency in problem-solving abilities to address political, social and economic issues within the context of modern South African democracy (1990-present); and</li> <li>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 as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SSSE112	Semester 1	NQF-level: 5
Title: Introduction to Social Science for Education		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge and informed understanding of the location, political distribution, physical characteristics, economic trends and population background of Africa and the RSA within a global context as well as the transformations and development in world history through the ages within the context of the Curriculum and Assessment Policy Statement;</li> <li>interpret, explain and draw conclusions concerning population geography, the physical, economic and political aspects of the RSA and Africa;</li> <li>recognize and explain inter-relations between topographic, climatologic and man-made phenomena in the RSA;</li> <li>scrutinize developing economies in Africa and demonstrate insight and comprehension concerning the problems of African countries from within his/her own worldview;</li> <li>the skill of scrutinizing, differentiating between, finding and effectively interpreting primary and secondary sources in order to communicate these verbally or in writing;</li> <li>competency in problem-solving abilities to address political, social and economic issues within the context of the transformations and development in world history through the ages; and</li> <li>values of an ethical-professional nature with regard to the interpretation of geographical and historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.</li> </ul>		
<b>Practical:</b>		
<ul style="list-style-type: none"> <li>basic knowledge, skills, comprehension and insight of map work, as well as the application ability thereof in practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: VTEE223	Semester 2	NQF-level: 6
Title: Mechanical Technology for Teachers (ii)		
With regard to the teaching of Mechanical Technology, this module aims to establish beginner teacher competencies such as:		
<ul style="list-style-type: none"> <li>subject knowledge with regard to subject related key terms, concepts, facts and rules that specifically apply to the educational context of mechanical technology within the FET phase;</li> <li>knowledge of the interpretation and implementation of School curriculum and the effective implementation of subject specific curriculum requirements such as organising classroom activities;</li> <li>to display a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;</li> <li>the ability to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology presented at university level (research skills)</li> <li>knowledge of presenting FET Technology subjects</li> </ul>		

Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %

Module code: VTEE313	Semester 1	NQF-level: 6
Title: Mechanical Technology for Teachers (iii)		
With regard to the teaching of Mechanical Technology, this module aims to establish teacher competencies such as:		
<ul style="list-style-type: none"> <li>integrated subject knowledge and understanding of, as well as the ability to correctly evaluate and apply subject related terms, concepts, facts, phenomenon and rules that specifically apply to the context of Mechanical Technology;</li> <li>integrated knowledge and ability to interpret , implement and evaluate the National Policy documents and the effective implementation of subject specific curriculum requirements such as organising classroom activities, practical sessions and assessment criteria;</li> <li>to display a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;</li> <li>the ability to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology.</li> </ul>		
presented at university level (research skills)		
<ul style="list-style-type: none"> <li>knowledge of presenting FET Technology subjects</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: VTEE323	Semester 2	NQF-level: 7
Title: Mechanical Technology for Teachers (iv)		
With regard to the teaching of Mechanical Technology, this module aims to establish teacher competencies such as:		
<ul style="list-style-type: none"> <li>integrated subject knowledge and understanding of, as well as the ability to correctly evaluate and apply subject related terms, concepts, facts, phenomenon and rules that specifically apply to the context of Mechanical Technology;</li> <li>integrated knowledge and ability to interpret , implement and evaluate the National Policy documents and the effective implementation of subject specific curriculum requirements such as organising classroom activities, practical sessions and assessment criteria;</li> <li>to display a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;</li> <li>the ability to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology, presented at university level (research skills); and knowledge of presenting FET Technology subjects</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: VTEE413	Semester 1	NQF-level: 7
Title: Mechanical Technology for Teachers (v)		
With regard to the teaching of Mechanical Technology, this module aims to establish teacher competencies such as:		
<ul style="list-style-type: none"> <li>integrated subject knowledge with regard to subject related terms, concepts, facts and rules that specifically apply to the educational context of mechanical technology within the FET phase;</li> <li>informed knowledge of the interpretation and implementation of School curriculum and the effective implementation of subject specific curriculum requirements such as organising classroom activities;</li> <li>to display a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;</li> <li>the ability to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology;</li> <li>presented at university level (research skills); and</li> <li>knowledge of presenting FET technology subjects.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: VTEE423	Semester 2	NQF-level: 7
Title: Mechanical Technology for Teachers (vi)		
With regard to the teaching of Mechanical Technology, this module aims to establish teacher competencies such as:		
<ul style="list-style-type: none"> <li>integrated subject knowledge with regard to subject related terms, concepts, facts and rules that specifically apply to the educational context of Mechanical Technology within the FET phase;</li> </ul>		

<ul style="list-style-type: none"> <li>informed knowledge of the interpretation and implementation of School curriculum and the effective implementation of subject specific curriculum requirements such as organising classroom activities;</li> <li>to display a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;</li> </ul>
Method of delivery: Contact
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %

<b>Module code: WSKT122</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
Title: Mathematics for FET Technology Teachers: Introductory Algebra		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and solid, grounded understanding of fundamental algebraic operations, S.I. units of measurement, solving systems of linear equations, solving quadratic equations, solving problems involving vectors and complex numbers as well as the application of the aforementioned within relevant topics within the field of technology education;</li> <li>the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae within the field of fundamental algebraic operations, S.I. units of measurement, solving systems of linear equations, solving quadratic equations, solving problems involving vectors and complex numbers in order to solve problems in familiar realistic technology contexts and to facilitate the teaching and learning of problem solving in similar contexts where these mathematical techniques feature;</li> <li>the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate information in both verbal and written form where technology contexts contain mathematical aspects relevant to the topics covered in this module;</li> <li>the ability to use technology such as calculators as well as other suitable computer- or web-based mathematical tools useful for performing calculations relevant to the topics covered in this module; and</li> <li>the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in familiar contexts where problems emanating from the technological field of study require mathematical consideration based on the topics covered in this module.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

<b>Module code: WSKT213</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
Title: Mathematics for FET Technology Teachers: Functions, models, trigonometry and elementary descriptive statistics		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and solid, grounded understanding of the application of functions, models, trigonometry and elementary descriptive statistics within the field of technology as well as the ability to apply useful skills from this module in the management and administration of assessment marks;</li> <li>the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe technological and scientific processes and solve problems in complicated familiar realistic technological contexts;</li> <li>the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the description of technological processes and the solution of problems from technological contexts;</li> <li>the ability to use technology such as calculators and suitable computer technology or software in order to perform calculations and produce descriptions of scientific and technological situations; and</li> <li>the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring the description of technological processes and the solutions of technical problems related to the topics covered in this module.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

<b>Module code: WVOS222</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
Title: Philosophy of Science: Understanding the Educational World		
After completion of this module, the BEd student will have developed some of the skills required to be able to know and understand the different life world issues (from an education (al) point of reference) and to cope with future challenges.		
This overarching outcome implies that on completion of this module, the student will have developed:		
<ul style="list-style-type: none"> <li>a broad understanding – from an education(al) point of reference – of the range of problems and issues that mark his / her current life world landscape;</li> </ul>		

<ul style="list-style-type: none"> <li>• a theoretically and conceptually integrated level of competence to apply cognitive, critical skills to a few life world problems that she/he is being confronted with in his / world personal life world; and</li> <li>• an ability to apply theoretical understandings regarding the conduct of basic research procedures, and to extend his / her theoretical insights to still other problems in his / her life world.</li> </ul>
Method of delivery: Contact, Distance
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination / take-home exam 40 %

<b>Module code: WVOS312</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
Title: Philosophy of Science: Main Currents in the Philosophy of Education		
On successful completion of this module the BEd student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a solid and systematic knowledge of the most important foundational issues in Education and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues;</li> <li>• integrated knowledge and a critical understanding of specific forms of ethics that apply to Education, such as, for example, the manner in which Jonathan Jansen had chosen to deal with the so-called "Reitz four", 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 Education; and</li> <li>• the ability to analyse, synthesise and critique the assumptions on which a chosen education-related 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.</li> </ul>		
Method of delivery: Contact, Distance,		
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination / take-home exam 40 %		