YEARBOOK 2021

FACULTY OF EDUCATION UNDERGRADUATE

Contact the Registrar's Unit

Address all correspondence to:

The Registrar
University of Zululand
Private Bag X1001
KwaDlangezwa
3886

Tel: (035) 902-6000

Internet: http://intranet.unizulu.ac.za/

PLEASE MENTION YOUR STUDENT/REFERENCE NUMBER IN ALL CORRESPONDENCE

The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at

http://www.unizulu.ac.za/faculties-page/faculty-of-education/

Please note: Although the information in this Yearbook has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the academic subject advisor or Head of Department on registration date and also class timetable during modification cycle. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted

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FACULTY OF EDUCATION



VISION

To be leading comprehensive university providing quality education

MISSION

To produce globally competitive graduates, relevant for the human capital needs of the country, research findings that help the country understand its past and develop its future and engage with wider society for the betterment.

UNIVERSITY OF ZULULAND (UNIZULU): OFFICE BEARERS

CHANCELLOR

Deputy Chief Justice RMM, Zondo

VICE-CHANCELLOR

Prof X. Mtose

DEPUTY VICE-CHANCELLOR: RESEARCH AND INNOVATION

Prof MR Kgaphola

DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING

Vacant

DEPUTY VICE-CHANCELLOR: INSTITUTIONAL SUPPORT

Prof S. Seepe

EXECUTIVE DIRECTOR: RICHARDS BAY CAMPUS

Dr M Makhafola M. R. Kgaphola

EXECUTIVE DIRECTOR: HUMAN RESOURCES

Mr R.T. Ngcobo

EXECUTIVE DIRECTOR: FINANCE

Mr P. Du Plessis

EXECUTIVE DIRECTOR: INSTITUTIONAL PLANNING

Mr N. Cele

REGISTRAR - Acting

Mr D Mothilall

FACULTY OF EDUCATION



VISION

To be a renowned centre of excellence for teacher education, relevant to local and global needs and characterised by dynamic partnerships and scholarship.

MISSION

To provide high quality education, training and support to students from diverse backgrounds, using best practices in a caring and stimulating environment, incorporating the culture of research, partnerships and community engagement

VALUES

The interaction amongst the staff of the Faculty, as well as with stakeholders and partners, will reflect the following values: Excellence, Commitment, Honesty, Transparency, Integrity, Professionalism and Customer orientation.

UNIZULU DEANS

Faculty of Arts
Prof. MA Masoga

Faculty of Commerce, Administration and Law Prof L Greyling

Faculty of Education- Acting Prof MSN Mabusela

Faculty of Science and Agriculture Prof NW Kunene

Student Service Division: Dean of Students Mr T. Hlasho

FACULTY OF EDUCATION (FED) OFFICE BEARERS

DEAN

Prof MS Mabusela, BPaed, B. Ed Hons (VISTA) MEd (RAU), PhD (UNIZULU), Certificate in Economics and public Finance (UNISA), University Leadership, (US)

DEPUTY DEANS

Teaching and Learning - Acting

Dr. S. Govender, BA (UDW), BEd Hons, EMD, MEd (Cum Laude)(RAU), D. Ed (UNIZULU), HDE (UDW).

Research and Innovation

Prof MM Nkoane B. AEd (Vista), B. Ed Hons (Vista), MEd (University of the North), PhD (UFS)

DEAN'S OFFICE CONTACT DETAILS

DEAN'S OFFICE: First Floor

New Education Building

POSTAL ADDRESS: THE DEAN

Faculty of Education University of Zululand Private Bag X1001 KwaDlangezwa

3886

DEAN'S SECRETARY: Mrs ZH Mkhonza(ACTING)

Phone: 035-902 6348 Fax: 086373242

e-mail: MkhonzaZ@unizulu.ac.za

HEADS OF DEPARTMENTS

Arts and Language Education

KA Gazu, SSTD, B. Paed, BAHons, MA (Applied Linguistics), PhD (UNIZULU)

Curriculum and Instructional Studies

Dr HR Mhlongo JSTC Eshowre college, BA; BA(Hons); MEd in curriculum Studies; PhD in

Curriculum Studies, Post Grad certificate in School Librarianship, (UNIZULU) Local

Government Administration and Management (UNISA)

Early childhood Education

Prof TA Mbatha

Educational Foundation and Management

Dr SI Kapueja, JSTC, PGDip, (Natal) BPaed, BEd (UNIZULU), MEd (UFS), D.Ed. (UNIZULU).

Educational Professional Practice

Mr MM Mngomezulu, Salesmanship Dip (Damelin), Computer Tech Cert, BA, BEd Hons (UNIZULU), MEd (UFS), D. Ed (UNIZULU), M. ED (Miami)

Educational Psychology and Special Education

Prof MM Hlongwane, JSTC, BA, BA Hons Counselling (UNIZULU), MEd (Ed Psych) Natal, DPhil (UNIZULU), EDP (USB)

Mathematics, Science and Technology Education

Dr B Ndawonde, (BSc, BSc (Hons), PGCE, M.Ed., D.Ed. (UNIZULU), Certificate in Research Design and Methods (Wageningen University-Netherlands), PGDip (HE), (Rhodes University).

Social Science Education

Dr BT Gamede, SSTD, PGDip -Dev Studies, BPaed, BEd Hons (UNIZULU), Business Mngmt Cert, Business Studies Dip (MANCOSA), ABET Cert, Local Gov Dip, HRM Dip (UNISA), MBA (MANCOSA), DEd (UNIZULU).

ACADEMIC STAFF

Bele, LLP Miss	Arts and Languages Education
Dlamini, TS Mr	Arts and Languages Education
Gazu, KA Dr	Acting HoD: Arts and Languages Education
Hlatshwayo, ZV Ms	Arts and Languages Education
Khumalo, NP Ms	Arts and Languages Education
Magwaza, TF Mr	Arts and Languages Education
Masaulele, OP Mr	Arts and Languages Education
Mngomezulu, TF Miss	Arts and Languages Education
Moyo, G Prof	Arts and Languages Education
Msweli, ZP Ms	Arts and Languages Education
Mthembu-Ngema, WNZ Dr	Arts and Languages Education
Nyathikazi, CP Dr	Arts and Languages Education
Nzama, MV Dr	Arts and Languages Education
Pillay, P Dr	Arts and Languages Education
Dlamu, NP Dr	
•	
Govender, SA Dr	
Govender, SA Dr	HoD: Curriculum and Instructional Studies
Govender, SA Dr	HoD: Curriculum and Instructional Studies
Govender, SA Dr	HoD: Curriculum and Instructional Studies
Govender, SA Dr	HoD: Curriculum and Instructional Studies
Govender, SA Dr	HoD: Curriculum and Instructional Studies
Govender, SA Dr	HoD: Curriculum and Instructional Studies
Govender, SA Dr	HoD: Curriculum and Instructional Studies
Govender, SA Dr	HoD: Curriculum and Instructional Studies
Govender, SA Dr Khumalo, PN Ms Mabusela, MSN Prof Mhlongo, HR Dr Ngubane, PB Dr Kok, ECA Dr Luthuli, C Ms Mbatha-Ngubane, TA Prof Msimango, WN Ms	HoD: Curriculum and Instructional Studies

Bender, CJG Prof	Educational Foundation and Management
Buthelezi, AB Dr	Educational Foundation and Management
Kapueja, IS Dr	Acting HoD: Educational Foundation and Management
Mthethwa, LC Mrs	Educational Foundation and Management
Ngidi, TZ Dr	Educational Foundation and Management
Xulu, VS Dr	Educational Foundation and Management
Luvuno, MD Ms	Education Professional Practice Unit
Mkhasibe, RG Dr	Education Professional Practice Unit
Mngomezulu, MM Mr	HoD: Education Professional Practice Unit
Mzimela, AM Dr	Education Professional Practice Unit
Ndaba, NH Mrs	Education Professional Practice Unit
Govender, S Prof	Educational Psychology and Special Education
Gumede, GV Mr	Educational Psychology and Special Education
Hlongwane, MM Prof	HoD: Educational Psychology and Special Education
Kent, CD Dr	Educational Psychology and Special Education
Makhonza, L Dr	Educational Psychology and Special Education
Makhubu, SS Ms	Educational Psychology and Special Education
Mngomezulu, TP Dr	Educational Psychology and Special Education
Nkoane, MM Prof	Educational Psychology and Special Education
Nzima, DR Prof	Educational Psychology and Special Education
Sibisi, LP Miss	Educational Psychology and Special Education
Zwane, EXS Mr	Educational Psychology and Special Education
Chibisa, A Mr	Mathematics, Science and Technology Education
	Mathematics, Science and Technology Education
Gayadeen, RC Mr	Mathematics, Science and Technology Education
,	Mathematics, Science and Technology Education
	Mathematics, Science and Technology Education
Krishnannair, A Dr	Mathematics, Science and Technology Education
Mthembu, MI Mr	Mathematics, Science and Technology Education
Ndawonde, BG Dr	HoD: Mathematics, Science and Technology Education

Ngwenya, NH Mr	Mathematics, Science and Technology Education
Sibaya, DC Prof	Mathematics, Science and Technology Education
Talasi, T Mr	Mathematics, Science and Technology Education
Tshabalala, MG Mr	Mathematics, Science and Technology Education
Xulu, T Mr.	. Mathematics, Science and Technology Education
Brett, MR Mr	Social Sciences Education
Dube, MC Dr	Social Sciences Education
Ezesele, SL Mr	Social Sciences Education
Gamede, BT Dr	HoD: Social Sciences Education
Khumatake, MR Mrs	Social Sciences Education
Kutame, AP Prof	Social Sciences Education
Mkhwanazi, KG Ms	Social Sciences Education
Mncube, DW Dr	Social Sciences Education
Mokoena, S Mr	Social Sciences Education
SUPPORT STAFF	
	Curriculum and Instructional Studies
Chetty-Sherief, D Mrs	Deans Office: Resource Centre
Chetty-Sherief, D MrsFeketshane, S MrGumede, S Miss	
Chetty-Sherief, D MrsFeketshane, S MrGumede, S Miss	Deans Office: Resource Centre
Chetty-Sherief, D MrsFeketshane, S MrGumede, S MissKhanyile, V	
Chetty-Sherief, D Mrs	Educational Psychology and Special Education
Chetty-Sherief, D Mrs	Deans Office: Resource Centre Education Professional Practice Unit Educational Psychology and Special Education Arts and Languages Education
Chetty-Sherief, D Mrs	Deans Office: Resource Centre Education Professional Practice Unit Educational Psychology and Special Education Arts and Languages Education Education Professional Practice Unit Deans Office: Resource Centre
Chetty-Sherief, D Mrs	
Chetty-Sherief, D Mrs	Deans Office: Resource Centre Education Professional Practice Unit Educational Psychology and Special Education Arts and Languages Education Education Professional Practice Unit Deans Office: Resource Centre
Chetty-Sherief, D Mrs Feketshane, S Mr. Gumede, S Miss Khanyile, V Maistry-Reddy, J Mrs Manyoni, MP Mr Mdletshe, T Ms Vacant Mkhonza, ZH Mrs Mthembu, TK Mr	Deans Office: Resource Centre Education Professional Practice Unit Educational Psychology and Special Education Arts and Languages Education Education Professional Practice Unit Deans Office: Resource Centre
Chetty-Sherief, D Mrs	Deans Office: Resource Centre Education Professional Practice Unit Educational Psychology and Special Education Arts and Languages Education Education Professional Practice Unit Deans Office: Resource Centre Mathematics Science and Technology Education Dean's Office: Faculty Administration
Chetty-Sherief, D Mrs	Deans Office: Resource Centre Education Professional Practice Unit Educational Psychology and Special Education Arts and Languages Education Education Professional Practice Unit Deans Office: Resource Centre Mathematics Science and Technology Education Dean's Office: Faculty Administration Dean's Office: Faculty Office

ACRONYMS

FED = Faculty of Education

EDED = Doctoral qualification codes

EMED = Masters qualification codes

C = Core: Major modules

A = Ancillary: Supporting modules, not in the curriculum

E = selective modules, flexible to choose

S = Substitutes: if you do not see one check another

P = Prerequisite, not proceed to next level if lower is missing

FT = Full time

PT = Part time

NQFL = National Qualification Framework level

Cr=Credit module

NB:

For those who are viewing on website, colour coding, tables and shapes are for ease of reference where: --

Pink	=	Foundation Programmes
Blue	=	Intermediate Programmes
Green	=	Senior and FET Programmes
Yellow	=	PGCE Programmes
RED TEXT	=	Emphasise programmes phasing out or to phase out
BLUE shape	=	Emphasise NO Modules during the period.
RED shape	=	Emphasise NO INTAKE

FACULTY OF EDUCATION STRUCTURE

FACULTY OF EDUCATION



DEPUTY DEAN DEPUTY DEAN RESEARCH AND INTERNATIONALISATION **TEACHING AND LEARNING DEPARTMENTS Curriculum and** Arts and Early childhood Instructional Language **Education Studies Education** Educational Educational **Social Science** Foundation and **Professional Education Management Practice Educational Psychology** Mathematics, Science and and Special Education **Technology Education ACADEMIC RESOURCE CENTRE SUPPORT SERVICE**

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FED.1. RULES

FED 1.1. FACULTY RULES AUTHORITY OF THE GENERAL RULES

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

FED 1.2. FACULTY-SPECIFIC RULES

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

Below are the detailed Faculty Specific Rules: -

FED.1.2.1 General rules supersede Faculty rules.

Therefore, the following applies:

- a) Faculty rules should be in line with those of the University.
- Where Faculty rules are in conflict with those of the University, General university rules will apply.

FED.1.2.2 Admissions

- a) All applications for undergraduate programmes are done through the Central Applications Office (CAO), General rule G4.
- General Admission Criteria is also stipulated on pp77-79 of the General Calendar as Categories from Category 1 to Category 7.

FED.1.2.3 Registrations

Once registered, a student is bound to all rules and regulations applicable to students; General Rule G5 (3)

FED.1.2.4 Modules

- Subjects are presented in modules; of which everyone is awarded a specific credit value.
- b) Each module must be passed individually.
- Each module has a code and a descriptive name, for example 3LEL111 (English First Additional Language 1A).
- d) The meaning of the digital codes of these names is explainable (first digit stands for the year, middle one number of papers and last one semester).

FED.1.2.5 Continuation of studies.

 On taking an appropriate Bachelor degree; students are not automatically admitted to the postgraduate programmes of the Faculty.

- Admission and registration for postgraduate programmes take place in accordance with the General Rules.
- Prospective postgraduate students are advised to consult the University's Manual for Postgraduate Studies before applying for admission.

FED.1.2.6 International Students

- An international student must have his or her qualifications verified by USAf for undergraduates and SAQA for postgraduates who have foreign undergraduate qualifications.
- For professional qualifications, students must register with the appropriate Professional Board.
- The Office for international students should be contacted for additional information.

FED.1.2.7 Examinations and Pass requirements

- Admission to examinations, the number of examination possibilities, pass requirements of modules and curricula, repetition of endorsed modules and
- the requirements that mini-dissertations, dissertations and theses must conform to are extensively discussed in the General Rules and/or Postgraduate Guide.

FED.1.2.8 Relation between notional hours, credits and examination papers

The duration of an examination paper of 8 and 12-credit module is usually two hours and the duration of examination papers that count for 16, 24 or 32 credits is usually three hours.

FED.1.2.9 Exclusion Rules (as shown on G20A (5); pg 86 of the General Calendar) A student, who have failed to obtain the minimum credits at the end of each semester, as detailed below, shall be excluded from the Faculty and University as per Rule G20A:

- a) In the case of a three-year degree programme:
 - Three years, a minimum of 180 credits.
 - Four years, a minimum of 300 credits.
 - Five years, if a degree has not been obtained.
- b) In the case of a four-year degree programme:
 - Three years, a minimum of 240 credits.
 - Four years, a minimum of 384 credits.
 - Five years, a minimum of 420 credits.
 - Six years, if a degree has not been obtained.

FED.1.2.10 South African Council for Educators

All student teachers are strongly advised to apply for SACE during their final year of registration which is the Professional Council for Educators, that aims to enhance the status of the teaching profession through appropriate

Registration, management of Professional Development and inculcation of a Code of Ethics for all educators.

FED.1.2.11 Professional status (SACE) and School Experience

Any student who has obtained a qualification in the Education field at any University in South Africa and has acquired experience during Teaching Practice may register as a Professional teacher with the South African Council of Educators (SACE).

FED.1.2.12 School Experience Modules

It is very important that students submit their assessments before deadlines in order to speed up the process of mark capturing; should the student miss the submission dates this will lead to them having to register extra year and may have impact in their funding. Education Professional Practice Unit starts the process of capturing marks in mid-October of every year and all marks should be in the system when the cycle is open for month 11 with all other results. Students who are repeating year level 2, semester 2 modules are not allowed to go out on Teaching Practice.

FED.1.2.13 Pre/Co requisites

A pre/co- requisite rule is very important and should be applied for the purpose of smooth auto promotion. A pre-requisite is a module that a student should register before registering in the associated module in the next level. Pre-requisite modules give students the knowledge which is required in the next level. A co-requisite is a module that a student must register at the same time as another associated module.

FED.1.2.14 Module changes/ Modification of courses

Cancellations and additions (Add & Drop cycle) of modules is done once per semester during the official modification period through the registration office. No changes are done once the system is closed. Applications during modification are issued by registration office and should be approved by the Lecturer concerned and Head of Department before being captured by officials in the registration office.

FED.1.2.15 Leave of absence for student teachers

Students who have been away due to sickness during lecturing periods and missed tests and deadlines for submission of assignments should report and provide supporting documents to the Lecturer involved and copies to the HoD or Programme Coordinator, Faculty Manager's office and Student Services Division (SSD). Should leave of absence affect examination periods, those documents should be submitted directly to exams office for the purpose of applying for Aegrotat examinations.

FED.1.2.16 Education Bursary Schemes (FUNZA LUSHAKA)

Funza Lushaka applications are done on line. Prospective and returning applicants should apply online. Visit http://www.funzalushaka.doe.gov.za/.

Selection Committee has been put in place to execute selection matters. The Committee consist of the following members: -

- a) Faculty Manager
- b) Faculty Officer for administrative support to the Faculty Manager
- Financial Aid Officer who manages claims for Funza Lushaka and interacts with NSFAS
- d) Deputy Dean Teaching and Learning
- e) Provincial Department of Education Representative or Official
- f) Two Academic Staff for academic advice

FED.2. WARNING AGAINST PLAGIARISM

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). Students are therefore cautioned not to plagiarise other individual's work without acknowledging the author or the source of that work. Should a student or a researcher use someone else's work without proper acknowledgement, that will be regarded as plagiarism as it is unethical. Plagiarism Policy rule of the University will be applied to address such cases.

FED.3. LANGUAGE MEDIUM

The Language of Instruction in all undergraduates and postgraduate contact sessions is English. All study guides, tests and examination papers are made available to students in English. Students, tests and examination papers are made available to students in English. Students may answer any written or oral or examination in English.

FED.4. ADMISSION REQUIREMENTS FOR UNDERGRADUATE PROGRAMMES FED 4.1. GENERAL ADMISSION REQUIREMENTS

In making its selections of applicants for admission to its Certificate and B Degree programmes, the Faculty of Education will be guided by the general rules of the university and that of the faculty regarding minimum entry requirements as explicated in the relevant yearbooks. However, the Faculty of Education reserves the right to consider applications based on the availability of space in programmes.

FED 4.2. CALCULATION OF THE ADMISSION POINTS SCORE (APS) SCORE

This applies to both Grade 12 learners in 2008 and thereafter and Matric learners in 2007 and before.

The University uses the M-Score (Matric score) rating system which awards points to 4 relevant matric subjects passed, according to the scale below. Please note that the minimum rating points depend on the programme. The University uses the (Academic Point Score) **APS-Score** rating system which awards points to 6 relevant National Senior Certificate (NSC) subjects. The results obtained in four prescribed (designated) and two NSC recognised subjects are used for the calculation of the APS Score. The results obtained in Life Orientation are excluded.

A pass at level 4 (50-59%) in two languages, including the language of instruction at either the Home or First Additional Language level. A student who wishes to enrol for any module in Mathematics, must have obtained a mark of at least 60% (level 5) in the grade 12 Mathematics examination of the new NSC after 2008 or at least Mathematics HG-D or SG-C in the old SC prior to 2008.

FED 4.3. SELECTION MODEL:
DETERMINING THE APS (ACADEMIC PERFORMANCE SCALE)

APS	Marks	APS score	MATRIC		
NSC scale			HIGHER GRADE	STANDARD GRADE	
8	90-100%	8			
7	80-89%	7	Α		
6	70-79%	6	В	Α	
5	60-69%	5	С	В	
4	50-59%	4	D	С	
3	40-49%	3	E	D	
2	30-39%	2	F	E	
1	0-29%	1	G	F	

FED 4.4. MINIMUM ADMISSION REQUIREMENTS TO BACHELOR DEGREES – MAIN STREAMS

Applicants who have achieved the required points for entry into Bachelor degrees may be admitted into main stream of Bachelor Degree programmes. These applicants need a "Bachelors" matric pass with good APS points.

	Bachelor of Education						
		B. Ed (4 yrs.)					
Specialisation	Programme and Curriculum code	Required NSC Subjects Plus Selection Criteria	Required SC Subjects Plus Selection Criteria	APS	Selection Test		
		Foundation Phase					
B. Ed in Foundation Phase Teaching	3BFPT1	NSC endorsement with: IsiZulu HL4 and - Engl FAL4 - Maths 3 or Maths Literacy 4	Matric Exemption with: - - IsiZulu 1st Lang HG- D or SG-C - Engl HG-D or SG-C. - Maths HG-E or SG- D	26	No		
		Intermediate Phase					
B. Ed Intermediate Phase Teaching: Language & MSTE B.Ed. Inter. Phase	EBDIP1	NSC endorsement with: IsiZulu 4 and - English 4 - Either Mathematics 4 - Physical Science 3 OR - Physical Science 4 - Mathematics 3	Matric exemption with: - - IsiZulu HG -D or SG-C - Engl HG -D or SG-C - Either Maths HG-D or SG-C Physical Sci HG - E or SG - D OR - Physical Sci HG-D or SG-C and Maths HG -E or SG - D Matric exemption with: - - IsiZulu HG-D or SG-	26	No No		
Teaching: Lang & Humanities		Engl 4 plus Geog 4 and Hist 4 Senior Phase & FET	C - Engl HG-D or SG-C - Geography HG-D or SG-C - History HG-D or SG-C				
B. Ed SP and FET	EBDSFT1	NSC endorsement with: -	Matric exemption with: -	26	No		
Phase - MSTE	LODGITI	- Engl 4 - Either Mathematics 5 - Physical Science 4 OR - Physical Science 5 - Mathematics 4	Engl HG-D or SG- C Either Maths HG- C or SG-B Physical Science HG-D or SG-C OR Physical Sci HG-C or SG-B Mathematics HG-D or SG-C	20	140		
B. Ed SP and FET Phase -SSE	EBDSFT2	NSC endorsement with: - - English 4; and Either - Geography 4 OR - History 4	Matric exemption with: English HG-D or SG- C; and Elther	26	No		

			Geo HG- D or SG-C OR History HG-D or SG- C		
B. Ed SP and FET Phase -EMS	EBDSFT3	NSC endorsement with: English 4; - Accounting 4; - Business Studies 4 and - Economics 4	Matric exemption with: Engl HG-D or SG-C; - Acc HG- D or SG-C; - Bus Stud HG-D or SG-C - Econ HG-D or SG-C	26	No

Importantly:

Please note the following: -

- All these requirements are compulsory.
- Preference is given to applicants who rank these programmes as choice number 1 or 2
- USAf (HESA) letter is required for mature age students

FED.5. FACULTY DEPARTMENTS

FED.5.1. Breakdown of the different departments that are in the faculty

Names of Departments	Departmental Abbreviations	Head of Department	Corporate Secretaries and contact numbers
Arts and Language Education	DALE	Dr K Gazu	Mrs Jerusha Maistry-Reddy ReddyJ@unizulu.ac.za Phone No.035902 6233
Curriculum and Instructional Studies	CIS	Dr GR Mhlongo	Mrs Deshnee Chetty-Sherief SheriefD@unizulu.ac.za Phone No. 0359026569
Early childhood Education	ECE	Porf TA Mbathar	Mrs Deshnee Chetty-Sherief SheriefD@unizulu.ac.za Phone No. 035902 6569
Educational Foundations and Management	EFM	Dr IS Kapueja	Mr Nhlanhla Zuma ZumaN@unizulu.ac.za Phone No. 035902 6725
Education Professional Practice Unit	EPPU	Mr MM Mngomezulu	Ms Samkelisiwe M Gumede <u>GumedeSA@unizulu.ac.za</u> Phone No. 035902 6677
Educational Psychology and Special Education	EPSP	Prof MM Hlongwane	Mrs Zamambo H. Mkhonza MkhonzaZ@unizulu.ac.za Phone No. 035902 6714
Mathematics, Science and Technology Education	MSTE	Dr BG Ndawonde	Mrs Zamambo H. Mkhonza MkhonzaZ@unizulu.ac.za Phone No. 035902 6714
Social Science Education	SSE	Dr BT Gamede	Mr Nhanhla Zuma ZumaN@unizulu.ac.za Phone No. 035902 6725

FED.6. FACULTY OF EDUCATION QUALIFICATIONS

University of Zululand is authorised to award a number of undergraduate degrees in the Faculty of Education. These qualifications are not necessarily presented in all subjects and also not necessarily full-time and/or part-time in all subjects. They are:

FED.6.1. BACHELOR OF EDUCATION PROGRAMMES OFFERED – HEQSF ALIGNED

Qualification Name	Qual.	Qual. Specialization in Code		First Cohort (PC	First Cohort (PQM Summary)	
	Code			First year of Registration	First year of Graduation	
BACHELOR OF EDUC	ATION: Foun	dation Phase Teaching	(New Curricu	lum)		
B. Ed in Foundation Phase Teaching	3BFPT1	Early Childhood	Main	2018	2022	
BACHELOR OF EDUC	ATION: Inter	mediate Phase (New Cu	rriculum)			
B. Ed in Intermediate Phase Teaching	3BDIP1	Language and MSTE	Main	2018	2022	
B. Ed in intermediate Phase Teaching	3BDIP2	Language and Humanities	Main	2018	2022	
BACHELOR OF EDUC	ATION: SP A	ND FET Band (New Curr	riculum)			
Bachelor of Education in SP and FET Teaching	3BDSF1	MSTE - Maths Science Technology Education	Main	2020	2024	
Bachelor of Education in SP and FET Teaching	3BDSF2	SSE - Social Science Education	Main	2020	2024	
Bachelor of Education in SP and FET Teaching	3BDSF3	EMS - Economics and Management Sciences	Main	2020	2024	
POST GRADUATE CE	RTIFICATE IN	EDUCATION (New curr	riculum)		•	
Post Graduate Certificate in Education	3PGFT1	Further Education and Training (FET)	Main	2018	2019	
Post Graduate Certificate in Education	3PGSF2	Senior Phase and FET (SP&FET)	Main	2018	2019	

FED.6.2. PROGRAMMES THAT ARE PHASING OUT AS OF 2018

Department	Qual.	Specialization in	Campus	Teach Ou	t Plan Summary
	Code			Last intake	Last Graduation
BACHELOR OF EDUCATION: FET Ba	nd (Old Curr	iculum- Phasing Out)			
Bachelor of Education: Further Education and Training	EBDFT1	Life Orientation and Language Education	Main	2019	2025
Bachelor of Education: Further Education and Training	EBDFT2	History and Language	Main	2019	2025
Bachelor of Education: Further Education and Training	EBDFT3	Geography and Language	Main	2019	2025
Bachelor of Education: Further Education and Training	EBDFT4	Accounting, Business Economics and Economics	Main	2019	2025
Bachelor of Education: Further Education and Training	EBDFT5	History and Geography	Main	2019	2025
Bachelor of Education: Further Education and Training	EBDFT6	Computer Science and Mathematics	Main	2019	2025
Bachelor of Education: Further Education and Training	EBDFT7	Physical Science and Mathematics	Main	2019	2025
BACHELOR OF EDUCATION: Interme	ediate Phase	(Old Curriculum – Phasing out)		•	
Bachelor of Education: Intermediate and Senior Phase	EBDIS1	EMS and Language Education	Main	2017	2023
Bachelor of Education: Intermediate and Senior Phase	EBDIS2	EMS and Life Orientation	Main	2017	2023
Bachelor of Education: Intermediate and Senior Phase	EBDIS3	Mathematics, Science and Technology Education	Main	2017	2023
Bachelor of Education: Intermediate and Senior Phase	EBDIS4	Life orientation and Language Education	Main	2017	2023
Bachelor of Education: Intermediate and Senior Phase	EBDIS5	Social Sciences and Language	Main	2017	2023
BACHELOR OF EDUCATION: Founda	ation Phase (Old Curriculum – Phasing out)		•	
Early Childhood Development	EBEDEF	Early Childhood	Main	2017	2023
POST GRADUATE CERTIFICATE IN E	DUCATION:	Old Curriculum - Phased out			
Post Graduate Certificate in Education	EPGCE1	Further Education and Training	Main	2017	2020
Post Graduate Certificate in Education	EPGCE2	Intermediate and Senior Phase	Main	2017	2020

FED.7. QUALIFICATIONS, PROGRAMMES AND CURRICULA

Different qualifications can be obtained in one Faculty. A specific qualification may be obtained in one or more programmes. The term *programme* indicates a specific field of study, and in each programme one or more curricula are available. A prospective student must therefore first decide which qualification he/she wants to obtain. For example, after a student has decided he/she would like obtain a B. Ed degree, he has to select a programme, for instance *Language and Social Sciences or Language and MSTE etc.* If the student decides on the Language and Social Sciences, he/she must then study the different curricula offered in this programme and finally decide on a curriculum. Information and the rules for the different qualifications, programmes and curricula are explained in this yearbook.

University of Zululand is authorised to award the following degrees in undergraduate studies in the Faculty of Education as shown in Tables below.

FED.8. ACADEMIC STANDARDS FOLLOWED FOR OFFERED PROGRAMMES

Each programme structure, method of delivery and presentation that are included in this Faculty yearbook programme are subject to the policy laid down by the Institutional Committee for Academic Standards (ICAS) of the University of Zululand (UNIZULU) and consistent with the requirements of the Council on Higher Education (CHE), the Higher Education Qualifications Framework (HEQSf), the Department of Higher Education and Training (DHET), the South African Qualifications Authority (SAQA) and the Minimum Requirements for Teacher Education Qualifications (MRTEQ).

FED.9. BACHELOR OF EDUCATION NEW CURRICULUM

New B.Ed. programmes (Foundation Phase, Intermediate Phase and Senior Phase ad FET teaching) have been developed, approved and accredited by Council on Higher Education. The purpose of the new B.Ed. programmes is to develop professionally qualified teachers. These programmes are based on MRTEQ guidelines and are HEQSF aligned. In these new B.Ed. programmes, students have option to specialise in the Foundation phase teaching or Intermediate phase teaching or Senior Phase and FET. The programme is sitting at NQF level 7. On completion of this current B. Ed degree which is HEQSf-aligned, graduates can exit the university system with this qualification or they can articulate to B.Ed. Honours which is at NQF level 8.

The Bachelor of Education degree is a four year, full-time, contact class programme. As explained in the paragraph above, this programme is offered under three different phases of specialization; which are: Foundation Phase teaching, Intermediate Phase Teaching and lastly is Senior Phase and Further Education and Training Phase. These specialisation are categorised as follows: -

- ❖ Foundation phase (Grade R 3)
- ❖ Intermediate Phase (Grade 4 6)
- Senior & FET Phase (Grade 7 12)

FED.10. UNIZULU 101 IN THE FACULTY OF EDUCATION PROGRAMME

University of Zululand has introduced the first core module which is called UNIZULU 101. The Programme is administered in the Centre for Sustainable & Integrated Rural Development (CSIRD). The CSIRD operates within the framework of 2 formally articulated mandates, mainly:

- Agreement with the KZN Department of Agriculture and Rural Development
- Wider mandate as per the UNIZULU 2016-2021 Strategic Plan

FED.10.1. Purpose of the Module

The purpose of UNIZULU 101 has been briefly explained as follows: -

- Unlocking the potential of students to meaningfully access the university curriculum in a way that transcends the constraints of knowledge boundaries.
- Generating new forms of thinking and doing that engenders compassion and innovation in responding to societal challenges.

FED.10.2. Pedagogical Architecture of the Module.

CSIRD has presented that: -

- UNIZULU 101 is designed to introduce and expose students and academic staff to a specifically humanising pedagogy.
- It has been explained that the focus of the module is in delivering the course in a manner that:
 - ✓ Recognises the diversity of knowledge and experience that students bring with them as they enter the university.

- ✓ Focuses on the new knowledge, lived experiences and action.
- ✓ Is rooted in the processes of dialogue and progressive meaning making through critical thinking.
- ✓ Raises the bar of self-discipline and accountability.
- Seeks to build bridges between the knowledge gained within academic experiences and the contemporary challenges and choices that face young African people.

FED.10.3. UNIZULU 101 Credits and Assessment

It is provisionally proposed that UNIZULU 101 be a credit bearing at NQF level 5. Students will achieve marks through participation in module activities (40%) as well as through formative assignments (60%) given in each theme. Should the students need more clarity regarding the module, please do not hesitate to contact the CSIRD office. The module is an add on module in one programme attached to the Departments of Mathematics, Science and Technology Education (MSTE) in the Faculty of Education, see it included in the academic structure of B. Ed Intermediate Phase (MSTE) –3BDIP1

FED.11. RECOGNISED SCHOOL TEACHING SUBJECTS

Applicants are advised to take note of recognised school teaching subjects.

A National Senior Certificate (NSC) certified by Umalusi has 3 forms of subject groups that meets the minimum requirements for admission to universities. They are categorised as follows: -

Compulsory subjects

(These are also designated subjects excluding Life Orientation)

Two official languages Mathematics and Mathematical Literacy Life Orientation

Designated Subjects

(Applicant must have obtained a "4" (50-59%) in at least four of these

subjects)

Accounting Agricultural Sciences Business Studies Consumer Studies Dramatic Arts

Engineering Graphics &

Design

Physical Sciences

Geography

Information Technology

Languages Life Sciences Mathematical Literacy

Mathematics

Music

History

Visual Arts Religion Studies

Recognised subjects

(only maximum of two can be counted on these subjects)

Agricultural Management

Practices

Dance Studies Design

Mechanical Technology Electrical Technology

Tourism

Agricultural Technology

Languages

Civil Technology Computer Applications

Technology

FED.12. 4 YEAR FT BACHELORS DEGREES: ACTIVE IN THE SYSTEM.

BACHELOR OF EDUCATION PROGRAMMES – 4 YEARS FULL TIME								
Qualification and Specialisation	Ministerial Codes 2019 and before	New Codes 2019 and after	Mode of delivery	Campus	NQF level			
B. Ed in Foundation Phase Teaching	EBFPT1	3BFPT1	Full time	Main	7			
B. Ed in Intermediate Phase Teaching	EBDIP1	3BDIP1	Full time	Main	7			
B. Ed in intermediate Phase Teaching	EBDIP2	3BDIP2	Full time	Main	7			
B. Ed in SP and FET Phase Teaching (MSTE)	NONE	3BDSF1	Full time	Main	7			
B. Ed in SP and FET Phase Teaching (SSE)	NONE	3BDSF2	Full time	Main	7			
B. Ed in SP and FET Phase Teaching (EMS)	NONE	3BDSF3	Full time	Main	7			

FED.12.1. BACHELOR OF EDUCATION: FOUNDATION PHASE TEACHING – E/3BFPT1

FED.12.1.1. LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE REQUISITES.

B. Ed in Foundation Phase Teaching : Early Childhood Education							
Old Codes 2019 and before	New Codes 2019 and after	Descriptive name	Credits	NQFL	Pre/ Co requisites		
EEZU111	3EZU111	IsiZulu Home Language 1*	10	5	NONE		
EENG112	3ENG112	English FAL 1	10	6	NONE		
EELK111	3ELK111	Life Skills 1A*	10	5	NONE		
EELK112	3ELK112	Life Skills 1B*	10	6	NONE		
EEMA111	3EMA111	Basic Mathematics 1A*	10	5	NONE		
EEMA112	3MA112	Basic Mathematics 1B*	10	6	NONE		
EEDS111	3EDS111	Education Studies 1A: Child Development *	12	6	NONE		
EEPS112	3EPS112	Pedagogical Studies 1B: Classroom Management	12	5	NONE		
EECA100	3ECA100	Academic and Computer Literacy*	16	5	NONE		

EEZU212	3EZU212	IsiZulu Home Language 2	10	6	NONE
EEGL211	3ELG211	Language Education	10	6	EENG112
		(English FAL) 2A			3ENG112
EEGL212	3ELG212	Language Education (isiZulu HL) 2B*	10	6	EEZU111
		(ISIZUIU FIL) ZB			3EZU111
EELK211	3ELK211	Life Skills 2A	10	6	NONE
EELK212	3ELK212	Life Skills 2B	10	6	NONE
EEMA211	3EMA211	Mathematics Education 2A*	12	6	NONE
EEMA212	3EMA212	Mathematics Education 2B	12	6	EEMA111
					3EMA111
EEPS211	3EPS211	Pedagogical Studies 2A: Curriculum Development	12	6	NONE
EEDS212	3EDS212	Education Studies 2B: Child Development	12	6	NONE
EECL200	3ECL200	Conversational Language Afrikaans	16	5	NONE
EENG311	3ENG311	English FAL 3	10	6	EENG112
					3ENG112
EEZU312	3EZU312	IsiZulu Home Language 3	10	7	EEZU111
					3EZU111
EEGL311	3ELG311	Language Education (English FAL) 3A	10	6	EEGL211
		(3 -) -			3EGL211
EEGL312	3ELG312	Language Education (English FAL) 3B	12	6	EEGL212
		, , ,			3EGL212
EEDS311	3EDS311	Education Studies 3A: Child Development	12	6	EEDS111
		·			3EDS111
EELK312	3ELK312	Life Skills Education 3B	10	6	NONE
EEMA300	3EMA300	Mathematics Education 3	24	7	EEMA112
					3EMA112
EEZU400	3EZU400	IsiZulu Home Language 4	12	7	EEZU212
					3EZU212
EENG400	3ENG400	English FAL 4	10	7	EENG211
					3ENG211
EELK400	3ELK400	Life Skills Education 4 (Service Learning)	30	7	NONE
EEDS400	3EDS400	Education Studies: Educational Law and Systems	12	7	NONE

EEDS410	3EDS410	Education Studies: Sociology and Philosophy	12	7	NONE
EEDS420	3EDS420	Education Studies: History and Comparative Education	12	7	NONE
EETP100	3ETP100	School Experience (FP)1*	10	5	NONE
EETP200	3ETP200	School Experience 2 *	10	6	EETP100
					3ETP100
EETP300	3ETP300	School Experience 3	40	6	EETP200
					3ETP200
					EEDS212
					3EDS212
					EELK212
					3ELK212
					EEMA212
					3EMA212
					EEZU212
					3EZU212
					EEGL212
					3EGL212
EETP400	3ETP400	School Experience 4	40	7	EETP300
					3ETP300

FED.12.1.2. Qualification Name: Bachelor of Education: Foundation Phase Teaching, Qualification Code: E/3BFPT1

Year Level 1				Year level 2				Year level 3				Year level 4			
First semest	er			First semeste	er			First semest	er			First semeste	er		
Old Codes 2019 and before	New Codes 2019 and after	Core/ Ancillary/E lective	Cr	Old Codes 2019 and before	New Codes 2019 and after	Core/ Ancillary/Ele ctive	Cr	Old Codes 2019 and before	New Codes 2019 and after	Core/ Ancillary/Ele ctive	Cr	Old Codes 2019 and before	New Codes 2019 and	Core/ Ancillary/ Elective	*
EEZU111	3EZU111	С	10	EENG211	3ENG211	С	10	EENG311	3ENG311	С	10		****		
EELK111	3ELK111	С	10	EEGL211	3EGL211	С	10	EEGL311	3EGL311	С	10				
EEMA111	3EMA111	С	10	EELK211	3ELK211	С	10	EEDS311	3EDS311	С	12				
EEDS111	3EDS111	С	12	EEMA211	3EMA211	С	12								
				EEPS211	3EPS211	С	12								
Total 1st semester			42	Total 1st semester			54	Total 1st semester			32	Total 1st semester			
Year Level 1				Year level 2				Year level 3				Year level 4			
Second sem	ester			Second sem				Second sem	ester			Second sem	ester		X
EENG112	3ENG112	С	10	EEZU212	3EZU212	С	10	EEZU312	3EZU312	С	10				
EELK112	3ELK112	С	10	EEGL212	3EGL212	С	10	EEGL312	3EGL312	С	12				
EEMA112	3MA112	С	10	EELK212	3ELK212	С	10	EELK312	3ELK312	С	10		/		
EEPS112	3EPS112	С	12	EEMA212	3EMA212	С	12								
				EEDS212	3EDS212	С	12								
Total 2 nd semester			42	Total 2 nd semester			54	Total 2 nd semester			32	Total 2 rd semester			
			Year	Modules		Ye	ar Mod	ules			Year	Modules			
Year Level 1				Year level 2				Year level 3				Year level 4			
EECA100	3ECA100	С	16	EECL200	3ECL200	С	16	EEMA300	3EMA300	С	24	EEZU400	3EZU400	С	12
EETP100	3ETP100	С	10	EETP200	3ETP200	С	10	EETP300	3ETP300	С	40	EENG400	3ENG400	С	10
												EELK400	3ELK400	С	30
												EEDS400	3EDS400	С	12
												EETP400	3ETP400	С	40
												EEDS410	3EDS410	С	12
												EEDS420	3EDS420	С	12
Total Year credit			26	Total Year credit			26	Total Year credit			64	Total Year credit			128
Overall Total year level 1			110	Overall Total year level 2			134	Overall Total year level 3			128	Overall Total year level 4			128
Total cred	dits for the	curriculun	n												500

Students registered for EETP300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.12.1.3. Module content and outcomes for foundation phase teaching – E/3BFPT1

FOUNDAT	FOUNDATION PHASE TEACHING -SEMESTER COURSES									
Module code:-	Semester1: EZU111/3ZU111	NQF level: 5	Semester2: EENG111/3ENG111	NQF level: 6						
Title: ISIZI	JLU (HL) 1	Title: English (FAL) 1								
Content:		Content:								
IsiZu and phrasIsiZuNoteSpea	lu word Class grammar lu linguistic skills (sentenc construction of senten ses and clauses in creative lu phonetics and phonology taking and note-making in iking and oral presentation i	 Spoken English Written English. Dictionary usage. English morphemes. English language communication skills for academic language use. 								
Module or	utcomes:		Module outcomes:							
By the en-	d of the module, students vith:	should be	By the end of the module, stude be equipped with:	ents should						
to wr - comp to sp - comp	petence to apply word clas itten isiZulu. petence to apply word clas oken isiZulu. petence to apply isiZulu s of communication in thes	s grammar in various	 competence to communicate effectively and competently in English. Competence to use English language appropriately in a variety of contexts using both spoken and written forms. 							
Method of	delivery: Full Time		Method of delivery: Full Time							
	ent modes: This module is of assignments, tests and a on		Assessment modes: This module is assessed by means of assignments, tests and an examination							
Module code:-	Semester1: EELK111/3ELK111	NQF level: 5	Semester2: EELK112/3ELK112	NQF level: 6						
Title: Life	Skills 1A		Title: Life Skills 1B							
Content			Content:							
deve analy Curri right: The theor and v R-3 A scl Sign: abus Proc supp	edure for reporting child at orting child abuse victims	 Key concepts in the nature philosophy of science. Scientific literacy Classification of scientific knowledge. Science process skills Inquiry process Science concept developrichildren Technological literacy Technological problem set the application of the design 	nent in							
Module or	utcomes		Module outcomes:							

By the en equipped v	d of the module, students vith:	should be	By the end of the module, stude be equipped with:	ents should		
relati - an ui sexu perso the h - comp for ai - an t threa	inderstanding self and intonships inderstanding of the concept ality as an integral part of on which finds expression uman life cycle. Detencies related to eating a active healthy lifestyle understanding of the envits to the health and weers, families, school ununities.	competence to explain so technological literacy competence to apply process skills to a investigation competence to apply t process to a technologica competence to explain ho learn scientific concepts-	science scientific he design I problem			
Method of	delivery: Full Time		Method of delivery: Full Time			
	ent modes: This module is s of assignments, tests in		Assessment modes: This recoursework/research which is by means of examination	nodules is assessed		
Module code:-	Semester1: EEMA111/3EMA111	NQF level: 5	Semester2: EEMA112/3EMA112	NQF level: 6		
Title: Basi	c Mathematics 1A		Title: Basic Mathematics 1B			
Content:			Content:			
numb perce – Fract	ematical operations using woer, fractions, decimals and entages. tions, decimals and percentiem solving involving expon	 Problem solving using geometric properties Geometric constructions to complete simple proofs Geometrical reasoning skills and argumentation Construction of geometric diagrams from familiar and unfamiliar contexts 				
Module ou	itcomes:		Module outcomes:			
By the end equipped v	d of the module, students vith: -	should be	By the end of the module, students should be equipped with: -			
theor unde conv ratio Unde	rstanding of key concepts y rstanding and compe ersions between fractions, and percentages. erstanding and competence aws of exponents	 problem solving skills using properties of geometry geometric reasoning from diagrams use diagrams as an aid to writing rigorous proofs ability to visualize geometric problems and represent them accurately in familiar and unfamiliar contexts 				
Method of	delivery: Full Time		Method of delivery: Full Time			
Assessment modes: This module is assessed by means of assignments, tests and an examination			assessed by means of assignmand an examination	,		
Module code:-	Semester 1:	NQF level: 5	Semester2: EEPS112/3EPS112	NQF level: 6		
0000.	EEDS111/ 3EDS111	10101.0		10.01.0		
Title: Educ	ation Studies 1A: Child Dev	elopment	Title: Pedagogical Studies 1B: Management	Classroom		
Content:			Content:			

Domains o	f child development		1	Managing discipling	in the		
	·		_	Managing discipline Foundation Phase.	in the		
Physical de	evelopmental stages		-		fety and		
Importance	e of play		equipment in Foundation classrooms.	on Phase			
		-	Managing the	classroom			
			environment for learner pa Classroom administration				
					classroom		
				management plan and tas			
		_	Education law and the regulating classroom ma				
				and administration.	anagomoni		
Module ou	itcomes:		Mod	ule outcomes:			
By the end equipped w	d of the module, students vith: -	should be		e end of the module, stude quipped with:	ents should		
	ledge of the different domai	ins of child	_	an understanding of	U		
	lopment nderstanding of the physical			classroom manageme administration issue			
	lopment stages and know w			techniques	3 and		
	ties are appropriate for each		-	an understanding of h			
	nderstanding of theories of o lopment and developmental			issues and techniques appropriate Foundation Phase classro			
miles	stones.						
Method of	delivery: Full Time		Method of delivery: Full Time				
	ent modes: This module is				module is		
by means of assignments, tests and an examination				ssed by means of assignm	ienis, iesis		
				an examination			
Module code:-	Semester1: EENG211/3ENG211	NQF level: 6	Seme		NQF level: 6		
Module code:-	Semester1:		Seme EEZU	an examination ester2:	-		
Module code:-	Semester1: EENG211/3ENG211		Seme EEZU	ester2: J212/3EZU212 : IsiZulu (HL) 2	-		
Module code:- Title: Engli Content:	Semester1: EENG211/3ENG211 ish (FAL) 2	level: 6	Seme EEZU Title:	ester2: J212/3EZU212 : IsiZulu (HL) 2	level: 6		
Module code:- Title: Engli Content: - Engli - Varie	Semester1: EENG211/3ENG211 ish (FAL) 2 sh sentence structure and it	level: 6	Seme EEZU Title:	an examination ester2: J212/3EZU212 : IsiZulu (HL) 2 eent: IsiZulu sentence structu analysis	level: 6		
Module code:- Title: Engli Content: - Engli - Varie - Func	Semester1: EENG211/3ENG211 ish (FAL) 2 sh sentence structure and it tites of English. tional language for	level: 6	Seme EEZU Title:	an examination ester 2: J212/3EZU212 : IsiZulu (HL) 2 ent: IsiZulu sentence structu analysis Varieties of IsiZulu.	level: 6		
Module code:- Title: Engli Content: - Engli - Varie - Func comr	Semester1: EENG211/3ENG211 ish (FAL) 2 sh sentence structure and it	level: 6 ts analysis different	Seme EEZU Title:	an examination ester2: J212/3EZU212 : IsiZulu (HL) 2 eent: IsiZulu sentence structu analysis	re and its		
Module code:- Title: Engli Content: - Engli - Varie - Func comr - Grap	Semester1: EENG211/3ENG211 ish (FAL) 2 sh sentence structure and integration of English. tional language for munication purposes.	level: 6 ts analysis different	Seme EEZU Title:	an examination ester2: J212/3EZU212 : IsiZulu (HL) 2 ent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation	re and its e for of IsiZulu		
Module code:- Title: Engli Content: - Engli - Varie - Func comr - Grap	Semester1: EENG211/3ENG211 ish (FAL) 2 sh sentence structure and it ties of English. tional language for nunication purposes. hical representation of ences (Tree Diagrams)	level: 6 ts analysis different	Seme EEZU Title: Cont	an examination ester2: J212/3EZU212 : IsiZulu (HL) 2 ent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu	re and its e for of IsiZulu		
Module code:- Title: Engli Content: - Engli - Varie - Func comr - Grap sente	Semester1: EENG211/3ENG211 ish (FAL) 2 sh sentence structure and integration of English. Itional language for munication purposes. Itional representation of Ences (Tree Diagrams)	level: 6 ts analysis different English	Seme EEZU Title: Cont Modu	an examination ester2: J212/3EZU212 IsiZulu (HL) 2 lent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes:	re and its e for of IsiZulu		
Module code:- Title: Engli Content: - Engli - Varie - Func comr - Grap sente Module ou By the englipped w	Semester1: EENG211/3ENG211 ish (FAL) 2 sh sentence structure and interesties of English. tional language for munication purposes. hical representation of ences (Tree Diagrams) attomes: d of the module, students with:	ts analysis different English	Seme EEZU Title: Cont Modu	an examination ester2: J212/3EZU212 isiZulu (HL) 2 tent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: e end of the module, stude quipped with:	re and its e for of IsiZulu)		
Module code:- Title: Engli Content: - Engli - Varie - Func comr - Grap sente Module ou By the encequipped w - comp	Semester1: EENG211/3ENG211 ish (FAL) 2 sh sentence structure and it ities of English. itional language for munication purposes. hical representation of ences (Tree Diagrams) itcomes: d of the module, students with:	ts analysis different English should be	Seme EEZU Title: Cont Modu	an examination ester2: J212/3EZU212 IsiZulu (HL) 2 ent: IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: e end of the module, stude quipped with: competence to co	re and its e for of IsiZulu) ents should		
Module code:- Title: Engli Content: - Engli - Varie - Func comr - Grap sente Module ou By the encequipped w - comp	Semester1: EENG211/3ENG211 ish (FAL) 2 sh sentence structure and interest of English. tional language for munication purposes. hical representation of ences (Tree Diagrams) atcomes: d of the module, students with: betence to identify, construent English sentences depresents and the construction of the construction of the module, students with:	ts analysis different English should be	Seme EEZU Title: Cont Modu	an examination ester2: J212/3EZU212 IsiZulu (HL) 2 IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: e end of the module, stude quipped with: competence to confectively in written isiZulu competence to confectively in written isiZulu	re and its e for of IsiZulu) ents should mmunicate lu mmunicate		
Module code:- Title: Engli Content: - Engli - Varie - Func comr - Grap sente Module ou By the ene equipped w - comp differ struc - comp	Semester1: EENG211/3ENG211 ish (FAL) 2 sh sentence structure and itsties of English. tional language for nunication purposes. hical representation of ences (Tree Diagrams) utcomes: d of the module, students with: petence to identify, construction of the ences dependence to analyse English	ts analysis different English should be ct and use bending on sentences	Seme EEZU Title: Cont Modu	an examination ester2: J212/3EZU212 IsiZulu (HL) 2 IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: e end of the module, stude quipped with: competence to coneffectively in written isiZulu competence to coneffectively in spoken isiZulu speken isiZulu competence to coneffectively in spoken isiZulu spoken isiZulu competence to coneffectively in spoken isiZulu spoken	re and its e for of IsiZulu) ents should mmunicate lu mmunicate		
Module code:- Title: Engli Content: - Engli - Varie - Func comr - Grap sente Module ou By the ene equipped w - comp differ struc - comp	Semester1: EENG211/3ENG211 ish (FAL) 2 sh sentence structure and interes of English. tional language for munication purposes. hical representation of ences (Tree Diagrams) attomes: d of the module, students with: betence to identify, construent English sentences deputure	ts analysis different English should be ct and use bending on sentences	Seme EEZU Title: Cont Modu	an examination ester2: J212/3EZU212 IsiZulu (HL) 2 IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: e end of the module, stude quipped with: competence to confectively in written isiZulu competence to confectively in written isiZulu	re and its e for of IsiZulu) ents should mmunicate lu mmunicate		
Module code:- Title: Engli - Varie - Func - Grap sente Module ou By the encequipped w - comprediffer struc - comprediction of the code	Semester1: EENG211/3ENG211 ish (FAL) 2 sh sentence structure and itsties of English. tional language for nunication purposes. hical representation of ences (Tree Diagrams) utcomes: d of the module, students with: petence to identify, construction of the ences dependence to analyse English	ts analysis different English should be ct and use bending on sentences	Seme EEZU Title: Cont Modu By th	an examination ester2: J212/3EZU212 IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: e end of the module, stude quipped with: competence to co effectively in spoken isiZu understanding of struct	re and its e for of IsiZulu) ents should mmunicate lu mmunicate		
Module code:- Title: Engli Content: - Engli - Varie - Func comm - Grap sente Module ou By the ene equipped w - comp differ struc - comp to ide Method of	Semester1: EENG211/3ENG211 ish (FAL) 2 sh sentence structure and itstes of English. tional language for nunication purposes. hical representation of ences (Tree Diagrams) itcomes: d of the module, students with: betence to identify, construitent English sentences depture betence to analyse English entify meaning and purpose delivery: Full Time ent modes: This module is	ts analysis different English should be ct and use tending on sentences assessed	Seme EEZU Title: Cont Modu By th be ed Meth Asse	an examination ester2: J212/3EZU212 IsiZulu Sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ulle outcomes: e end of the module, stude quipped with: competence to coneffectively in written isiZulu competence to coneffectively in spoken isiZulu understanding of structure analysis of isiZulu. IsiZulu Sentence to coneffectively in spoken isiZulu understanding of structure analysis of isiZulu. IsiZulu Sentence to coneffectively in spoken isiZulu understanding of structure analysis of isiZulu. IsiZulu Sentence structure languages communication in IsiZulu sentence to coneffectively in spoken isiZulu understanding of structure languages.	re and its e for of IsiZulu) ents should mmunicate u mmunicate ilu cture and module is		
Module code:- Title: Engli Content: - Engli - Varie - Func comm - Grap sente Module ou By the ene equipped w - comp differ struc - comp to ide Method of	Semester1: EENG211/3ENG211 ish (FAL) 2 sh sentence structure and interest of English. tional language for munication purposes. hical representation of ences (Tree Diagrams) utcomes: d of the module, students with: betence to identify, construent English sentences depture ture ture ture ture ture ture ture	ts analysis different English should be ct and use tending on sentences assessed	Seme EEZU Title: Cont Modu By th be ecu Meth Asse	an examination ester2: J212/3EZU212 IsiZulu (HL) 2 IsiZulu sentence structu analysis Varieties of IsiZulu. Functional languag communication in IsiZulu Graphical representation sentences (Tree Diagram ule outcomes: e end of the module, stude quipped with: competence to confectively in written isiZulu competence to confectively in spoken isiZulu understanding of structural structure isiZulu.	re and its e for of IsiZulu) ents should mmunicate u mmunicate ilu cture and module is		

Module code:-	Semester1: EEGL211/3EGL211	NQF level: 6	Semester 2:	NQF level: 6			
code	LEGEZTI/3EGEZTI	ievei. o	EEGL212/ 3EGL212	ievei. o			
Title: Lang	uage Education (English F	AL) 2A	Title: Language Education (IsiZulu HL) 2				
Content:		Content:					
 Teac phas spea Incor litera Envir langu Plan, langu 	king in English as a second poration of play in the t	 First Language Acquisition Theories Teaching and learning aids for listening and speaking in IsiZulu in the foundation phase Play in the teaching of listening and speaking IsiZulu as a home language Environmental and biological influences on IsiZulu language acquisition. Plan, teach and assess IsiZulu listening and speaking 					
Module or	itcomes:		Module outcomes:				
By the end equipped v	d of the module, students vith:	should be	By the end of the module, stude be equipped with	ents should			
deve lister – comp barri and strate – comp appro spea	egies. Detence to apply a Dach to the teaching of lis king.	eaching of h. rners with g of English ntervention play-based	 competence to plan, teach, assess and develop resources for the teaching of listening and speaking of IsiZulu. competence to identify learners with barriers to listening and speaking in IsiZulu competence to plan appropriate interventions strategies for learners with barriers to listening and speaking in IsiZulu. Competence to apply a play-based approach to the teaching of listening and speaking in isiZulu:- 				
Method of	delivery: Full Time		Method of delivery: Full Time				
	ent modes: This module is s of assignments, tests in		Assessment modes: This module is assessed by means of assignments, tests and an examination				
Module code:-	Semester1:	NQF level: 6	Semester2: EELK212/3ELK212	NQF level: 6			
code	EELK211/ 3ELK211	level. 0	ELLN212/3ELN212	level. 0			
Title: Life	Skills 2A	•	Title: Life Skills 2B				
Content:		Content:					
creat - Barri youn - Desig - Deve Foun - Playi for th	retical aspects of the deve ivity and aesthetic appreciaers to the development of a glearners gn principles in visual art eloping singing activities dation Phase. Ing a selection of instrument of the foundation phase in a selection phase in a contract of the foundation phase in th	 Major events in South Afri Physical geography, part formation, the solar sy water cycle, the atmosphe Concepts related to Ecos Environmental issues global warming, waste madeforestation, despiodiversity and extinction Current issues debated a summits 	icularly soil ystem, the ere ystems (pollution, anagement, certification, h).				

Movement elements and skills in creative movement activities Writing scripts for drama activities for foundation phase learners Theoretical understanding of acting for foundation phase learners Module outcomes: Module outcomes: By the end of the module, students should be By the end of the module, students should equipped with: be equipped with: understanding theoretical aspects of foundational knowledge of South creativity and aesthetics in visual arts. African history music, dance and drama for young learners foundational knowledge of physical competence to recognise barriers to the geography development of creativity in young learners an understanding of environmental competence to assess and evaluate their issues such as pollution, global own and others' visual arts, music, dance warming and waste management and drama performances:competence to evaluate some of the important issues competence to debate about the impact of human behaviour on the environment:-Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed Assessment modes: This module is by means of assignments, tests and an assessed by means of assignments, tests examination and an examination Semester1: NQF NQF Module Semester2: EEMA211/3EMA211 level: 6 EEMA212/3EMA212 level: 6 code:-Title: Mathematics Education 2A Title: Mathematics Education 2B Content: Content: Theories on emergent numeracy. How children learn to recognise, read and write numbers, basic Theories of and approaches to teaching number operations, concepts and Mathematics. skills Teaching and learning Mathematics The specialized nature of the through play. teaching Ethno-mathematics in various cultures. of Mathematics determined by the school curriculum. Barriers to the effective teaching and Planning, teaching and assessing for learning of Mathematics the development of number sense. Resources development related to theme patterns, functions and algebra in the planning in mathematics Foundation Phase. Resources to teach numbers. patterns and functions Identification of barriers to effective learning of number, operations and relationships. Word sums: challenges for learners and its facilitation Developing mathematical problem solving abilities in foundation phase learners (including modelling) Module outcomes: Module outcomes: By the end of the module, students should be By the end of the module, students should equipped with: be equipped with: competence to apply theories and understanding of the specialized nature of

approaches used in the teaching of

Mathematics in the Foundation Phase

the teaching of Mathematics in the

		Foundation Phase as determined by the school curriculum-				
Method of	delivery: Full Time	Method of delivery: Full Time				
	ent modes: This module is s of assignments, tests in		Assessment modes: This assessed by means of assignment and an examination	module is lents, tests		
Module code:-	Semester1: EEPS211/ 3EPS211	NQF level: 6	Semester2: NQF leve			
Title: Pe Developme		Curriculum	Title: Education Studies 2 development	2B: Child		
LevePrince	ories of curriculum developm Is of curriculum developmer ciples underpinning curricul e foundation phase	Content: Application of cognitive development theory to a teaching environment Application of recent theories of how children learn to teaching in the foundation phase. Application of how knowledge about development and learning of language should reflect in teaching of the foundation phase Application of knowledge on how the development and learning of mathematical concepts should reflect in the teaching of foundation phase Different kinds of barriers to learning				
Module ou	utcomes:		foundation phase classroom Module outcomes:			
	d of the module, students	should be	By the end of the module, students should be equipped with:			
curric Foun the conv critic acco unde level: unde unde	erstanding and application of culum development in the station Phase learners ability to distinguish entional, progressive, and all theory and use these rdingly retanding, recognising and sof curriculum development in the standing and adhering to repinning curriculum dedation phase education	of cognitive development during childhood - knowledge of development in children's thinking - an understanding of language development from birth through childhood. - An understanding of literacy				
Method of	delivery: Full Time	Method of delivery: Full Time				
Assessme by means examination			Assessment modes: This module is assessed by means of assignments, tests and an examination			
Module code:-	Semester1: EENG311/3ENG311	NQF level: 6	Semester2: EEZU312/3EZU312	NQF level: 7		
Title: Engl	ish (English FAL)3A		Title: IsiZulu HL 3B			

Content:	Content:			
 Differences between genres of mo literature. Differences between genres of trad literature. visual literacy and dialogue 	n – Differences between genres of modern literature.	Differences between genres of modern literature. Differences between genres of traditional literature.		
Module outcomes:	Module outcomes:			
By the end of the module, students s equipped with: -	By the end of the module, students sho be equipped with:	blu		
Competence in understanding literature Competence in familiarity of t literature Competence in understanding dialwisual literacy Method of delivery: Full Time	modern literature - Competence in familiarity w traditional literature	rith		
•		_		
Assessment modes: This module is ass means of assignments, tests and examin		is sts		
	F Semester 2: NQF level: EEL312/ 3ELG312	6		
Title: Language Education (English FAI	A Title: Language Education 3B (isiZulu la 3B	Title: Language Education 3B (isiZulu HL) 3B		
Content:	Content:			
 Identify children's literature and us for the teaching of literacy Materials for the teaching of literac foundation phase. Use resources for the teaching of lin the foundation phase. 	genres - Materials for the teaching of mode and traditional literature for young			
Module outcomes:	Module outcomes:			
By the end of the module, students s equipped with: -	By the end of the module, students sho be equipped with:	blu		
 Competence in Identify and use ap children's' literature for the teachin Competence in develop material teaching of literacy, focussing or and writing. Competence in Prepare resou teaching, planning, assessing an development of resources 	and traditional literature - Competence in Teaching of mod and traditional literature - Competence in The teaching a assessment of modern a	ern		
Method of delivery: Full Time	Method of delivery: Full Time			
Assessment modes: This module is ass means of assignments, tests and examin				
	F Semester2: NQF el: 6 EELK312/3ELK312 level:	6		

Content:	Content:
 Emotional development in young children Moral development in young children. Social development in young children. Skills in fostering child-parent relationships 	 terminology of physical development one page report using academic language and referencing
Module Outcomes:	Module outcomes:
 Competence in the emotional development of young children Competence in understanding moral development in young children. Competence in understanding social development in young children. Competence in developing skills to foster child-parent relationships. 	By the end of the module, students should be equipped with: - Competence to understand the key concepts and skills - Competence to understand the role of indoor and outdoor activities - Competence to develop specific motor skills
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessed by means of assignments, tests and examination	Assessment modes: This module is assessed by means of assignments, tests and examination

FED.12.1.4. MODULE CONTENT & OUTCOMES FOR FOUNDATION PHASE TEACHING -E/3BFPT1

FOUNDATION PH	IASE TEACHING - YEAR COURSES							
Module code:- Year Level 1: EECA100/3ECA100 NQF level: 5								
Title: Academic and Computer Literacy								
Content:								
 The role of la 	anguage in learning and teaching							
 Academic vo 								
 Skills and st 	rategies to read selectively							
 Plagiarism 								
 Word proces 	ssing skills needed for the writing process							
 Referencing 	skills							
 Developing a 	a presentation							
•	ts for basic data processing							
 Emailing 								
	gathering skills in the library							
 Internet sear 								
	omputers in Foundation Phase Classrooms							
	eaching resources using computers							
Module outcome	s:							
By the end of the r	module, students should be equipped with: -							
•	ading and writing skills							

critical reading skills

- academic language and skills in learning
- presentation skills
- skills to use information technology to plan, administer, develop teaching resources and collect information
 - skills needed to use computers in childhood education (5-9 year olds) classes

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments, tests and an examination

Module code:-Year Level: EECL200/3ECL200 NQF level: 5

Title: Conversational Language Afrikaans

Content:

- Basic Afrikaans Language vocabulary,
- Pronunciation and sentence structures in various contexts such as shopping, in the garden, at the hospital, at school, on the farm, sports
- Speech acts: greetings; expressing emotions; opening and closing a conversation; responding to questions; using appropriate tone

Module outcomes:

By the end of the module, students should be equipped with:

- knowledge of basic Afrikaans vocabulary
- basic conversation in Afrikaans

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments, tests and an examination

Module code:- Year Level 3: EEMA300/3EMA300 NQF level: 7

Title: Mathematics Education 3

Content:

- Facilitate problem solving
- geometrical concepts during teaching
 - Develop problem-solving activities

Module outcomes:

By the end of the module, students should be equipped with: -

- Competence in understanding the learning theories
- Competence in the ability to teach geometrical concepts

Competence in understanding the importance of measurement

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments, tests and examination

Module code:- Year Level 4: EEZU400/3EZU400 NQF level: 7

Title: IsiZulu HL 4

Content:

- Syntactic structures of isiZulu language.
- Semantic properties of isiZulu language.
- Pragmatic use and form of isiZulu language.
- Idiomatic use of isiZulu language for different purposes.
- Ambiguities in written and spoken isiZulu language.

Module outcomes:

By the end of the module, students should be equipped with: -

- 1. Competence in syntactic structures of isiZulu language.
- 2. Competence of isiZulu language.
- 3. Competence in practical application of IsiZulu
- 4. Competence in the use of isiZulu idiom
- 5. Competence in ambiguities in isiZulu.
- 5. Competence on Home Language development

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments, tests and examination

Module code:- Year Level 4: EENG400/3ENG400 NQF level: 7

Title: English FAL 4

Content:

- Identify different syntactic structures of English language.
- Analyse semantic properties of English language.
- Pragmatic uses and forms of English language.
- Construct idiomatic use of English language for different purposes.
 - Construct and analyse ambiguities in written and spoken language.

Module outcomes:

By the end of the module, students should be equipped with: -

- Competence in understanding the syntactic structures of English language.
- Competence in conducting a semantic analysis of English language.
- Competence in applying English practically
- Competence in the use of English idiom
- Competence in identifying ambiguities in English.

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments, tests and exam,

Module code:- Year Level 4: EELK400/3ELK400 NQF level: 7

Title: Life Skills Education 4 (Service Learning)

Content:

- integrated Life Skills theme plan
- Service Learning project
- school community development

Module outcomes:

By the end of the module, students should be equipped with: -

- Competence in Life Skills
- Competence in Life Skills components for inclusion in a possible Service Learning project
- Competence in understanding of the concepts of community, community engagement, and the different types of community engagement, particularly Service Learning.
- Competence in the acquisition of knowledge and strategies for identifying needs of the community.
- Competence in the acquisition of knowledge and capacity to address the needs of the community by means of a Service Learning project.
- Competence in the development of appropriate reflective skills.

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments, tests and exam

Module code:- Year Level 4: EEDS400/3EDS400 NQF level: 7

Title: Educational Law and Systems

Content:

- Demonstrate an understanding of the South African education system
- Apply laws governing children
- Manage parent partnerships in childhood education
- Critique and analyse educational policies e.g. EWP5,

Issues around school governance

Module outcomes:

By the end of the module, students should be equipped with: -

- Competence in understanding the legal structure of the South African education system
- Competence in understanding South African laws pertaining to children
- Competence in managing parent partnerships
- Competence in educational policies
- Competence in school governance

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments, tests and examination

Module code:- Year Level 4: EDS410/3EDS410 NQF level: 7

Title: Education Studies: Sociology and Philosophy

Content:

- Sociological and philosophical principles.
- Teaching practices with reference to various philosophical principles.

Module outcomes:

By the end of the module, students should be equipped with: -

- Competence in underpinning theories of sociology
- Competence in underpinning theories of philosophy

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments, tests and examination

Module code:- Year Level 4: EDS420/3EDS420 NQF level: 7

Title: Education Studies: History and Comparative Education

Content:

- History of Education in South African
- International education systems

Module outcomes:

By the end of the module, students should be equipped with: -

- Understanding history of education systems of selected countries.
- Competence in Comparing education systems
- Competence in comparing various journal articles on education systems.

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments, tests and examination

FED.12.1.5. TEACHING PRACTICE MODULE CONTENT AND OUTCOME - E/3BFPT1

FOUNDATION PHASE		
Module code:-	Year Level 1: EETP100/3ETP100	NQF level: 5

Title: School Experience 1

Content: In the context of a grade R classroom

- School as an organization
- Roles and functions of different school designates
- Observation techniques school functionality
- Becoming a teacher: what inspired you?
- The task of a teacher
- Analysis of the qualities of an effective teacher
- Writing a teaching philosophy statement
- Reflecting on characteristics of a classroom

Module outcomes:

By the end of the module, students should be equipped with:

- competence to account for the school experiences to which s/he has been introduced as a pre-service teacher
- an initial understanding of themselves as pre-service teachers within the school as an organisation
- skills to form part of the teacher-student mentorship relationship
- observation skills to observe mentor teachers in the schools
- reflection skills for developing reflexive practice of school based activities, observed and performed

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments, tests and an examination

Module code:- Year Level : EETP200/3ETP200 NQF level: 6

Title: School Experience 2

Content:

- Applying teaching methods to foundation phase classrooms (play and inquiry method).
- Preparing, designing, developing and using classroom technologies pictures, charts, flashcards, magazines and various audio-visual teaching and learning materials.
- Reflecting on observation of teaching and learning practices
- Completing the journal, writing with critical reflection
- Working under supervision and assessment of school mentors
- Organizing and developing a portfolio
- Identifying, intervening and supporting learners with learning and developmental barriers

Module outcomes:

By the end of the module, students should be equipped with:

- Competence to apply theoretical knowledge to teaching Grade R-3
- Competence to execute teaching, learning and assessment as practically skilled student teachers
- microteaching skills
- skills to engage with workplace mentors and learners

 competence to analyze and reflect on practical work based assignments, assessment tasks and activities in the prescribed observation journal -

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments, tests and an examination

Module code:- Year Level 3: EETP300/3ETP300 NQF level: 6

Title: School Experience3

Content:

- Concepts and teaching strategies
- Plan, prepare and present full lessons under guidance of lecturer and mentor as well as independently
- Critique peer's lessons and presentations and improve quality of own work
- Identify and assist learners with learning problems

Module outcomes:

By the end of the module, students should be equipped with: -

- Competence in integrating the teaching of Life Skills, Literacy and Mathematics
- Competence in identifying learners with learning difficulties
- Competence in assessing the learning area and context
- Competence pf educational technologies for teaching and learning ICT, instructional media

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments, tests and examination

Module code:- Year Level 4: EETP400/3ETP400 NQF level: 7

Title: School Experience

Module outcomes:

By the end of the module, students should be equipped with:

- Competence in valuing others, listen to their wants and needs and empathize or identify with different cultures
- Competence in undertaking case study
- Competence in completing the student teacher's diary
- Competence in completing the prescribed teaching
- Competence on service learning and other related specialized tasks
- Competence in presenting their thoughts and experiences of their teaching weeks orally

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments, tests and examination

- Campus based: Application of the seven roles of the educator through lesson presentation to peers
- Engaging learners in extra-curricular activities

- The how of 'community engagement in school issues'
- Practical application of teachers' code of ethics as enshrined in SACE-role plays
- Professionalism and Teacher Unions

FED.12.2. BACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING –E/3BDIP1
FED.12.2.1. LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE REQUISITES.

	LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE REQUISITES. B. Ed in Intermediate Phase Teaching: Language and MSTE						
Old Codes 2019 and before	New Codes 2019 and after	Descriptive name	Credits	NQFL	Pre/Co requisites		
ELZL111	3LZL111	IsiZulu Language 1A (IP)	8	5	NONE		
ELZL112	3LZL112	IsiZulu Language 1B	8	6	NONE		
ELEL111	3LEL111	English Language 1A (IP)	8	5	NONE		
ELEL112	3LEL112	English Language 1B	8	6	NONE		
ESMA121	3SMA121	Mathematics 1A (IP)	8	5	NONE		
ESMA122	3SMA122	Mathematics 1B (IP)	8	6	NONE		
ESNT111	3SNT111	Natural Science & Technology 1A (IP)	8	5	NONE		
ESNT112	3SNT112	Natural Science & Technology 1B	8	6	NONE		
EDST111	3DST111	Education Studies 1A	12	5	NONE		
EDST112	3DST112	Education Studies 1B	12	6	NONE		
EGEP111	3GEP111	General Pedagogy 1A	12	5	NONE		
EGEP112	3GEP112	General Pedagogy 1B	12	6	NONE		
EDSL100	3DSL100	Academic skills for educators	16	5	NONE		
ELZL211	3LZL211	lsiZulu Language 2A	8	6	NONE		
ELZL212	3LZL212	IsiZulu Language 2A	8	6	NONE		
ELEL211	3LEL211	English Language 2A	8	6	NONE		
ELEL212	3LEL212	English Language 2A	8	6	NONE		
ESMA221	3SMA221	Mathematics 2A	8	6	NONE		
ESMA222	3SMA222	Mathematics 2B	8	6	NONE		
ESNT211	3SNT211	Natural Science & Technology 2A	8	6	NONE		
ESNT212	3SNT212	Natural Science & Technology 2B	8	6	NONE		
EEBS211	3EBS211	Basic Social Science and Life Skills	8	5	NONE		
EEBE211	3EBE212	Basic EMS	8	5	NONE		
EDST211	3DST211	Education Studies 2A	12	7	NONE		
EDST212	3DST212	Education Studies 2B	12	7	NONE		

EGEP211	3GEP211	General Pedagogy 2A	12	6	NONE
EGEP212	3GEP212	General Pedagogy 2B	12	6	NONE
ELZL311	3LZL311	IsiZulu Language Education 3A	8	6	ELZL111
		JA.			3LZL111
					ELEL111
					3LEL111
					ESMA121
					3SMA121
					ESNT111
					3SNT111
ELZL312	3LZL312	IsiZulu Language Education 3B	8	6	ELZL112
					3LZL112
					ELEL112
					3LEL112
					ESMA122
					3SMA122
					ESNT112
					3SNT112
ELEL311	3LEL311	English Language Education 3A	8	6	ELZL111
		3A			3LZL111
					ELEL111
					3LEL111
					ESMA121
					3SMA121
					ESNT111
					3SNT111
ELEL312	3LEL312	English Language Education 3B	8	6	ELZL112
		35			3LZL112
					ELEL112
					3LEL112
					ESMA122
					3SMA122
					ESNT112
					3SNT112
ESMA321	3SMA321	Mathematics Education 3A	8	6	ELZL111
					3LZL111
					ELEL111
					3LEL111
					ESMA121
					3SMA121

					ESNT111
					3SNT111
ESMA322	3SMA322	Mathematics Education 3B	8	6	ELZL112
					3LZL112
					ELEL112
					3LEL112
					ESMA122
					3SMA122
					ESNT112
					3SNT112
ESNT311	3SNT311	Natural Science & Technology Education 3A	8	6	ELZL111
		Education 3A			3LZL111
					ELEL111
					3LEL111
					ESMA121
					3SMA121
					ESNT111
					3SNT111
ESNT312	3SNT312	Natural Science & Technology	8	6	ELZL112
		Education 3B			3LZL112
					ELEL112
					3LEL112
					ESMA122
					3SMA122
					ESNT112
					3SNT112
EDST311	3DST311	Education Studies 3A	12	7	NONE
NONE	3LCT300	Conversational Language for Teacher 3	12	2	NONE
EDST312	3DST312	Education Studies 3B	12	7	NONE
ELZL400	3LZL400	IsiZulu Language Education 4	16	7	ELZL211
					3LZL211
ELEL400	3LEL400	English Language Education 4	16	7	ELEL211
					3LEL211
ESMA400	3SMA400	Mathematics Education 4	16	7	ESMA221
					3SMA221
ESNT400	3SNT400	Natural Science & Technology	16	7	ESNT211
		Education 4			3SNT211
ELCL400	3LCL400	Conversational Language for Teachers	8	5	NONE

EPTE100	3PTE100	Teaching Practice 1	8	5	NONE
EPTE200	3PTE200	Teaching Practice 2	16	6	EPTE100
					3PTE100
EPTE300	3PTE300	Teaching Practice 3	24	6	EPTE200
					3PTE200
					ELEL212
					3LEL212
					ESMA222
					3SMA222
					EDST212
					3DST212
					ELZL212
					3LZL212
					ESNT212
					3SNT212
					EGEP212
					3GEP212
EPTE400	3PTE400	Teaching Practice 4	48	7	EPTE300
					3PTE300
					ELZL211
					3LZL211
					ELEL211
					3LEL211
					ESMA221
					ESMA221 3SMA221
					3SMA221
					3SMA221 ESNT211
					3SMA221 ESNT211 3SNT211
					3SMA221 ESNT211 3SNT211 EDST211
					3SMA221 ESNT211 3SNT211 EDST211 3DST211
					3SMA221 ESNT211 3SNT211 EDST211 3DST211 EDST311
					3SMA221 ESNT211 3SNT211 EDST211 3DST211 EDST311 3DST311

FED.12.2.2. Qualification Name: Bachelor of Education: Intermediate Phase Teaching (Language and MSTE). Qualification Code: E/3BDIP1

Year Level 1				Year level 2				Year level 3				Year level 4			
First semeste	er			First semeste	er			First semester				First semeste	First semester		
Old Codes	New Codes	Core/	Cr	Old Codes	New Codes	Core/	Cr	Old Codes	New Codes	Core/	Cr	Old Codes	New	Core/	Cr
2019 and	2019 and	Ancillary/		2019 and	2019 and	Ancillary/El		2019 and	2019 and	Ancillary/		2019 and	Codes	Ancillary	
ELZL111	3LZL111	Ċ	08	ELZL211	3LZL211	С	08	ELZL311	3LZL311	Ċ	08				
ELEL111	3LEL111	С	08	ELEL211	3LEL211	С	08	ELEL311	3LEL311	С	08				
ESMA121	3SMA121	С	08	ESMA221	3SMA221	С	08	ESMA321	3SMA321	С	08				
ESNT111	3SNT111	С	08	ESNT211	3SNT211	С	08	ESNT311	3SNT311	С	08				
EDST111	3DST111	С	12	EEBS211	3EBS211	С	08	EDST311	3DST311	С	12				
EGEP111	3GEP111	С	12	EDST211	3DST211	С	12								
				EGEP211	3GEP211	С	12								
Total 1st semester			56	Total 1st semester			64	Total 1st semester			44	Total 1st semester			
Year Level 1				Year level 2				Year level 3				Year level 4			X
Second seme	ester			Second seme	ester			Second sem	ester			Second seme	ster		
Old	New	Core/	Cr	Old	New	Core/	Cr	Old	New	Core/	Cr	Old	New	Core/	Cr
ELZL112	3LZL112	С	08	ELZL212	3LZL212	С	08	ELZL312	3LZL312	С	08				
ELEL112	3LEL112	С	08	ELEL212	3LEL212	С	08	ELEL312	3LEL312	С	08				
ESMA122	3SMA122	С	08	ESMA222	3SMA222	С	08	ESMA322	3SMA322	С	08				
ESNT112	3SNT112	С	08	ESNT212	3SNT212	С	08	ESNT312	3SNT312	С	08				
EGEP112	3GEP112	С	12	EDST212	3DST212	С	12	EDST312	3DST312	С	12				
EDST112	3DST112	С	12	EGEP212	3GEP212	С	12								
				EEBE212	3EBE212	С	08								
Total 2 nd			56	Total 2 nd			64	Total 2 nd			44	Total 2 nd			
semester				semester			<u> </u>	semester			<u> </u>	semester			
V114			Year	Modules Year level 2		Year N	lodules				Year Mo	Year level 4			
Year Level 1 EDSL100	3DSL100	Гс	08	EPTE200	3PTE200	С	16	Year level 3 EPTE300	3PTE300	С	24	ELZL400	3LZL400	С	16
EPTE100	3PTE100	C	08	EPTE200	3P1E200	C	16	EPTE300	3LCT300	C	12	ELEL400	3LZL400 3LEL40	C	16
	NONE	C							3LC1300	C	12	ESMA400	3SMA40	C	16
UZUL100	NONE	C	16									ESMA400 ESNT400		_	
			1								 	ELCT400	3SNT40 3LCL40	C	16 08
			1								 	EPTE400	3PTE40	C	48
Total Year			32	Total Year			16	Total Year			36	Total Year	3P1E4U	U	48 120
credit			32	credit			16	credit			36	credit			120
Overall Total year			144	Overall Total year			144	Overall Total year			124	Overall Total year			120
level 1				level 2				level 3				level 4			
Total cred	its for the	curriculur	n												532
i Jiai Gred	into for title t	carricului													332

FED.12.2.3. MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – E/3BDIP1

INTERMEDI	INTERMEDIATE PHASE TEACHING (LANGUAGE AND MSTE) - SEMESTER COURSES						
Module	Semester1:	Semester2:					
code:-	ELZL111/3LZL111	ELZL112/3LZL112					
Title: IsiZul	u Language 1A (IP)	Title: IsiZulu Language 1B					
Content:		Content:					
PhonePhonoMorph	logy.	 Literary theories and cr prose, drama and medi 					
LexicoSemar	logy. ntics.	 Literary analysis of pros and media texts. 	se, drama				
- Semio	tics.	 Creation of prose, dram media texts. 	a and				
Module out	comes:	Module outcomes:					
By the end able to:	of the module, students should be	By the end of the module should be able to:	, students				
lsiZulu – Apply	nstrate basic understanding of I Home Language linguistics. isiZulu Home Language linguistic n texts.	Demonstrate integrative understanding of literary theories and the criticism of prose, drama and media. Critically analyse and interpret prose, drama and media texts. Create and evaluate meaningful literary and media texts.					
Method of o	delivery: Full Time	Method of delivery: Full Time					
assessed examination	t modes: This modules is by means ofFormative assessments 50% tive assessment 50%	Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%					
Module code:-	Semester 1: ELEL111/3LEL111	Semester2: ELEL112/3LEL112	NQF level: 5				
Title: Englis	h Language 1A (IP)	Title: English Language 1B					
Content:		Content:					
verbal – Introdu – Introdu	age categories: (verbal and non- language). action to linguistic concepts. action to discourse competence.	 Differentiate between various genres. Demonstrate the skills needed to analyse various genres. Analyse, interpret and design various non-literary texts. 					
Module out	comes:	Module outcomes:					

By the end able to:	of the module, students should be	By the end of the module, students should be able to:			
under Demo scient for hu Demo comp gramr variou Demo	nstrate knowledge and standing of language categories. Instrate an understanding of the lific study of language as a system man communication. Instrate language and grammatical stence by applying language and inatical rules and analytical skills in s contexts.	 Text genres: Literary and Non-literary texts. Analysing literature genres. Analysis of non-literary texts: written and/or visual Analysis of literary texts. 			
	age skills. delivery: Full Time	Method of delivery: Full Ti	me		
coursework means of assessment 50%	th modes: This modules is fresearch which is assessed by of examination Formative is 50% and summative assessment	Assessment modes: This coursework/research which by means of examination assessments 50% and assessment 50%	is assessed . Formative summative		
code:-	ESNT111/3SNT111	ESNT112/3SNT112	level: 5		
Title: Natur	al Science & Technology 1A	Title: Natural Science & Technology 1B			
Content:		Content:			
 The h Therm Matter Period Atomi Electr The S Moons 	dic table c structure on configuration olar system s and smaller solar system bodies	Waves, sound and light Geometrical optics Electricity and magnet Intermolecular forces Acids and bases Electrochemistry Organic chemistry			
Module out	comes:	Module outcomes:			
able to: - - identificonte: - demoiproble applic - demoin mai	of the module, students should be y and apply concepts in different dts across all topics covered astrate critical reasoning and m solving skills through the ation of chemical concepts. astrate proficiency in the laboratory applicative, planning, data assing and data communication	By the end of the module, students should be equipped with: - demonstrate critical reasoning and problem solving skills through the application of chemical concepts. - demonstrate proficiency in the laboratory in manipulative, planning, data processing and data communication skills			

	identify and apply concepts in different contexts across all topics covered		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is coursework/research which is assessed by means of: SUMMATIVE: Formal end 50 of Module Exam Test 1 15 Test 2 15 Test 3 10 Practs 10 Total 10 Total 10	Assessment modes: This module is coursework/research which is assessed by means of: SUMMATIVE: Formal end of Module Exam CASS: Test 1 25 Test 2 25 Total 10 0		
Module code:- Semester1: EDST111/3DST111	Semester2: EDST112/3DST112		
Title: Education Studies 1A	Title: Education Studies 1B		
Content:	Content		
1: Conceptions of education Sociological understanding of education Institutional understanding of education Enlightenment period of understanding education Ethics and values in education The nature of ethical thinking, conceptual analysis, and the evaluation of arguments Morality, etiquette and law Cultural relativism Morality and religion Personal relativism and existentialism Utilitarianism Moral Rights History of education History of education	Sociological Theories in Education Functionalism Conflict theory Symbolic Interactionism 2. Sociology of Education in school practice Ecology of the school The role of the school in society 3.Diversity in education Culture Race Gender Socialisation Stratification Norms and Values Status and role 4.Citizenship education		
Historiography of South African education Influence of economic, social and political trends on education 4: Education provisioning during the period of National Party rule Christian National Education Bantu Education Act of 1953 Separate education for whites, Indians, blacks and coloureds Resistance to Bantu Education June 1976 Soweto uprisings The De Lange Commission	Ancient and modern concepts of citizenship History of South African citizenship Future of citizenship education in South African schools Module outcomes: On successful completion of the module, students should be able to Demonstrate a knowledge and understanding of sociological theories of education.		

People's education Post – apartheid education Single national education department Principles of a new educational dispensation (democratisation, desegregation, equal educational opportunities) Outcomes-based education National curriculum statement Curriculum and assessment policy statement. Method of delivery: Full Time Assessment modes: This module is assessed by means of continuous formative assessment through assignments, presentations and tests. Summative assessment through examinations		Demonstrate an under the sociology of educal school practice. Demonstrate an under diversity in education. Demonstrate an under the trends in citizenship education. Critically analyse the between education and socioninformed decisions. Method of delivery: Full Time Assessment modes: This assessed by means of assignments.	standing of standing of p relationship ety to make me module is	
Module code:-	Semester1: EGEP111/3GEP111	Semester 2: EGEP112/3GEP112	NQF level: 6	
Title: Gene	eral Pedagogy 1A	Title: General Pedagogy 1B		
Content:		Content:		
1) Introd proce - Curric - Conte - Conte - Teach - Learn 2) Class - Princi - Class - Appro - Copin - Class - Multi - Multi - Multi - Multi - Servic and te - Servic and te - Servic (IP) C	culum cent cont cent cont cent cent cent cent cent cent cent ce	Introduction to teach profession Definition of education: Characteristics of teach profession Professional development Staff induction Professional development (journal) Staff appraisal Staff development SACE The role of teacher education Freedom of association Organisational rights of Collective bargaining in Managing strike action	al terms hing as a pment of ment unions in f unions n education	

Purpose and general aims of the IP curriculum			
 Requirements and roles of all subjects in the IP curriculum 			
Module outcomes:	Module outcomes:		
On successful completion of the module, students should be able to	On successful completion of the module, students should be able to		
 Demonstrate basic knowledge and understanding of teaching and learning processes and curriculum differentiation Demonstrate competence in managing the classroom and the learning environment to support teaching and learning Demonstrate basic knowledge and understanding of service learning theories and concepts Demonstrate sufficient broad background knowledge of the requirements and roles of all subjects in the Intermediate Phase curriculum. 	 Demonstrate a knowledge and understanding of teaching as a profession Demonstrate a knowledge and understanding of the professional development of educators Demonstrate a knowledge and understanding of the role of teacher unions in education Critically reflect on the professional development of educators 		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination		
Module code:- Semester 1:ELZL211/3LZL211	Semester2: NQF ELZL212/3LZL212 level: 6		
Title: IsiZulu Home Language 2A	Title:		
Content:	Content:		
Syntax Sociolinguistics and Pragmatics	 Poetry. Folklore. Critical analysis and interpretation of poetry and folklore. 		
Module outcomes:	Module outcomes:		
By the end of the module, students should be able to:	By the end of the module, students should be able to:		
 Demonstrate knowledge and understanding of isiZulu Home Language syntax. Apply isiZulu Home Language sociolinguistics and pragmatics skills in texts. 	Demonstrate a knowledge and understanding of poetry and folklore. Critically analyse and interpret poetry and folklore. Create and evaluate poetry and folklore.		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%	Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%		

Module code:-	Semester1:	Semester2: NQF ELEL212/3LEL212 level: 6		
oodo.	ELEL211/3LEL211			
Title: English First Additional Language 2A		Title: English First Language 2B	Additional	
Content:		Content:		
Const thoughApplicationApplication	age structures and conventions. ruction and communication of nts and ideas. ation of grammatical structures onventions.	 Analysis of written and visual texts. Analysis and interpretation of non-literary texts. Producing written texts. 		
Module out	comes:	Module outcomes:		
Method of	delivery: Full Time	Method of delivery: Full Tir	me	
coursework means	nt modes: This modules is fresearch which is assessed by of examinationFormative is 50% and summative assessment	Assessment modes: This coursework/research which by means of examination assessments 50% and assessment 50%.	is assessed	
Module code:-	Semester1: ESMA221/3SMA221	Semester2: ESM A222/3SM A222	NQF level: 6	
Title: Ma functions)	athematics 2A (Set, theory and	Title: Mathematics 2B (Vector, Algebra and Matrices)		
and subsets history of V	umber system and exercises, sets s, Algebra of sets, Assignment on enn diagrams Cartesian product of nerable sets, Set theory introduction unctions.	Content: Instructional methods include lectures, group discussions, independent learning and research/study projects		
teachers, kr module emp	tcomes: To broaden pre-service nowledge on the theory of sets. This phasizes the mathematical theory of antails formal methods of proof and	Module outcomes: To develop students understanding of matrices and vectors algebra.		
	blem solving techniques related to	Solving systems of equations, matrices, Crammer's rule, vectors in 2D and 3D.		
Method of	delivery: Full Time	Method of delivery: Full Tir	me	
Assessment modes: This module is assessed by means of examination		Assessment modes: This module is assessed by means of examination		
Module code:- Semester1: ESNT211/3SNT211		Semester 2: NQF level: 6		
Title: Natural Science & Technology 2A		Title: Natural Science & Technology 2B		
Content:		Content:		
Brief descrip	otion of subject	Brief description of subject		

(List concepts)

- 1. The Technological Process
- Investigation
- Designing
- Manufacturing
- Evaluating
- 2. Graphic communication and design
- Two-dimensional drawing
- Three-dimensional drawing
- Structures
- Classification and purpose
- Strength, rigidity and stability
- Assembly
- Design of structures
- 4. Processing of materials
- Types of materials for manufacturing
- Properties of materials for manufacturing
- Processes of manufacturing
- 5. Systems and control -Mechanical systems
- Types of motion
- Function of mechanical systems and sub-systems
- Design of mechanical systems
- 6. Systems and control Electrical systems
- Components of electrical circuits
- Control in electrical circuits
- Design of electrical circuits

(List concepts)

- Life processes in plants and animals
- Support and transport systems in plants
- Support systems in animalsTransport systems in mammals
- Energy transformations to support
- Photosynthesis
- Animal nutrition
- 2. Energy transformations
 - Respiration
- Gas exchange
- Excretion
- Reproduction in vertebrates
- Human reproduction
- Nervous system
- Senses
- Endocrine system
- 3. Diversity, Change and ContinuityBiodiversity and classification
 - History of life on earth
- Biodiversity classification of microorganisms
- Biodiversity plants
 - Reproduction plants
- Biodiversity animals
- Darwinism and Natural Selection
- Human evolution
- 4. Environmental Studies
- Biosphere to ecosystems
- Population ecology
- 5. Human impact on environment
 - Current crises

Module outcomes:

On successful completion of the module, students will be able to:

- Demonstrate a knowledge and understanding of the technological process as the basis for design in Technology
- Demonstrate a knowledge and understanding of two-and-three dimensional drawing methods
- Demonstrate a knowledge and understanding of structures in technology
- Demonstrate a knowledge and understanding of processing materials into products
- Demonstrate a knowledge and understanding of mechanical and electrical systems

Module outcomes:

On successful completion of the module, students will be able to:

- Demonstrate a knowledge and understanding of the concepts related to life processes in plants and animals
- Demonstrate a knowledge and understanding of the concepts related to Environmental Studies and the human impact on the environment
- Apply a knowledge and understanding of diversity, change and continuity to problemsolving activities.
- Design, plan and conduct scientific investigations related to anatomy and physiology

	Apply the knowledge of technology			
	acquired to designing and solving			
	problems			
Method of delivery: Full Time		Method of delivery: Full Time		
Asses	ssment modes: This module is	Assessment modes: This module is		
	sed by means of examination	assessed by means of examination		
acccc	sou by mound of oxammation	accepted by means of examination		
Modu	ile Semester1: EEBS211/3EBS211	Semester2: NQF		
code:	:-	EEBE212/3EBE212 level: 6		
Title:	Basic Social Sciences and Life Skills	Title: Basic EMS		
Conte	ent:	Content:		
Brief o	description of subject	Brief description of subject		
		, ,		
(List o	concepts)	(List concepts)		
	Social sciences	 The Economic and Management 		
	Meaning and scope of social science	Sciences as a field of study		
	Disciplines of social sciences	2. The economy		
	Methods of social sciences Human development	,		
	The origin of human beings	 History of money 		
	Nature versus nurture	 Goods and services 		
	Aspects of human development	 Production process 		
	Explanations of behaviour	 Inequality and poverty 		
	Development of human civilization	 Modern economic systems 		
Development of numan civilization From Stone Age to Iron Age		- The market		
	The Middle Ages and the Renaissance	Financial literacy		
	Modern economic, political and social	 The role of Accounting 		
	institutions	 Accounting concepts 		
4.	Society, culture and cultural change	 Income and expenditure 		
	The elements of culture	 The Accounting Equation 		
	Factors causing cultural change	 The Accounting system 		
	Patterns, forms and functions of family	Entrepreneurship		
	The role of religion in society	The entrepreneur		
5.	Demography, Ecology and Society	The entrepreneur Storting a business		
	Population dynamics	Starting a business Different types of		
	The ecological balance	 Different types of businesses 		
6.	 Impact of ecology on society Psycho-social Life Skills 	5. Teaching and learning strategies		
	Self-awareness and empathy skills	in Economic and Management		
	Communication and interpersonal	Sciences.		
•	relationship skills			
	Coping with emotions and stress			
	skills			
	 Decision-making and problem 			
	solving skills			
	 Creative thinking and critical 			
	thinking skills			
7.	Functions and forms of government			
	 Functions of government 			
	 Roles of citizens 			
	 Political theories 			
Modu	ile outcomes:	Module outcomes:		

Demonstrate a knowledge and Demonstrate a knowledge and understanding of social sciences and life understanding of Economic and skills. Management Sciences concepts. Explain the nature of human Demonstrate an integrative knowledge and understanding of development. Trace the development of human economics, accounting and business studies. civilization. Demonstrate knowledge and Apply knowledge and skills to understanding of the inter-relationships solve defined and routine between society and culture. problems in Economic and Explain how population and natural Management Sciences. environment interact and affect the Apply strategies of teaching and assessing Economic and ecology. Identify and use life skills to deal with Management Sciences. challenges of life. Demonstrate a basic understanding of the functions and forms of government. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is Assessment modes: This module is assessed by means of examination..... assessed by means of examination..... Semester1: EDST211/3DST211 Module Semester 2: code:-EDST212/3DST212 Title: Education Studies 2B Title: Education Studies 2A Content: Content: -1: Understanding child and adolescence 1. Study of learning development Learning theories and Theories of development philosophies Principles of development Relation of learning and 2: Early childhood development instruction 2.Neuroscience of learning The context of early childhood development Neurophysiology of learning Physical development in early childhood Brain functions and learning Cognitive and language development in Motivation and emotions early childhood 3. Theories of learning Social and emotional development in Behavioural early childhood Social Cognitive 3: Middle childhood development Information Processing The context of middle childhood Constructivist development 4. Complex Cognitive learning Physical development in middle processes. childhood Cognitive and language development in Metacognition and learning middle childhood Concept learning Social and emotional development in Problem solving transfer of middle childhood learning 4: Adolescence development 5. Motivation The context of adolescent development Theoretical approaches to Physical development in adolescence motivation Cognitive and language development in Models of motivation adolescence Achievements and motivation

 Social and emotional development in adolescence 	 Goals, motives, and interest in motivation 	
On successful completion of the module,	Module outcomes:	
students should be able to: Demonstrate a knowledge and understanding of childhood and adolescent development. Use critical thinking and problem solving skills in relation to the childhood and adolescent developmental issues that occur during professional practice	On successful completion of the module, students should be able to - Demonstrate a knowledge and understanding of the different learning theories and their implications for teaching and learning Demonstrate a knowledge and understanding of the Neuroscience of learning Demonstrate knowledge and an integrative understanding of complex learning processes Analyse, compare and contrast types of motivation Critique and justify which theories are best suited for learners'	
	individual needs.	
Method of delivery: Full Time	Method of delivery: Full Time	
Assessment modes: This module is	Assessment modes: This module is	
assessed by means of assignments	assessed by means of assignments.	
Module Code: Semester1: ELZL311/3LZL311	Semester2: NQF ELZL312/3LZL312 level: 6	
Title: IsiZulu Home Language Education 3A	Title: IsiZulu Home Language	
	Education 3B	
Content:	Content:	
Content: Foundations of teaching and learning in IsiZulu Home Language. IsiZulu Home Language subject policy documents. Teaching and learning strategies in IsiZulu Home Language. Assessment strategies in IsiZulu Home Language. Learning and Teaching Support Materials in IsiZulu Home Language.		
 Foundations of teaching and learning in IsiZulu Home Language. IsiZulu Home Language subject policy documents. Teaching and learning strategies in IsiZulu Home Language. Assessment strategies in IsiZulu Home Language. Learning and Teaching Support 	Content: IsiZulu Home Language teaching and learning in school. Curriculum differentiation and adaptive teaching in IsiZulu Home Language. Classroom research in IsiZulu Home Language. Develop pedagogical content knowledge in IsiZulu Home Language.	
 Foundations of teaching and learning in IsiZulu Home Language. IsiZulu Home Language subject policy documents. Teaching and learning strategies in IsiZulu Home Language. Assessment strategies in IsiZulu Home Language. Learning and Teaching Support Materials in IsiZulu Home Language. 	Content: IsiZulu Home Language teaching and learning in school. Curriculum differentiation and adaptive teaching in IsiZulu Home Language. Classroom research in IsiZulu Home Language. Develop pedagogical content knowledge in IsiZulu Home Language. ICT in IsiZulu Home Language.	

sizUul Home Language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home Language. Design appropriate lesson plans in sizUul Home Language. Design appropriate lesson plans in sizUul Home Language, child development and curriculum needs. Design appropriate assessment strategies in IsiZulu Home Language. Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home Language. Demonstrate an understanding of the use of ICT in facilitating IsiZulu Home Language. Demonstrate an understanding of the use of ICT in facilitating IsiZulu Home Language. Demonstrate an understanding of the use of ICT in facilitating IsiZulu Home Language. Demonstrate understanding of the use of ICT in facilitating IsiZulu Home Language. Demonstrate understanding of the use of ICT in facilitating IsiZulu Home Language. Demonstrate understanding of the use of ICT in facilitating IsiZulu Home Language. Demonstrate understanding of the use of ICT in facilitating IsiZulu Home Language. Method of delivery: Full Time Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment for Etcle111/3LE1311 Content: Foundations of teaching and learning in English First Additional Language. Assessment strategies in English First Additional Language. Learning. Powelop pedagogorial content knowledge in English First Additional Language. Learning. Powel anguage. Powel anguage. Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summ	Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home Language. Design appropriate lesson plans in IsiZulu Home Language of IsiZulu Home Language of IsiZulu Home Language. Design appropriate assessment strategies in IsiZulu Home Language account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in IsiZulu Home Language. Design appropriate assessment strategies in IsiZulu Home Language. Design appropriate assessment strategies in English First Additional Language. Design appropriate assessment strategies in English First Additional Language. Design appropriate assessment strategies in English First Additional Language. Design appropriate assessment strategies in English First Additional Language. Design appropriate assessment strategies in English First Additional Language. Design appropriate assessment strategies in English First Additional Language. Design appropriate assessment strategies in English First Additional Language. Learning and Teaching Support Materials in English First Additional Language. Learning and Teaching Support Materials in English First Additional Language. Learning and Teaching Support Materials in English First Additional Language. Learning and Teaching Support Materials in English First Additional Language. Learning and Teaching Support Materials in English First Additional Language. Learning and Teaching Support Materials in English First Additional Language. Learning and Teaching Support Materials in English First Additional Language. Learning and Teaching Support Materials in English First Additional Language. Language. La	learning. - Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home Language.			
Language. Demonstrate understanding of the use of ICT in facilitating IsiZulu Home Language. Method of delivery: Full Time Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50% and summative assessment 50% and summative assessment 50% and summative assessment 50%. Module Code Semester1: ELEL311/3LEL311 Semester2: ELEL312/3LEL312 NQF level: 6 Title: English First Additional Language Education 3A Content: Foundations of teaching and learning in English First Additional Language Education 3B Content: Foundations of teaching and learning in English First Additional Language Education 3B Content:	Language. Demonstrate understanding of the use of ICT in facilitating IsiZulu Home Language. Method of delivery: Full Time Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%	IsiZulu Home Language taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in IsiZulu Home Language. Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home Language. Demonstrate an understanding of the use of ICT in facilitating IsiZulu Home	Use the results of assessment to improve the teaching and learning of IsiZulu Home Language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home Language. Demonstrate the competence needed to learn from available research in order to improve teaching in the IsiZulu Home Language classroom and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences.		
Method of delivery: Full Time Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%. Module Code Semester1: ELEL311/3LEL311 Code Title: English First Additional Language Education 3A Content: Foundations of teaching and learning in English. English First Additional Language policy documents. Teaching and learning strategies in English First Additional Language. Assessment strategies in English First Additional Language. Lesson design in English First Additional Language. Lesson design in English First Additional Language. Lesson design in English First Additional Language. Demonstrate understanding of the use of ICT in facilitating IsiZulu Home Language. Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessment s50% and summative assessments 50% and summative assessment 50%. Semester2: ELEL312/3LEL312 NQF level: 6 Title: English First Additional Language Education 3B Content: - English First Additional Language teaching and learning in school. - Curriculum differentiation and adaptive teaching in English First Additional Language. - Classroom research in English First Additional Language. - Develop pedagogical content knowledge in English First Additional Language. - IcT in Foundations of teaching In English First Additional Language. - IcT in Foundations of Interview Intervi	Method of delivery: Full Time Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%		the teaching of IsiZulu Home		
Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%	Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%		Demonstrate understanding of the use of ICT in facilitating IsiZulu		
coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%	coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%	Method of delivery: Full Time			
Title: English First Additional Language Education 3A Title: English First Additional Language Education 3B Content: - Foundations of teaching and learning in English English First Additional Language policy documents Teaching and learning strategies in English First Additional Language Assessment strategies in English First Additional Language Lesson design in English First Additional Language Lesson design in English First Additional Language IcT in English First Additional Language IcT in English First Additional Language.	Title: English First Additional Language Education 3A Title: English First Additional Language Education 3B Title: English First Additional Language Education 3B Content: - Foundations of teaching and learning in English English First Additional Language policy documents Teaching and learning strategies in English First Additional Language Assessment strategies in English First Additional Language Lesson design in English First Additional Language Learning and Teaching Support Materials in English First Additional	coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment	coursework/research which is assessed by means of examination Formative assessments 50% and		
Education 3A Education 3B Content: Foundations of teaching and learning in English. English First Additional Language policy documents. Teaching and learning strategies in English First Additional Language. Assessment strategies in English First Additional Language. Assessment strategies in English First Additional Language. Lesson design in English First Additional Language. Education 3B Content: Curriculum differentiation and adaptive teaching in English First Additional Language. Classroom research in English First Additional Language. Develop pedagogical content knowledge in English First Additional Language. ICT in English First Additional Language.	Education 3A Education 3B Content: Foundations of teaching and learning in English. English First Additional Language policy documents. Teaching and learning strategies in English First Additional Language. Assessment strategies in English First Additional Language. Additional Language. Lesson design in English First Additional Language. Learning and Teaching Support Materials in English First Additional Education 3B Content: - English First Additional Language teaching and learning in school. - Curriculum differentiation and adaptive teaching in English First Additional Language. - Classroom research in English First Additional Language. - Develop pedagogical content knowledge in English First Additional Language. - ICT in English First Additional Language.				
 Foundations of teaching and learning in English. English First Additional Language policy documents. Teaching and learning strategies in English First Additional Language. Assessment strategies in English First Additional Language. Lesson design in English First Additional Language. English First Additional Language teaching and learning in school. Curriculum differentiation and adaptive teaching in English First Additional Language. Classroom research in English First Additional Language. Develop pedagogical content knowledge in English First Additional Language. IcT in English First Additional Language 	 Foundations of teaching and learning in English. English First Additional Language policy documents. Teaching and learning strategies in English First Additional Language. Assessment strategies in English First Additional Language. Lesson design in English First Additional Language. Learning and Teaching Support Materials in English First Additional 	Title: English First Additional Language			
 English. English First Additional Language policy documents. Teaching and learning strategies in English First Additional Language. Assessment strategies in English First Additional Language. Lesson design in English First Additional Language. Lesson design in English First Additional Language. Lesson design in English First Additional Language. Ectaching and learning in school. Curriculum differentiation and adaptive teaching in English First Additional Language. Classroom research in English First Additional Language. Develop pedagogical content knowledge in English First Additional Language. ICT in English First Additional Language. 	English. - English First Additional Language policy documents. - Teaching and learning strategies in English First Additional Language. - Assessment strategies in English First Additional Language. - Lesson design in English First Additional Language. - Learning and Teaching Support Materials in English First Additional	Education 3A			
Materials in English First Additional Language.			Content:		
	Module outcomes: Module outcomes:	Content: - Foundations of teaching and learning in English. - English First Additional Language policy documents. - Teaching and learning strategies in English First Additional Language. - Assessment strategies in English First Additional Language. - Lesson design in English First Additional Language. - Learning and Teaching Support Materials in English First Additional	 English First Additional Language teaching and learning in school. Curriculum differentiation and adaptive teaching in English First Additional Language. Classroom research in English First Additional Language. Develop pedagogical content knowledge in English First Additional Language. ICT in English First Additional 		

By the end of the module, students should be By the end of the module, students should be able to: able to: Demonstrate а Use elementary statistical knowledge understanding of the foundations of information to manage teaching. teaching and learning in English First learning and assessment in Additional Language. **English First Additional** Demonstrate а knowledge Language. understanding of the relevant policies in Demonstrate competence in English First Additional Language assessing and monitoring learner teaching and learning. progress and achievement in Select and use appropriate strategies, **English First Additional** methods and techniques in the teaching Language. and learning of English First Additional Use the results of assessment to Language. improve teaching and learning of Design appropriate lesson plans in **English First Additional** Language. English taking into account theories of teaching, learning, child development Adapt lessons and assessment and curriculum needs tasks to accommodate learners with different learning problems in Design appropriate assessment **English First Additional** strategies in English First Additional Language. Language. Demonstrate competence to learn Design, select and adapt appropriate from available research in order teaching and learning support materials to improve teaching in the English for English First Additional Language. First Additional Language Demonstrate understanding of the use of classroom and to enhance their ICT in facilitating English First Additional own academic learning. Language. Develop content knowledge to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies for English First Additional Language teaching. Demonstrate understanding of the use of ICT in facilitating English First Additional Language. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This modules is Assessment modes: This modules is coursework/research which is coursework/research which is assessed by assessed by means of examination... means of examination... Formative Formative assessments 50% and assessments 50% and summative summative assessment 50%..... assessment 50% Module Semester1: Semester2: NQF code:-ESMT311/ESMT311 ESMT312/ESMT312 level: 6 Title: Mathematics Method Title: Mathematics Method Content: Mathematics: definitions, purpose Content: Generics teaching, and scope, planning for mathematics lesson, Strategies for classroom practice, types of assessment in mathematics teaching Mathematics, Knowledge for Teaching Mathematics and Designing Learning Programmes for Mathematics

	utcomes: To demonstrate the ng of the fields of knowledge which thematics	Module outcomes: To be able to select and use appropriate teaching and learning strategies and apply a variety of these with emphasis on multi step and non-routine problems.		
Method of	delivery: Full Time	Method of delivery: Full Tir	ne	
Assessmer assessed by		Assessment modes: This assessed by	module is	
Module code:-	Semester1:	Semester2: ESNT312/3SNT312	NQF level: 6	
code	ESNT311/3SNT311	E3N1312/33N1312	ievei. 6	
Title: Natur Education 3	al Science & Technology A	Title: Natural Science & Te Education 3B	chnology	
Content:		Content:		
Brief descrip	otion of subject	Brief description of subject		
(List concep	ts)	(List concepts)		
1. Found Natura Histor Techn 2. Natura docum Teach Natura Teach Teach Teach Lesso Techn Learni Materi Techn Improviscienc Experi investi Techn	ations of teaching and learning in al Science and Technology y of Natural Science and ology teaching and learning al Science and Technology policy lents ing and learning strategies in al Science and Technology ing and learning theories ing and learning strategies sment strategies in Natural seand Technology in design in Natural Science and ology in and Teaching Support als in Natural Science and ology visation in Intermediate Phase in the most of the most of the most ology in Natural Science and Technology	(List concepts) 1. Natural Science and Technology teaching and learning in schoo Use elementary statistical information to manage teaching learning and assessment activities 2. Curriculum differentiation and adaptive teaching in Natural Science and Technology Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Natural Science and Technology Use existing research literature Natural Science and Technology Use existing research literature Natural Science and Technology Develop pedagogical content knowledge in Natural Science and Technology Epistemology of Science Addressing alternative pre- an misconceptions		
On succes	sful completion of the module,	On successful completion of	the module,	
	l be able to: Instrate a knowledge and Instanding of the foundations of	students will be able to: - Use elementary information to manag	statistical e teaching,	

I	management and leadership both	 The legal status of the
3.	The nature and the purpose of schoo management and leadership both	
_	Political management theories	Rules and interpretation of statutes
_	Bureaucratic management theories	 Legal foundations for school practice
_	Collegial management theories	Act - The Labour Relations Act
2. Education management theories		 The Employment of Educators
 School management School administration and effectiveness 		of South Africa, Act 108 of 1996 The South African Schools Act
-	School administration	educationThe Constitution of the Republic
1.	Administration as it relates to school administration and school management.	education Legislation impacting on
Con	tent:	Content:
Title	: Education Studies 3A	Title: Education Studies 3B
Mod		Semester2: NQF EDST312/3DST312 level: 7
	essment modes: This module is essed by means of examination	Assessment modes: This module is assessed by means of examination
	hod of delivery: Full Time	Method of delivery: Full Time
	and investigations in Natural Science and Technology.	Conduct experiments, demonstrations and investigations in Natural Science and Technology
-	for Natural Science and Technology. Demonstrate understanding of the use of ICT in facilitating Natural Science and Technology. Conduct experiments, demonstrations	Natural Science and Technology Demonstrate understanding of the use of ICT in facilitating Natural Science and Technology
-	Design appropriate assessmer strategies in Natural Science an Technology. Design, select and adapt appropriat teaching and learning support material	and Technology classroom and to enhance their own academic learning
-	Technology. Design appropriate lesson plans i Natural Science and Technology, takin into account theories of teaching learning, child development an curriculum needs.	with different learning problems in Natural Science and Technology
-	Select and use appropriate strategies methods and techniques in the teachin and learning of Natural Science an	 Use the results of assessment to improve teaching and learning of Natural Science and Technology
-	and Technology. Demonstrate a knowledge an understanding of the relevant policies i Natural Science and Technolog teaching and learning.	n assessing and monitoring learner
	teaching and learning in Natural Science	

-	generally and in the context of a changing South Africa. School leadership and management practice for the changing South African context School management teams Embracing alternative ways of managing and leading	✓ educator ✓ learner ✓ school
4.	Management of resources Management of human resources Management of physical resources Financial resources	
Mod	dule outcomes:	Module outcomes:
	successful completion of the module, lents should be able to: Demonstrate knowledge of and insight into school administration and	On successful completion of the module, students will be able to: - Demonstrate a knowledge and understanding of the legislation
-	management. Apply a knowledge and understanding of educational management theories to solve school management problems. Demonstrate an understanding of the school administrative duties required for the effective management of learning environments.	and policies that impact on school practice Apply their knowledge and skills to classroom and school management in ways that demonstrate their ability to interpret the legislation and policies
-	Demonstrate knowledge of the management theories which impact on educational practice.	 Analyse and critique court cases that impact on school practice
Met	hod of delivery: Full Time	Method of delivery: Full Time
	essment modes: This module is essed by means of assignments	Assessment modes: This module is assessed by means of examination

FED.12.2.4. MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – E/3BDIP1

INTERMEDIATE PHASE TEACHING (LANGUAGE AND MSTE) - YEAR COURSES

Module code:- Year Level 1: EDSL100/3DSL100 NQF level: 5

Title:

1 Academic literacy

Communicative competence

Reading and writing for academic purposes

Information literacy skills

Planning as an important component of academic writing process

2 Computer Literacy

Computing Fundamentals

Key Applications

Living online

Module outcomes: On successful completion of the module, students should be able to: -

Apply the academic reading and writing skills acquired to their learning

Demonstrate the use of critical reading skills in the pursuit of their studies

Use presentation skills

Use information technology to plan, administer, develop teaching resources and collect information

Apply the skills needed to use computers in intermediate phase classes

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments, tests and examination.

Module code:- Year Level 1: ELZL400 3LZL400 NQF level: 5

Title: IsiZulu Home Language Education 4

Content:

IsiZulu Home Language teaching and learning in school.

Classroom research in IsiZulu Home Language.

Advanced development of pedagogical content knowledge in IsiZulu Home Language.

Advanced development of pedagogical content knowledge in IsiZulu Home Language.

Curriculum policies in IsiZulu Home Language.

Reflection on teaching and learning experiences in IsiZulu Home Language.

Module outcomes:

By the end of the module, students should be able to:

Use elementary statistical information to critically reflect on teaching and learning, and assessment processes in IsiZulu Home Language.

Demonstrate competence to use action research in IsiZulu Home Language.

Reflect on teaching and learning experiences in IsiZulu Home Language.

Critique curriculum policies in IsiZulu Home Language.

Demonstrate competence to link epistemology of IsiZulu with IsiZulu Home Language practices.

Method of delivery: Full Time

Assessment modes: This modules is coursework/research which is assessed by means of examination... Formative assessment 50% and summative assessment 50%

Module code:- Year Level 4: ELEL400/3LEL400 NQF level: 7

Title: English First Additional Language Education 4

Content:

English First Additional Language teaching and learning in school.

Classroom research in English First Additional Language.

Advanced development of pedagogical content knowledge in English First Additional Language.

Curriculum policies in English First Additional Language.

Reflection on teaching and learning experiences in English First Additional Language

Module outcomes:

By the end of the module, students should be able to:

Use elementary statistical information to critically reflect on teaching, learning and assessment processes in English First Additional Language.

Demonstrate the competence needed to use action research in English First Additional Language.

Reflect on teaching and learning experiences in English First Additional Language.

Critique curriculum policies for English First Additional Language.

Demonstrate competence to link epistemology in English First Additional Language with English practice.

Method of delivery: Full Time

Assessment modes: This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%......

Module code:-	Year Level 4: ESMT400/3SMA400	NQF level: 7

Title: MATHEMATICS EDUCATION 4

Content:

Mathematics teaching and learning in school

Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence-based solutions Classroom research in Mathematics

Use Action research in Mathematics to:

gather and process information

validate sources of information

address complex problems applying evidence-based solutions and theory-driven arguments

Advanced development of pedagogical content knowledge in Mathematics

Link the epistemology of Mathematics with Mathematics practice

Addressing alternative pre- and misconceptions

Curriculum policies in Mathematics

Critique curriculum policies in Mathematics

5. Reflection on teaching and learning experiences in Mathematics

Module outcomes:

On successful completion of the module, students will be able to...

Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Mathematics

Demonstrate the competence needed to use action research in Mathematics Reflect on teaching and learning experiences in Mathematics

Critique curriculum policies in Mathematics

Demonstrate the competence needed to link the epistemology of Mathematics to Mathematics practice.

Method of delivery: Full Time

Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques). Tutorials: individual groups of 30 or less

Syndicate groups. Practical workplace experience (experiential learning/work-based learning etc.)

Other (specify): Tests and Examination

Module code:- Year Level 4: ESNT400/ 3SNT400 NQF level: 7

Title: Natural Science & Technology Education 4

Content

Natural Science and Technology teaching and learning in school

Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence based solutions

Classroom research in Natural Science and Technology

Use Action research in Natural Science and Technology to:

gather and process information

validate sources of information

address complex problems applying evidence based solutions and theory driven arguments

Advanced development of pedagogical content knowledge in Natural Science and Technology

Link epistemology of science with science practices Addressing alternative pre- and misconceptions

Curriculum policies in Natural Science and Technology

Critique curriculum policies in Natural Science and Technology

Reflection on teaching and learning experiences in Natural Science and Technology Experiments, demonstrations and investigations in Natural Science and Technology

Module outcomes:

On successful completion of the module, students will be able to:

Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Natural Science and Technology

Demonstrate the competence needed to use action research in Natural Science and Technology teaching

Reflect on teaching and learning experiences in Natural Science and Technology

Critique curriculum policies in Natural Science and Technology

Demonstrate competence to link the epistemology of science with science practices

Conduct experiments, demonstrations and investigations in Natural Science and Technology

Method of delivery: Full Time

Assessment modes: This module is assessed by means of examination.....

Module code:- Year Level 4: ELCL400/3LCL400 NQF level: 5

Title: Conversational Language for Teachers - Afrikaans

Content:

Basic functional use of Afrikaans.

Listening in Afrikaans.

Basic reading in Afrikaans.

Basic written text in Afrikaans.

Module outcomes:

By the end of the module, students should be able to:

Demonstrate functional use of basic Afrikaans

Listen and respond to multi modal texts in Afrikaans

Read and view various texts in Afrikaans

Write basic texts in Afrikaans

Method of delivery: Full Time

Assessment modes: This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%

Module code:-

Year Level 4: ELCL400/3LCL400

NQF level: 5

Title: Conversational Language for Teachers - Sesotho

Content:

Greetings, friendly exchange and farewell.

Home and family: Poems and songs.

School and university: Contrasts in town and country life.

Respect: Basic values for royal family.

Radio and television programmes.

Module outcomes:

By the end of the module, students should be able to:

Demonstrate functional use of basic Sesotho.

Listen and respond to multi modal texts in Sesotho.

Read and review various texts in Sesotho.

Write basic texts in Sesotho.

Method of delivery: Full Time

Assessment modes: This modules is coursework/research which is assessed by means of examination......

FED.12.3. BACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING – E/3BDIP2

FED.12.3.1. LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE /CO REQUISITES.

B. Ed in	intermediate	Phase Teaching: L	.anguage	and Hu	manities
Old Codes 2019 and	New Codes 2019 and	Descriptive name	Credits	NQF Level	Pre/Co requisites
ELZL111	3LZL111	IsiZulu Language 1A	8	5	NONE
ELZL112	3LZL112	IsiZulu Language 1B	8	6	NONE
ELEL111	3LEL111	English Language 1A	8	5	NONE
ELEL112	3EL112	English Language 1B	8	6	NONE
EESS111	3ESS111	Social Sciences 1A	8	5	NONE
EESS112	3ESS112	Social Sciences 1B	8	6	NONE
EPPS111	3PPS111	Life Skills 1A	8	5	NONE
EPPS112	3PPS112	Life Skills 1B	8	6	NONE
EDST111	3DST111	Education Studies	12	5	NONE
EDST112	3DST112	Education Studies	12	6	NONE
EGEP111	3GEP111	General Pedagogy	12	5	NONE
EGEP112	3GEP112	General Pedagogy 1B	12	6	NONE
EDSL100	3DSL100	Academic skills for educators	8	5	NONE
ELZL211	3LZL211	IsiZulu Language 2A	8	6	NONE
ELZL212	3LZL212	IsiZulu Language 2A	8	6	NONE
ELEL211	3LEL211	English Language	8	6	NONE
ELEL212	3LEL212	English Language 2A	8	6	NONE
EESS211	3ESS211	Social Sciences 2A	8	6	NONE
EESS212	3ESS212	Social Sciences 2B	8	6	NONE
EPPS211	3PPS211	Life Skills 2A	8	6	NONE
EPPS212	3PPS212	Life Skills 2B	8	6	NONE
ESBM211	3SBM211	Basic Mathematics	8	5	NONE
EEBE212	3EBE212	Basic EMS	8	5	NONE
EDST211	3DST211	Education Studies	12	7	NONE
EDST212	3DST212	Education Studies	12	7	NONE
EGEP211	3GEP211	General Pedagogy	12	6	NONE
EGEP212	3GEP212	General Pedagogy	12	6	NONE

ELZL311	3LZL311	IsiZulu Language	8	6	ELZL111
		Education 3A			3LZL111
					ELEL111
					3LEL111
					EESS111
					3ESS111
					EPPS111
					3PPS111
ELZL312	3LZL312	IsiZulu Language Education 3B	8	6	ELZL112
		Eddodion ob			3LZL112
					EPPS112
					3PPS112
					ELEL112
					3LEL112
					EESS112
					3ESS112
ELEL311	3LEL311	English Language Education 3A	8	6	EESS111
		Education 3A			3ESS111
					ELZL111
					3LZL111
					ELEL111
					3LEL111
					EPPS111
					3PPS111
ELEL312	3LEL312	English Language Education 3B	8	6	ELZL112
		Education 3B			3LZL112
					EPPS112
					3PPS112
					ELEL112
					3LEL112
					EESS112
					3ESS112
EESS311	3ESS311	Social Sciences	8	6	ELZL111
		Education 3A			3LZL111
					ELEL111
1					
					3LEL111

EESS312	3ESS312	Social Sciences	8	6	ELZL112
		Education 3B			3LZL112
					EPPS112
					3PPS112
					ELEL112
					3LEL112
					EESS112
					3ESS112
EPPS311	3PPS311	Life Skills Education	8	6	ELZL111
EPP5311	3PP5311	3A	8	ь	
					3LZL111
					ELEL111
					3LEL111
					EESS111
					3ESS111
					EPPS111
					3PPS111
EPPS312	3PPS312	Life Skills Education 3B	8	6	ELZL112
		35			3LZL112
					EPPS112
					3PPS112
					ELEL112
					3LEL112
					EESS112
					3ESS112
EDST311	3DST311	Education Studies	12	7	NONE
EDST312	3DST312	3A Education Studies	12	7	NONE
ELZL400	3LZL400	3B IsiZulu Language	16	7	ELZL211
		Education 4			3LZL211
ELEL400	3LEL400	English Language Education 4	16	7	ELEL211
EESS400	3ESS400	Social Sciences Education 4	16	7	EESS211
EPPS400	3PPS400	Life Skills Education	16	7	EPPS211
ELCL400	3LCL400	Conversational	8	5	NONE
		Language for Teachers			
EPTE100	3PTE100	Teaching Practice 1	8	5	NONE
EPTE200	3PTE200	Teaching Practice 2	16	6	EPTE100
L1 12200	31 1 200	Todoming Fractice 2	'		3PTE100
	I	1	1		3F1L100

EPTE300	3PTE300	Teaching Practice 3	24	6	EPTE200
					3PTE200
					ELZL212
					3LZL212
					ELEL212
					3LEL212
					EPPS212
					3PPS212
NONE	3LCT300	Conversational Language for teachers 3	12	7	NONE
EPTE400	3PTE400	Teaching Practice 4	48	7	EPTE300
					3PTE300
					ELZL211
					3LZL211
					ELEL211
					3LEL211
					EPPS211
					3PPS211
					EDST211
					3DST211
					EDST311
					3DST311
					EESS211
					3ESS211
					EGEP211
					3GEP211

FED.12.3.1. QUALIFICATION NAME: BACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING (LANGUAGE AND HUMANITIES). QUAL. CODE: E/3BDIP2

Year Level 1				Year level 2				Year level 3				Year level 4			
First semester	r			First semest	er			First semest	ter			First semest	First semester		
Old Codes	New Codes	Core/	Cr	Old Codes	New Codes	Core/	Cr	Old Codes	New Codes	Core/	Cr	Old Codes	New	Core/	Cr
2019 and before	2019 and after	Ancillary/ Elective		2019 and before	2019 and after	Ancillary/ Elective		2019 and before	2019 and after	Ancillary/ Elective		2019 and before	Codes 2019	Ancillary/ Elective	7
ELZL111	3LZL111	С	08	ELZL211	3LZL211	С	08	ELZL311	3LZL311	С	08				
ELEL111	3LEL111	С	08	ELEL211	3LEL211	С	08	ELEL311	3LEL311	С	08				
EESS111	3ESS111	С	08	EESS211	3ESS211	С	08	EESS311	3ESS311	С	08				
EPPS111	3PPS111	С	08	EPPS211	3PPS211	С	08	EPPS311	3PPS311	С	08				
EDST111	3DST111	С	12	ESBM211	3SBM211	С	08	EDST311	3DST311	С	12				
EGEP111	3GEP111	С	12	EDST211	3DST211	С	12								
				EGEP211	3GEP211	С	12								
Total 1st semester			56	Total 1st semester			64	Total 1st semester			44	Total 1st semester			
Year Level 1				Year level 2				Year level 3				Year level 4			
Second semes	ster			Second sem	ester			Second sem	ester			Second sem	ester		
Old Module	New	Core/	Cr	Old	New	Core/	Cr	Old	New	Core/	Cr	Old	New	Core/	Cr
ELZL112	3LZL112	С	08	ELZL212	3LZL212	С	08	ELZL312	3LZL312	С	08				_
ELEL112	3EL112	С	08	ELEL212	3LEL212	С	08	ELEL312	3LEL312	С	08				
EESS112	3ESS112	С	08	EESS212	3ESS212	С	08	EESS312	3ESS312	С	08				
EPPS112	3PPS112	С	08	EPPS212	3PPS212	С	08	EPPS312	3PPS312	С	08				
EDST112	3DST112	С	12	EEBE212	3EBE212	С	08	EDST312	3DST312	С	12				
EGEP112	3GEP112	С	12	EDST212	3DST212	С	12								
				EGEP212	3GEP212	С	12								
Total 2 nd			56	Total 2 nd			64	Total 2 nd			44	Total 2 nd			
semester Year Modules				semester				semester				semester			
Year Modules															
Year Level 1				Year level 2				Year level 3				Year level 4			
EDSL100	3DSL100	С	08	EPTE200	3PTE200	С	16	EPTE300	3PTE300	С	24	ELZL400	3LZL4	С	16
EPTE100	3PTE100	C	08						3LCT300	C	12	ELEL400	3LEL4	C	16
		_										EESS400	3ESS	C	16
	1		1						1			EPPS400	3PPS	C	16
	1			İ				İ	1			ELCT400	3LCL	C	08
	1			İ				İ	1			EPTE400	3PTE	C	48
Total Year level credit			16	Total Year Level			16	Total Year Level			36	Total Year Level			120
Overall Total year level 1			128	Overall Total year level 2			144	Overall Total year level 3			124	Overall Total year level 4			120
Total credits	s for the cur	riculum													516

Students registered for EPTE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.12.3.2. MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – E/3BDIP2

INTERMEDIATE COURSES	INTERMEDIATE PHASE TEACHING (LANGUAGES AND HUMANITIES) - SEMESTER COURSES					
	Semester1: ELZL111/3LZL111	NQF level: 5	Semester2: ELZL112/3LZL112	NQF level: 6		
Title: IsiZulu La	anguage 1A (IP)		Title: IsiZulu Language	1B		
Content: Phonetics. Phonology. Morphology. Lexicology. Semantics. Semiotics.			Content: Literary theories and criticism of prose, drama and media texts. Literary analysis of prose, drama and media texts. Creation of prose, drama and media			
to: Demonstrate ba Home Language	module, students shou asic understanding o	texts. Module outcomes: By the end of the module, students should be able to: Demonstrate integrative understanding of literary theories and the criticism of prose, drama and media. Critically analyse and interpret prose, drama and media texts. Create and evaluate meaningful literary and media texts.				
Method of deliv			Method of delivery: Full			
by means	des: This modules is of examinationf	ormative	Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%.			
	Semester1: ELEL111/3LEL111	NQF level: 5	Semester2: ELEL112/3LEL112	NQF level: 6		
Title: English La	anguage 1A (IP)		Title: English Language	1B		
Content: Language categories: (verbal and non-verbal language). Introduction to linguistic concepts. Introduction to discourse competence.			Content: Differentiate between various genres. Demonstrate the skills needed to analyse various genres. Analyse, interpret and design various non-literary texts.			
Module outcomes: By the end of the module, students should be able to: Demonstrate knowledge and understanding of language categories. Demonstrate an understanding of the scientific study of language as a system for human communication. Demonstrate language and grammatical competence by applying language and grammatical rules and analytical skills in various contexts. Demonstrate discourse competence in language skills. Method of delivery: Full Time			Module outcomes: By the end of the module, students should be able to: Text genres: Literary and Non-literary texts. Analysing literature genres. Analysis of non-literary texts: written and/or visual Analysis of literary texts.			
contexts. Demonstrate dis skills.	s and analytical skills i					

coursework/re means of exa	modes: This mo search which is asso mination Formative ass mative assessment 50%	Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%			
Module code:-	Semester1: EESS111/3ESS111	NQF level: 5	Semester 2: NQF EESS112/3ESS112 level:	6	
Title: Social S	Sciences A		Title: Social Sciences B		
Geography as Global Popula Map work skil History as a co	omponent of Social Scien	Content: Physical Geography. Physical Features and landscap South Africa. Weather climate and vegetatio South Africa Resources in South Africa Map work British colonialism in South Africa South Africa Kingdom Local history	n of		
equipped with Demonstrate Science as a Demonstrate History and G Demonstrate population grc Demonstrate skills Chronicl Demonstrate understanding settlement in Demonstrate their importan knowledge	f the module, students s:- a basic understanding subject. a basic understanding eography concepts a basic understanding with and distribution a basic understanding of e Palaeolithic Ages in Sot a basic knowled of early inhabitants and South Africa and understanding of sot ce in the interpretation of	of Social of basic of global Map work uth Africa ge and European urces and	Module outcomes: By the end of the module, students should be equipped with: - Demonstrate an understanding of physical Geography Demonstrate an understanding and interpretation of Map work. Demonstrate an understanding of the impact of British Colonialism on the political and socio-economic landscape in South Africa Demonstrate an understanding of process of interaction of different racial groups in South Africa. Demonstrate an understanding of the development of South African		
Assessment n	livery: Full Time nodes: This module is as ts, Assignments, Presenta		Method of delivery: Full Time Assessment modes: This module is assessed by means of This module is		
Examinations			assessed by means of To Assignments, Presentations Examinations.		
Module code:-	Semester1: EPPS111/3PPS111	NQF level: 5	Semester2: NQF EPPS112/3PPS112 level:	6	
	KILLS 1A (Social and	personal	Title: LIFE SKILLS 1B (Phys Education)	sical	
development) Content: Personal growth and development Aspects of development Self-awareness Self-esteem Self-confidence Coping with the challenges of development Human relationships Building and maintaining relationships Developing potentials and self-identity Coping with peer pressure and competition Family life			Content: Physical education The value of physical education Movements concepts (spatial awareness, body awareness and qualitative awareness) Fundamental skills (loco-motor, non- loco-motor and manipulative) Educational gymnastics Rolls; jumping; balances; transfer of weights; and vaults Games		

Family structure	Territorial games; Net/Wall games;		
The roles and functions of family members	Line games		
Enhancement of family life	Athletic /track field		
Harmonious family relationships	Eating plan for the athletes		
Culture and diversity	Swimming		
Economic and social class differences	Recognized strokes		
Cultural differences	Water safety		
Ethnicity and race Gender issues	Water confidence Swimming survival techniques		
Moral values and citizenship	Health and physical fitness		
Core values of citizens	Healthy lifestyle		
Rights and responsibilities	Components of fitness		
Political systems	Physical fitness tests		
Consciousness of global citizenship.	Nutrition		
g	Body composition		
	The relationship between physical		
	activity and body composition		
	Methods used to assess body mass		
	index		
	Health risks associated with obesity		
	Health risks associated with being		
	underweight		
	Ways to be active		
	Safe stretching and warm-up		
	techniques		
	Skill development activities		
	Skill practice in minor games		
	Dance and movement with high levels		
	of participation		
	The effects of physical activity		
	Mandada automorphis		
Module outcomes:	Module outcomes:		
On completion of this module students will be able	On successful completion of this		
On completion of this module students will be able to:	On successful completion of this module, students will be able to:		
On completion of this module students will be able to: Demonstrate knowledge and understanding of	On successful completion of this module, students will be able to: Demonstrate a knowledge and		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation of human values and attitudes	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation of human values and attitudes Demonstrate a knowledge and understanding of culture and diversity Demonstrate a knowledge and understanding of	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful application of physical education skills Design a safe and appropriate healthy lifestyle management programme		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation of human values and attitudes Demonstrate a knowledge and understanding of culture and diversity	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful application of physical education skills Design a safe and appropriate healthy lifestyle management programme incorporating elements of physical		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation of human values and attitudes Demonstrate a knowledge and understanding of culture and diversity Demonstrate a knowledge and understanding of	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful application of physical education skills Design a safe and appropriate healthy lifestyle management programme		
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On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation of human values and attitudes Demonstrate a knowledge and understanding of culture and diversity Demonstrate a knowledge and understanding of moral values and citizenship. Method of delivery: Full Time Assessment modes: This module is assessed by	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful application of physical education skills Design a safe and appropriate healthy lifestyle management programme incorporating elements of physical activity and nutrition Method of delivery: Full Time Assessment modes: This module is		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation of human values and attitudes Demonstrate a knowledge and understanding of culture and diversity Demonstrate a knowledge and understanding of moral values and citizenship. Method of delivery: Full Time Assessment modes: This module is assessed by means of	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful application of physical education skills Design a safe and appropriate healthy lifestyle management programme incorporating elements of physical activity and nutrition Method of delivery: Full Time Assessment modes: This module is assessed by means of		
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On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation of human values and attitudes Demonstrate a knowledge and understanding of culture and diversity Demonstrate a knowledge and understanding of moral values and citizenship. Method of delivery: Full Time Assessment modes: This module is assessed by means of Module Semester1: NQF Level: 5	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful application of physical education skills Design a safe and appropriate healthy lifestyle management programme incorporating elements of physical activity and nutrition Method of delivery: Full Time Assessment modes: This module is assessed by means of Semester2: NQF EDST112/3DST112 level: 6		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation of human values and attitudes Demonstrate a knowledge and understanding of culture and diversity Demonstrate a knowledge and understanding of moral values and citizenship. Method of delivery: Full Time Assessment modes: This module is assessed by means of Module Semester1: NQF Level: 5 Title: Education Studies 1A	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful application of physical education skills Design a safe and appropriate healthy lifestyle management programme incorporating elements of physical activity and nutrition Method of delivery: Full Time Assessment modes: This module is assessed by means of Semester2: NQF EDST112/3DST112 level: 6 Title: Education Studies 1B		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation of human values and attitudes Demonstrate a knowledge and understanding of culture and diversity Demonstrate a knowledge and understanding of moral values and citizenship. Method of delivery: Full Time Assessment modes: This module is assessed by means of Module Semester1: NQF EDST111/3DST111 level: 5 Title: Education Studies 1A Content:	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful application of physical education skills Design a safe and appropriate healthy lifestyle management programme incorporating elements of physical activity and nutrition Method of delivery: Full Time Assessment modes: This module is assessed by means of Semester2: EDST112/3DST112 NQF Ievel: 6 Title: Education Studies 1B		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation of human values and attitudes Demonstrate a knowledge and understanding of culture and diversity Demonstrate a knowledge and understanding of moral values and citizenship. Method of delivery: Full Time Assessment modes: This module is assessed by means of Module Semester1: EDST111/3DST111 NQF Itile: Education Studies 1A Content: 1: Conceptions of education	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful application of physical education skills Design a safe and appropriate healthy lifestyle management programme incorporating elements of physical activity and nutrition Method of delivery: Full Time Assessment modes: This module is assessed by means of Semester2: EDST112/3DST112 Title: Education Studies 1B Content Sociological Theories in Education		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation of human values and attitudes Demonstrate a knowledge and understanding of culture and diversity Demonstrate a knowledge and understanding of moral values and citizenship. Method of delivery: Full Time Assessment modes: This module is assessed by means of Module Code: EDST111/3DST111 Revel: 5 Title: Education Studies 1A Content: 1: Conceptions of education Sociological understanding of education	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful application of physical education skills Design a safe and appropriate healthy lifestyle management programme incorporating elements of physical activity and nutrition Method of delivery: Full Time Assessment modes: This module is assessed by means of Semester2: EDST112/3DST112 Title: Education Studies 1B Content Sociological Theories in Education Functionalism		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation of human values and attitudes Demonstrate a knowledge and understanding of culture and diversity Demonstrate a knowledge and understanding of moral values and citizenship. Method of delivery: Full Time	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful application of physical education skills Design a safe and appropriate healthy lifestyle management programme incorporating elements of physical activity and nutrition Method of delivery: Full Time Assessment modes: This module is assessed by means of Semester2: NQF EDST112/3DST112 level: 6 Title: Education Studies 1B Content Sociological Theories in Education Functionalism Conflict theory		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation of human values and attitudes Demonstrate a knowledge and understanding of culture and diversity Demonstrate a knowledge and understanding of moral values and citizenship. Method of delivery: Full Time Assessment modes: This module is assessed by means of Module Semester1: NQF code:- EDST111/3DST111 level: 5 Title: Education Studies 1A Content: 1: Conceptions of education Sociological understanding of education Institutional understanding of education Enlightenment period of understanding education	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful application of physical education skills Design a safe and appropriate healthy lifestyle management programme incorporating elements of physical activity and nutrition Method of delivery: Full Time Assessment modes: This module is assessed by means of Semester2: EDST112/3DST112 Title: Education Studies 1B Content Sociological Theories in Education Functionalism		
On completion of this module students will be able to: Demonstrate knowledge and understanding of personal growth and development Demonstrate the skills needed to initiate and maintain human relationships Demonstrate an understanding of the different forms of family structures Demonstrate and understanding and appreciation of human values and attitudes Demonstrate a knowledge and understanding of culture and diversity Demonstrate a knowledge and understanding of moral values and citizenship. Method of delivery: Full Time	On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful application of physical education skills Design a safe and appropriate healthy lifestyle management programme incorporating elements of physical activity and nutrition Method of delivery: Full Time Assessment modes: This module is assessed by means of Semester2: NQF EDST112/3DST112 level: 6 Title: Education Studies 1B Content Sociological Theories in Education Functionalism Conflict theory		

Changing para Inclusion in the	e South African context		Principles underpinning the teaching and learning	ie process of
What is inclusi	-···	Philosophies and pers pedagogical content know	vledge	
A framework	for understanding inclu	usion for	Foundations of teaching a	
Title: Genera Content:	l Pedagogy 2A		Title: General Pedagog Content:	y 2B
code:-	EGEP211/3GEP211	level: 6	EGEP212/3GEP212	level: 6
means of assi	Semester1:	NQF	Semester2:	NQF
	nodes: This module is ass	sessed by	Assessment modes: Thi assessed by means of as	
	livery: Full Time		Method of delivery: Full	Time
		practice. Demonstrate an under diversity in education. Demonstrate an understate trends in citizenship educ Critically analyse the between education and make informed decisions	anding of the ation. relationship society to	
			module, students should Demonstrate a know understanding of sociolog of education. Demonstrate an understa sociology of education	ledge and jical theories anding of the
Module outcor	nes:		Module outcomes: On successful comple	
(democratisati educational op Outcomes-bas National curric	portunities)	equal		
People's educ 5: Post – apar Single nationa	ation theid education I education department			
June 1976 So The De Lange	Commission			
Bantu Educati	onal Education on Act of 1953 cation for whites, Indian	s, blacks	History of South African of Future of citizenship of South African schools	
Influence of economic, social and political trends on education 4: Education provisioning during the period of National Party rule			Status and role Citizenship education Ancient and modern citizenship	
	cation of South African education	Socialisation Stratification Norms and Values		
Personal relati Utilitarianism Moral Rights	vism and existentialism		Culture Race Gender	
Cultural relative Morality and re	ism		The role of the school in a Diversity in education	society
Morality, etiqu	of ethical thinking, con he evaluation of argumen		Sociology of Education practice Ecology of the school	

Barriers to learning.

Types of barriers

Current school reforms and addressing barriers to student learning

Identification and assessment of learners with barriers to learning.

Purpose of assessment

Assessment strategies

Learning support

Learning support in South Africa

Principles of Universal Design for Learning (UDL)
Differentiated instructional strategies

Designing a learner support programme.

Collaboration

Collaboration

Collaboration with teachers, families, education Professional development portfolio support services, and community members.

Approaches to knowledge structuring and models for quality teaching

The learner and the learning process Important factors a teacher should know about the learner

Perspectives on learning process and learning styles

Teaching and learning strategies Cooperative teaching and learning

strategies
Problem-based teaching and learning

strategies
Expository teaching and learning

strategies Indirect teaching and learning

strategies Education Technologies (Teaching Medias)

Orientation into assessment

Understanding key issues in assessment

Theories on the nature of learners' needs in assessment (Gardner and Maslow' theories)

Purposes, procedures in continuous assessment

Organising, planning and designing activities for baseline assessment Understanding formative assessment and its implication for teachers in practice

Diagnostic assessment and its value in effective teaching and learning Understanding summative

assessment Assessment grading models

Assessment grading models implication of assessment on teachers' professionalism and responsibilities

Programming models

Management of assessment of assessment in schools

Marking and grading Recording and filing

Reporting learners' performance

Module outcomes:

On successful completion of the module, students should be able to ...

Demonstrate a knowledge and understanding of the practical implications of inclusion for South African school communities

Identify and assess learners with various barriers to learning

Design effective differentiated teaching, learning and assessment tasks

Demonstrate a knowledge and understanding of the principles of Universal Design for Learning (UDL) to support the learning of all students

Module outcomes:

On successful completion of the module, students should be able to ... Demonstrate a knowledge and understanding of the various methods of teaching and their application in their teaching and learning contexts Critically evaluate learning and teaching activities against the knowledge acquired on principles and approaches to teaching and learning Demonstrate a knowledge and understanding of the purpose of

differentiated learning in inc Demonstrate working with parents, and o Demonstrate a preparing a pr	a knowledge and underst instructional strategies to usive classrooms the collaborative skills no peer professionals, support of the collaborative skills no peer professionals, support per professional development professi	understanding of the varior and contexts in assessme Demonstrate the ability assessment plans and ac Method of delivery: Full Assessment modes: This	ledge and us concepts ent to produce tivities		
code:-	ELZL211/3LZL211	NQF level: 6	ELZL212/3LZL212	level: 6	
Title: IsiZulu	Home Language 2A		Title:		
J	s and Pragmatics		Content: Poetry. Folklore. Critical analysis and inter poetry and folklore. Module outcomes:	pretation of	
to: Demonstrate isiZulu Home Apply isiZulu and pragmatic	he module, students shou knowledge and understa Language syntax. Home Language socio s skills in texts.	By the end of the module, students should be able to: Demonstrate a knowledge and understanding of poetry and folklore. Critically analyse and interpret poetry and folklore. Create and evaluate poetry and folklore.			
	livery: Full Time		Method of delivery: Full Time		
means of exam			Assessment modes: This coursework/research assessed by means of ex Formative assessments summative assessment 5	which is amination 50% and	
Module code:-	Semester1: ELEL211/3LEL211	NQF level: 6	Semester2: ELEL212/3LEL212	NQF level: 6	
	First Additional Langua	age 2A	Title: English First Language 2B	Additional	
Content: Language structures and conventions. Construction and communication of thoughts and ideas. Application of grammatical structures and conventions.			Content: Analysis of written and visual texts. Analysis and interpretation of non-literary texts. Producing written texts.		
conventions.		ires and	Producing written texts.		
conventions. Module outcor			Producing written texts. Module outcomes: By the end of the modu should be able to: Analyse written and visua Analyse and interpret texts. Produce coherent writte English.	le, students I texts. non-literary	
conventions. Module outcor By the end of t	mes:		Producing written texts. Module outcomes: By the end of the modu should be able to: Analyse written and visua Analyse and interpret texts. Produce coherent written	le, students I texts. non-literary	

Module Semester1: EESS211/3ESS211 level: 6 EESS212/3ESS212 Ritle: Social Sciences 2A (History) Title: Social Sciences 2A (History) Title: Social Sciences 2B (Geography) Content:	means of examination Formative assessments 50% and summative assessment 50%.			assessed by means of examination Formative assessments 50% and			
Title: Social Sciences 2A (History) Content: Early Southern African Kingdoms Pr-post-independence periods of African States. South African history Module outcomes: By the end of the module, students should be able to: Demonstrate a deep understanding of political and social-economic dispensation in preand post-independence periods of African states Demonstrate an integrative understanding of political and social-economic dispensation in preand post-independence periods of African states Method of delivery: Full Time Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations Medule Semester1: EESEZ11/3ES211 Revel: 6 Title: Social Sciences 2B Title: Social Sciences 2B Content: Human Geography Content: Human Geography Geomorphology Full and Geography Full aller of the module, students should be geomorphology Interpret weather patterns to predicts climatic weather conditions Full and Geography Geomorphology Interpret weather patterns to predicts climatic weather conditions Full and Geography Geomorphology Interpret weather patterns to predicts climatic weather conditions Full and Geography Full aller of the module is assessed by means of Tests, Assignments, Presentations and Examinations Method of delivery: Full Time Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations Module outcomes: By the end of the module, students should be guipped with: Method of delivery: Full Time Assessment modes: This module is asse							
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Content: Early Southern African Kingdoms Pr-post-independence periods of African States. South African history Module outcomes: By the end of the module, students should be able to: Demonstrate a deep understanding of political and social-economic dispensation in pre- and post-independence periods of African states By the end of the module, students should be able to: Demonstrate an integrative understanding of political and social-economic dispensation in pre- and post-independence periods of African states Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations Module Semester1: EESE211/3ES211 NQF EESE211/3ES211 Revel: 6 EESE211/3ES211 Revel: 6 EESE211/3ES211 Revel: 6 EESE211/3ES211 Revel: 6 EESE211/3ES211 Revel: 6 EESE212/3ESE212 Revel: 6 EASSEMENT MODULE of the module, students should be equipped with: Module outcomes: By the end of the module, students should be equipped with: Method of delivery: Full Time Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations Module outcomes: By the end of the module, students should be equipped with: Method of delivery: Full Time Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Bank reconciliation Credit transactions Module outcomes: By the end of the module, students should be equipped with: Method of delivery: Full Time Assessment modes: This module is should be equipped with: Method of delivery: Full Time Assessment modes: This module is should be equipped with: Method of delivery: Full Time Assessment modes: This module is assessed by means of Tests, Assessment modes: This module is should be equipped with:			level: 6				
Early Southern African Kingdoms Pr-post-independence periods of African States. South African history Module outcomes: By the end of the module, students should be able to: Demonstrate a deep understanding of early Southern African Kingdoms Demonstrate an integrative understanding of political and social-economic dispensation in preand post-independence periods of African states Analyse the influence of urban environment and economic development Analyse the influence of urban environment and economic development and firican integrative understanding of climatology and geomorphology Interpret weather patterns to predicts climatic weather conditions Method of delivery: Full Time Assessment modes: This module is assessed by means of This module is assessed by means of This module is assessed by means of This module is assessed by means of Time module; assessed by means of Time module; assessed by means of Time module; assessed by means of Time module; assessed by means of Time module; assessed by means of Tests, Assignments, Presentations and Examinations Module Semester1: NQF EESE211/JSES211 NQF EESE211/JSES211 NQF EESE211/JSES211 NQF EESE211/JSES211 NQF EESE211/JSES211 NQF EESE212/SES2212 NQF EESE		Sciences 2A (History)		(Geography)	ences 2B		
By the end of the module, students should be able to: Demonstrate a deep understanding of early Southern African Kingdoms Demonstrate an integrative understanding of political and social-economic dispensation in preand post-independence periods of African states By the end of the module, students should be able to: Demonstrate a knowledge and understanding of human and physical geography Evaluate the impact of population growth and distribution on health and sustainable development Analyse the influence of urban environment and economic development in African Demonstrate integrative understanding of climatology and geomorphology Interpret weather patterns to predicts climatic weather conditions Embrace responsibility for water resources utilisation in South Africa Appreciate the challenges of water resources utilisation in South Africa Appreciate the challenges of water resources management in South Africa Appreciate the challenges of water resources management in South Africa Appreciate the challenges of water resources management in South Africa Appreciate the challenges of water resources utilisation in South Africa Appreciate the challenges of water resources utilisation in South Africa Appreciate the challenges of water resources utilisation in South Africa Appreciate the challenges of water resources utilisation in South Africa Appreciate the challenges of water resources utilisation in South Africa Appreciate the challenges of water resources utilisation in South Africa Appreciate the challenges of water resources utilisation in South Africa Appreciate the challenges of water resources utilisation in South Africa Appreciate the challenges of water resources utilisation in South Africa Appreciate the challenges of water resources utilisation in South Africa Appreciate the challenges of water resources utilisation in South Africa Appreciate the challenges of water resources utilisation in South Africa Appreciate the challenges of water resources utiliseritors Method of delivery: Full Time Assessment mode	Early Southern Pr-post-indepe	endence periods of Africa	n States.	Human Geography Climatology Geomorphology			
Assessment modes: This module is assessed by means of This module is assessed by means of Tests, Assignments, Presentations and Examinations Module Semester1: NQF EESE211/3ES211 level: 6 Title: Economic and Management sciences 2A Content: Accounting equation Value Added Tax (VAT) Salaries and wages Non-Current Assets Year-end adjustments Module outcomes: By the end of the module, students should be equipped with: Method of delivery: Full Time Assessment modes: This module is assessed by means of Tests, assignments, Presentations and Examinations Title: Economic and Management Sciences 2B Semester2: EESE212/3ESE212 level: 6 Title: Economic and Management Sciences 2B Content: Content: Partnership Sole Trader AFS (profits and loss, income statement and Balance sheet) GAAP principles Cash transactions and Bank reconciliation Credit transactions Module outcomes: By the end of the module, students should be equipped with: Method of delivery: Full Time Assessment modes: This module is	By the end of able to: Demonstrate Southern Afric Demonstrate political and so and post-indep	of the module, students a a deep understanding can Kingdoms an integrative understa ocial-economic dispensat pendence periods of Afric	By the end of the module, students should be able to: Demonstrate a knowledge and understanding of human and physical geography Evaluate the impact of population growth and distribution on health and sustainable development Analyse the influence of urban environment and economic development in African Demonstrate integrative understanding of climatology and geomorphology Interpret weather patterns to predicts climatic weather conditions Embrace responsibility for water resources utilisation in South Africa Appreciate the challenges of water				
means of This module is assessed by means of Tests, Assignments, Presentations and Examinations Module Semester1: EESE211/3ES211 level: 6 Title: Economic and Management sciences 2A Content: Accounting equation Value Added Tax (VAT) Solaries and wages Non-Current Assets Year-end adjustments Year-end adjustments Module outcomes: By the end of the module, students should be equipped with: Method of delivery: Full Time Assessment modes: This module is assessed by means of Tests, assessed by means o	Method of de	livery: Full Time		Method of delivery: Ful	l Time		
Content: Accounting equation Value Added Tax (VAT) Salaries and wages Non-Current Assets Year-end adjustments Module outcomes: By the end of the module, students should be equipped with: Method of delivery: Full Time Assessment modes: This module is assessed by Title: Economic and Management Sciences 2B Title: Economic and Management Sciences 2B Title: Economic and Management Sciences 2B Content: Partnership Sole Trader AFS (profits and loss, income statement and Balance sheet) GAAP principles Cash transactions and Bank reconciliation Credit transactions Module outcomes: By the end of the module, students should be equipped with: Method of delivery: Full Time Assessment modes: This module is	means of This Tests, Ass Examinations	module is assessed by	means of ns and	assessed by means of This module is assessed by means of Tests, Assignments, Presentations and			
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	Assessment n	nodes: This module is as		Assessment modes: Thi	s module is		

Search and access valid health inform health-promoting products, and service Practice health-enhancing behavior reduce health-related risks Advocate for personal, family, and envhealth.	Value and appreciate th others' artistic proces products.		
Method of delivery: Full Time		Method of delivery: Full	Time
Assessment modes: This module is by means of		Assessment modes: The assessed by	
Module Semester1: code:- ESBM211/3SBM211	NQF level: 5	Semester2: EEBE212/3EBE212	NQF level: 5
Title: Basic Mathematics		Title: Basic EMS	
Content: Measurements Conversion of units Perimeter, area and volume Two and three dimensional figures Basic Financial literacy Cost price and selling price Profit margins Taxation Currency fluctuations Financial and other indices Simple and compound growth Budgeting Bond repayments Inflation Investments and loans Exchange rates Data Pictographs and circle graphs Stem and leaf plots Scatter plots Histograms and frequency polygons Statistical measures Probability Probability of single event Independent events Two way diagrams Number Sequences Percentages		Content: The Economic and M Sciences as a field of stu The economy History of money Goods and services Production process Inequality and poverty Modern economic system The market Financial literacy The role of Accounting Accounting concepts Income and expenditure The Accounting Equation The Accounting system Entrepreneurship The entrepreneur Starting a business Different types of busines Teaching and learning is Economic and M Sciences.	dy
Ratio and proportion			
Module outcomes: On successful completion of the module should be able to: - Demonstrate a minimal understa mathematics concepts Demonstrate general understan mathematics concepts Demonstrate a basic application of maconcepts.	anding of	Module outcomes: On successful comple module, students should Demonstrate a know understanding of Eco Management Sciences of Demonstrate an knowledge and under economics, accounting a studies. Apply knowledge and sl defined and routine p Economic and I Sciences.	be able to ledge and nomic and oncepts. integrative standing of nd business tills to solve

			Apply strategies of tea		
			assessing Economi	c and	
			Management Sciences.		
	very: Full Time		Method of delivery: Full Time		
	modes: This module is	assessed	Assessment modes: Thi	s module is	
by means of			assessed by		
Module	Semester 1:	NQF	Semester 2:	NQF	
code:-	EDST211/3DST211	level: 7	EDST212/3DST212	level: 7	
Title: Educati	on Studies 2A		Title: Education Studies:	2B	
Content:			Content: -		
Understanding	child and add	olescence	Study of learning		
development	•		Learning theories and phil	losophies	
Theories of de	velopment		Relation of learning and ir		
Principles of d			Neuroscience of learning		
Early childhoo	d development		Neurophysiology of learning	ng	
	early childhood developr		Brain functions and learning	ng	
	lopment in early childhood		Motivation and emotions		
	I language development	t in early	Theories of learning		
childhood			Behavioural		
	emotional development	in early	Social Cognitive		
childhood			Information Processing		
	od development		Constructivist		
	middle childhood develo		Complex Cognitive	learning	
	lopment in middle childho		processes.		
childhood	language development	in middle	Metacognition and learnin	g	
	emotional development	مالمانم من	Concept learning	of Incoming	
childhood	emotional development	in middle	Problem solving transfer of learning Motivation		
Adolescence	dayalanmant		Theoretical approaches to motivation		
	adolescent development		Models of motivation		
	lopment in adolescence		Achievements and motivation		
	nd language develop	ment in	Goals, motives, and interest in		
adolescence	.a .agaage acre.ep		motivation		
Social and	emotional developr	ment in	ourauori		
adolescence					
Module outco	omes:		Module outcomes:		
	completion of the module	, students	On successful complete	ion of the	
should be able			module, students should b		
Demonstrate a	a knowledge and underst	tanding of	Demonstrate a knowledge and		
childhood and	adolescent development		understanding of the different learning		
	inking and problem solvin		theories and their implications for		
	the childhood and a		teaching and learning.		
developmenta		r during	Demonstrate a knowl		
professional p	ractice		understanding of the Neur	roscience of	
1			learning.		
			Demonstrate knowledge		
			integrative understanding	of complex	
			learning processes.	-44	
			Analyse, compare and co	ntrast types	
			of motivation.	th a a ri a	
			Critique and justify which best suited for learners		
			needs.	i iiuiviuudi	
Mothed of de	livory: Full Time			Timo	
	livery: Full Time modes: This module is	00000004	Method of delivery: Full Assessment modes: Th		
		assesse0			
by means of a		NOT	assessed by means of ass		
Module	Semester1:	NQF	Semester2:	NQF	
code:-	EGEP211/3GEP211	level: 6	EGEP212/3GEP212	level: 6	

Title: General Pedagogy 2A Title: General Pedagogy 2B Content: Content: A framework for understanding inclusion for Foundations of teaching and learning South African school communities Philosophies and perspectives of What is inclusion? pedagogical content knowledge Changing paradigms Principles underpinning the process of Inclusion in the South African context teaching and learning Barriers to learning. Approaches to knowledge structuring Types of barriers and models for quality teaching The learner and the learning process Current school reforms and addressing barriers to Important factors a teacher should student learning Identification and assessment of learners with know about the learner barriers to learning. Perspectives on learning process and Purpose of assessment learning styles Assessment strategies Teaching and learning strategies Learning support Cooperative teaching and learning Learning support in South Africa strategies Principles of Universal Design for Learning (UDL) Problem-based teaching and learning Differentiated instructional strategies strategies Designing a learner support programme. Expository teaching and learning Collaboration strategies Collaboration with teachers, families, education Indirect teaching and learning support services, and community members. strategies Professional development portfolio Education Technologies (Teaching Medias) Orientation into assessment Understanding kev issues in assessment Theories on the nature of learners' needs in assessment (Gardner and Maslow' theories) Purposes, procedures in continuous assessment Organising, planning and designing activities for baseline assessment Understanding formative assessment and its implication for teachers in practice Diagnostic assessment and its value in effective teaching and learning Understanding summative assessment Assessment grading models Implication of assessment on teachers' professionalism and responsibilities Programming models Management of assessment of assessment in schools Marking and grading Recording and filing Reporting learners' performance Module outcomes: Module outcomes: On successful completion of the module, students On successful completion of the module, students should be able to ... should be able to ... Demonstrate a knowledge and understanding of Demonstrate a knowledge and the practical implications of inclusion for South understanding of the various methods African school communities of teaching and their application in Identify and assess learners with various barriers their teaching and learning contexts

to learning

Design effective differentiated teaching, learning and assessment tasks

Demonstrate a knowledge and understanding of the principles of Universal Design for Learning (UDL) to support the learning of all students

Demonstrate a knowledge and understanding of differentiated instructional strategies to support learning in inclusive classrooms

Demonstrate the collaborative skills needed for working with peer professionals, support staff, parents, and community members

Demonstrate a knowledge and understanding of preparing a professional development portfolio

Critically evaluate learning and teaching activities against the knowledge acquired on principles and approaches to teaching and learning Demonstrate a knowledge understanding of the purpose of various learning styles in a class with diverse learning needs

Demonstrate a knowledge understanding of the various concepts and contexts in assessment Demonstrate the ability to produce assessment plans and activities

Method of delivery: Full Time

Assessment modes: This module is assessed by means of examination.....

Method of delivery: Full Time Assessment modes: This module is assessed by means examination....

NOF

level: 6

Module Semester1: NQF Semester2: level: 6 ELZL312/3LZL312 code:-ELZL311/3LZL311 Title: IsiZulu Home

Title: IsiZulu Home Language Education 3A

Language Education 3B

Content:

Foundations of teaching and learning in IsiZulu Home Language.

subject IsiZulu Home Language policy documents.

Teaching and learning strategies in IsiZulu Home

Language. Assessment strategies in IsiZulu Home Language.

Learning and Teaching Support Materials in IsiZulu Home Language.

Content:

IsiZulu Home Language teaching and learning in school.

differentiation Curriculum and adaptive teaching in IsiZulu Home Language.

Classroom research in IsiZulu Home Language.

Develop pedagogical content knowledge in lsi7ulu Home Language.

ICT in IsiZulu Home Language.

Module outcomes:

By the end of the module, students should be able

Demonstrate a knowledge and understanding of the foundations of teaching and learning in IsiZulu Home Language.

Demonstrate a knowledge and understanding of the relevant policies in IsiZulu Home Language teaching and learning.

Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home Language.

Design appropriate lesson plans in IsiZulu Home Language taking into account theories of teaching, learning, child development and curriculum needs.

Design appropriate assessment strategies in IsiZulu Home Language.

Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home Language.

Demonstrate an understanding of the use of ICT in facilitating IsiZulu Home Language.

Module outcomes:

By the end of the module, students should be able to:

Use elementary statistical information to manage teaching, learning and assessment in lsiZulu Home Language.

Demonstrate competence assessing and monitoring learner progress and achievement in IsiZulu Home Language.

Use the results of assessment to improve the teaching and learning of IsiZulu Home Language.

Adapt lessons and assessment tasks accommodate learners with different learning problems in IsiZulu Home Language.

Demonstrate the competence needed to learn from available research in order to improve teaching in the IsiZulu Home Language classroom and to enhance their own academic learning.

			Develop content knowled implement and assest teaching and learning exp Evaluate curriculum politeaching of IsiZulu Home Demonstrate understand use of ICT in facilitating Is Language.	es effective periences. icies for the Language. ding of the siZulu Home		
	livery: Full Time		Method of delivery: Full			
Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%.			coursework/research assessed by means of Formative assessments summative assessment 5	Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%		
Module code:-	Semester1: ELEL311/3LEL311	NQF level: 6	Semester2: ELEL312/3LEL312	NQF level: 6		
Title: Englis Education 3A Content: Foundations of English First Additional Lar Assessment stanguage. Leason desi Language. Learning and English First Additional Lar Assessment stanguage. Learning and English First Additional Lar Assessment stanguage. Learning and English First Additional Lar Assessment stanguage tea Select and us and technique English First Additional Lar Design approfit of account to development additional Lar Demonstrate	if teaching and learning in the Additional Language learning strategies in English First grant in English First grant in English First grant in English First in Teaching Support Madditional Language. In English First in Teaching Support Madditional Language. In English First in Teaching Support Madditional Language. In English First in English First in English First in English First in English First in English First in English First in English First in English First in English First in English English English English English in English Engli	Language a English. e policy glish First Additional Additional aterials in all be able tanding of arning in tanding of Additional , methods earning of lish taking ning, child ategies in teaching glish First of ICT in	Title: English First Language Education 3B Content: English First Additional teaching and learning in s Curriculum differentia adaptive teaching in E Additional Language. Classroom research in I Additional Language. Develop pedagogical knowledge in English First Language. ICT in English First Language. Wodule outcomes: By the end of the modus should be able to: Use elementary statistical to manage teaching, le assessment in English Fir Language. Demonstrate comper assessing and monitor progress and achievemen First Additional Language Use the results of ass improve teaching and English First Additional L	Additional I Language school. ation and English First English First I content st Additional and English English First I content st Additional and English		
			Develop content knowled implement and asses teaching and learning exp	s effective		

			Evaluate curriculum policies for English First Additional Language teaching. Demonstrate understanding of the use of ICT in facilitating English First Additional Language.		
Method of de	livery: Full Time		Method of delivery: Full	Γime	
Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%. Module Semester1: NQF			Assessment modes: This coursework/research assessed by means of exe Formative assessments summative assessment 50 Semester2: EESS312/3ESS312	which is amination 50% and	
code:-	EESS311/3ESS311	level: 6	Title: Social Sciences Ed		
Content: Foundations of Sciences Teaching an Sciences Assessment's Lesion design Learning and Social Science Module outcome By the end of able to: Demonstrate the foundation science Demonstrate the relevant properties and learning Select and us and technique social science besign approsiones talkin learning, chineeds. Design approsocial science Design, select and learning select and	of teaching and learning d Learning strategies trategies in Social Science in Social sciences I Teaching Support Males of the module, students is a knowledge and unders is of teaching and learning a knowledge and unders colicies in social sciences as appropriate strategies as in the teaching and learning as in the te	in Social es sterials in should be tanding of g in social tanding of teaching methods earning of in social teaching, curriculum tegies for teaching I sciences	Content: Social sciences teaching a in School Curriculum differentiat adaptive teaching in social Classroom research sciences Develop pedagogical knowledge in Social Sciences ITC in Social Sciences Module outcomes: By the end of the modul should be able to: Use elementary statistical to manage teaching, leassessment in Social Sciences Demonstrate compete assessing and monitori progress and achievement Sciences Use the results of asset improve teaching and Social Sciences Adapt lessons and assess	and learning tion and I Sciences in social content tices le, students information arning and ences ence in ing learner int in Social essment to learning of sment tasks eners with ins in Social ince needed research to the Social to enhance ing knowledge ement and and learning	
			Demonstrate an understar use of ITC in facilitat Sciences		
Method of de	livery: Full Time		Method of delivery: Full	Time	
	modes: This module is	assessed	Assessment modes: This		
	his module is assessed		assessed by means of Thi		

of Tests, A Examinations	assignments, Presentati	assessed by means of Tests, Assignments, Presentations and Examinations					
Module code:-	Semester1: EPPS311/3PPS311	Semester 2: NQF EPPS312/ 3PPS312 level:					
	Is Education 3A	level: 6	Title: Life Skills Education				
History of Life Life Skills poli Subject policy Teaching and Teaching and Teaching and Assessment s Lesson desigr Learning and Skills	documents learning strategies in Life learning theories learning strategies trategies in Life Skills	Content: - Life Skills teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities Curriculum differentiation and adaptive teaching in Life Skills Barriers to learning and development Designing differentiated learning activities Classroom research in Life Skills Use existing research literature in Life Skills to improve classroom practice Develop pedagogical content knowledge in Life Skills Addressing alternative — pre- and misconceptions					
will be able to Demonstrate the foundation Skills. Demonstrate the relevant plearning. Select and us and technique Life Skills. Design approtaking into accidid developm Design approp Skills. Design, select and learning s	completion of the module a knowledge and underst is of teaching and learning a knowledge and underst policies in Life Skills teached appropriate strategies, as in the teaching and learning and curriculum need to be a seen and curriculum need to be a seen and adapt appropriate upport materials for Life San understanding of the understanding of	anding of ng in Life anding of ching and methods earning of Life Skills, learning, s. ies in Life teaching Skills.	ICT in Life Skills Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Life Skills. Demonstrate competence in assessing and monitoring learner progress and achievement in Life Skills. Use the results of assessment to improve teaching and learning of Life Skills. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Skills. Demonstrate the competence to learn from available research in order to improve teaching in the Life Skills classroom and to enhance their own academic learning. Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies for Life Skills.				
Method of de Assessment	livery: Full Time modes: This mo	dules is	Method of delivery: Full Assessment modes: Th				
		essed by	is coursework/research assessed by means of	which is			

Module	Semester 1:	NQF	Semester 2:	NQF			
code:-	EDST311/3DST311	EDST312/3DST312 level: 7					
Title: Education	on Studies 3A		Title: Education Studies 3	3B			
School admin School manag School admin Education ma Collegial mana Bureaucratic r Political mana The nature management in the context School leader the changing s School manag Embracing al leading Management Management	and school management istration gement istration and effectiveness nagement theories agement theories agement theories and the purpose of and leadership both gene of a changing South African context gement teams lternative ways of mana of resources of physical resources of physical resources	Content: Common law practices in education Legislation impacting on education The Constitution of the Republic of South Africa, Act 108 of 1996 The South African Schools Act The Employment of Educators Act The Labour Relations Act 3 Legal foundations for school practice Rules and interpretation of statutes Court cases that impact on school practice 4 The legal status of the educator learner school					
should be able Demonstrate I administration Apply a kn educational m management Demonstrate administrative management Demonstrate theories which	I completion of the module e to: knowledge of and insight in and management. owledge and understal anagement theories to sol problems. an understanding of the duties required for the of learning environments. knowledge of the man an impact on educational problems.	Module outcomes: On successful completion of the module, students will be able to: Demonstrate a knowledge and understanding of the legislation and policies that impact on school practice Apply their knowledge and skills to classroom and school management in ways that demonstrate their ability to interpret the legislation and policies Analyse and critique court cases that impact on school practice . Method of delivery: Full Time					
Assessment coursework/re means of		dules is essed by	Assessment modes: This modules is coursework/research which is assessed by means of				

FED.12.3.3. MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING - EBDIP2

INTERMEDIATE PHASE TEACHING (LANGUAGE AND HUMANITIES) - YEAR COURSES

Module code:- Year Level 1: EDSL100/3DSL100 NQF level: 5

Title: Academic skills for Educators

Content: -

- Communicative competence.
- Reading and writing for academic purposes.
- Information literacy skills.
- Planning as an important component of academic writing process.
- Computing Fundamentals.
- Key Applications.

Living online.

Module outcomes:

- By the end of the module, students should be able to:
- Apply the academic reading and writing skills acquired to their learning.
- Demonstrate the use of critical reading skills in the pursuit of their studies.
- Use presentation skills.
- Use information technology to plan, administer, develop teaching resources and collect information.
- Apply the skills needed to use computers in intermediate phase classes.

Method of delivery: Full Time

Assessment modes: This modules is coursework/research which is assessed by means of examination...Formative assessments 50% and summative assessment 50%

Module code:- Year Level 4: ELZL400/3LZL400 NQF level: 7

Title: IsiZulu Home Language Education 4

Content:

- IsiZulu Home Language teaching and learning in school.
- Classroom research in IsiZulu Home Language.
- Advanced development of pedagogical content knowledge in IsiZulu Home Language.
- Advanced development of pedagogical content knowledge in IsiZulu Home Language.
- Curriculum policies in IsiZulu Home Language.
- Reflection on teaching and learning experiences in IsiZulu Home Language.

Module outcomes:

By the end of the module, students should be able to:

- Use elementary statistical information to critically reflect on teaching and learning, and assessment processes in IsiZulu Home Language.
- Demonstrate competence to use action research in IsiZulu Home Language.
- Reflect on teaching and learning experiences in IsiZulu Home Language.
- Critique curriculum policies in IsiZulu Home Language.
- Demonstrate competence to link epistemology of IsiZulu with IsiZulu Home Language practices.

Method of delivery: Full Time

Assessment modes: This modules is coursework/research which is assessed by means of examination... Formative assessment 50% and summative assessment 50%.

Module code:- Year Level 4: ELEL400/3LEL400 NQF level: 7

Title: English First Additional Language Education 4

Content:

- English First Additional Language teaching and learning in school.
- Classroom research in English First Additional Language.
- Advanced development of pedagogical content knowledge in English First Additional Language.
- Curriculum policies in English First Additional Language.
- Reflection on teaching and learning experiences in English First Additional Language.

Module outcomes:

By the end of the module, students should be able to:

- Use elementary statistical information to critically reflect on teaching, learning and assessment processes in English First Additional Language.
- Demonstrate the competence needed to use action research in English First Additional Language.
- Reflect on teaching and learning experiences in English First Additional Language.
- Critique curriculum policies for English First Additional Language.
 - Demonstrate competence to link epistemology in English First Additional Language with English practice.

Method of delivery: Full Time

Assessment modes: This modules is coursework/research which is assessed by means of examination... Formative assessment 50% and summative assessment 50%.

Module code:- Year Level 4: EESS400/3ESS400 NOF level: 7

Title: Social Sciences Education 4

Content: -

- 1. Social Sciences teaching and learning in school
- Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence based solutions
- 2. Classroom research in Social Sciences
- Use Action research in Social Sciences to :
 - ✓ gather and process information
 - √ validate sources of information
 - $\checkmark \hspace{0.5cm}$ address complex problems applying evidence based solutions and theory driven arguments
- 3. Advanced development of pedagogical content knowledge in Social Sciences
 - Link the epistemology of the Social Sciences with Social Sciences practice
- Addressing alternative pre- and misconceptions
- 4. Curriculum policies in Social Sciences
- 4. Curriculum policies in Social Sciences
- Critique curriculum policies in Social Sciences
- 5. Reflection on teaching and learning experiences in Social Sciences

Module outcomes:

On successful completion of the module, students will be able to:

- Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Social Sciences
- Demonstrate the competence needed to use action research in the Social Sciences
- Reflect on teaching and learning experiences in Social Sciences
- Critique curriculum policies in Social Sciences
- Demonstrate the competence needed to link the epistemology of the Social Sciences with Social Sciences practice.

Method of delivery: Full Time

Assessment modes: This modules is coursework/research which is assessed by means of

Module code:- Year Level 4: EPPS400/ 3PPS400 NQF level: 7

Title: Life Skills Education 4

Content: -

- 1. Life Skills teaching and learning in school
- Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidencebased solutions
- 2. Classroom research in Life Skills
- Use Action research in Life Skills to :
 - ✓ gather and process information
 - √ validate sources of information
 - address complex problems applying evidence based solutions and theory driven arguments
- 3. Advanced development of pedagogical content knowledge in Life Skills
- Link epistemology of Life Skills with Life Skills practices
- Addressing alternative pre- and misconceptions
- 4. Curriculum policies in Life Skills
- Critique curriculum policies in Life Skills
- 5. Reflection on teaching and learning experiences in Life Skills

Module outcomes:

On successful completion of the module, students will be able to:

- Use elementary statistical information to reflect critically on teaching, learning and assessment processes in Life Skills.
- Demonstrate competence in the use of action research for Life Skills.
- Reflect on teaching and learning experiences in Life Skills.
- Critique curriculum policies for Life Skills.
- Demonstrate the competence needed to link the epistemology of Life Skills to Life Skills practices.

Method of delivery: Full Time

Assessment modes: This modules is coursework/research which is assessed by means

Module code:- Year Level 4: ELCL400/3LCL400 NQF level: 5

Title: Conversational Language for Teachers - Afrikaans

Content:

- Basic functional use of Afrikaans.
- Listening in Afrikaans.
- Basic reading in Afrikaans.
- Basic written text in Afrikaans.

Module outcomes:

By the end of the module, students should be able to:

Demonstrate functional use of basic Afrikaans

- Listen and respond to multi modal texts in Afrikaans
- Read and view various texts in Afrikaans
- Write basic texts in Afrikaans

Method of delivery: Full Time

Assessment modes: This modules is coursework/research which is assessed by means of examination... Formative assessment 50% and summative assessment 50%....

Module code:- Year Level 4: ELCL400/3LCL400 NQF level: 5

Title: Conversational Language for Teachers - Sesotho

Content:

- Greetings, friendly exchange and farewell.
- Home and family: Poems and songs.
- School and university: Contrasts in town and country life.
- Respect: Basic values for royal family.
- Radio and television programmes.

Module outcomes:

By the end of the module, students should be able to:

- Demonstrate functional use of basic Sesotho.
- Listen and respond to multi modal texts in Sesotho.
- Read and review various texts in Sesotho.

Write basic texts in Sesotho.

Method of delivery: Full Time

Assessment modes: This modules is coursework/research which is assessed by means of examination......

FED.12.3.4. TEACHING PRACTICE MODULE CONTENT AND OUTCOME (E/3BDIP1 AND E/3BDIP2)

INTERMEDIATE PHASE TEACHING PRACTICE MODULES – YEAR COURSES Module code:- Year Level 1: EPTE100/3PTE100 NQF Level 5

Title: School Experience 1

Content:

(Campus based, Semester 1)

- Design an observation tool
 - Write their teaching philosophy statement

(Campus based, Semester 1&2)

- Becoming an IP teacher –watching video clips (School based, Semester 2, 1 week)
- School observation school functionality
- Complete the journal, write with critical reflection

(Campus based, Semester 2)

- Reflect on characteristics of a classroom
- Reflect on school and classroom management

Module outcomes:

On successful completion of the module, students should be able to

- Observe and document the classroom management strategies used by teachers
- Design and implement the observation tools learned
- Reflect on their school-based activities, observed and performed

Method of delivery: Full Time

Assessment modes: This module is assessed by means of examination...

Module code:- Year Level : EPTE200/3PTE200 NQF level: 6

Title: School Experience 2

Content:

- Observe, reflect and document teaching, learning and assessment practices.
- Critically analyse various teaching and learning practices across a variety of contexts
- Present information using a journal and portfolio of evidence
- Identify and document observed barriers to learning

Module outcomes:

On successful completion of the module, students should be able to ...

- Observe, document and reflect on the teaching and learning strategies used by the teacher
- Critically analyse various teaching and learning practices across a variety of contexts
- Identify learners with learning and developmental barriers and reflect on the teaching and learning strategies employed in the classroom

Method of delivery: Full Time

Assessment modes: This module is assessed by means of examination.....

Module code:- Year Level 3: EPTE300/3PTE300 NQF level: 6

Title: School Experience 3

Content:

- 1. Use of Educational technology for teaching and learning
- Preparing, designing, developing and using classroom technologies pictures, charts, flashcards, magazines and various audio-visual teaching and learning materials
- Use educational technologies for teaching and learning ICT, instructional media involving multiple senses of learners and instructional material selection
- 2. Use of Micro teaching centre to develop teaching and learning skills.
- Presenting lessons
- Reflecting on lessons presented by peers
- Work integrated learning in school under supervision (mentors and a university supervisor) in partnership schools
- Lesson presentation
- Demonstrate classroom management skills
- Designing teaching and learning activities that are informed by the focus area
- Developing a professional development portfolio
- Engage in post-observation conferencing and support

Method of delivery: Full Time

Assessment modes: This module is assessed by means of examination.....

Module code:- Year Level 4: EPTE400/3PTE400 NQF level: 7

Title: School Experience 4

Content:

- 1. Curriculum differentiation
- Manage barriers to learning and development in practice
- Design differentiated learning activities
- Use strategies for differentiating teaching to meet the specific learning needs of learners, across the full range of abilities
- Design activities that are informed by the area of specialisation
- Develop and design intermediate phase lesson plans and daily preparations
- Assess and report on learner performance
- 2. Developing a professional portfolio of evidence
- Evidence of all teaching experiences
- Application of appropriate classroom management strategies to promote safe and supportive learning environments.
- 4. Educational technologies for teaching and learning
- Use visual and audio visual resources in lesson presentation.
- 5. Post- practice teaching conferencing

- Remediation of challenges experienced during class room practice
- Dealing with issues from reflections
- Peer reviews
- Challenges categories (learners, methods, classroom, LTSMs, extramural activities or other engagement in the school.
- 6. Service learning community projects

FED.12.4. BACHELOR OF EDUCATION: SENIOR PHASE and FET TEACHING – 3BDSF1,3BDSF2 & 3BDSF3

FED.12.4.1. LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE /CO REQUISITES.

B. Ed in Senior Phase and FET Teaching: MSTE, EMS AND SSE								
Module code	Descriptive name	Credits	NQFL	Pre/Co requisite				
3DSL100	Academic Skills for Educators	08	5	NONE				
3DST111	Education studies 1A (IP)	12	6	NONE				
3DST112	Education studies 1B (IP)	12	5	NONE				
3GEP111	General Pedagogy 1A (IP)	12	5	NONE				
3GEP112	General Pedagogy 1B (IP)	12	5	NONE				
3PTE100	Teaching Practise 1	08	5	NONE				

FED.12.4.2. SUMMARY OF PROGRAMME STRUCTURE

The core compulsory modules are Education Studies, General Pedagogy and School Experience. The elective modules include school related subject content modules and modules which focus on the teaching of those specific subjects. All students in this programme must choose subjects (electives) leading to one of the following combinations in years 3 and 4

- One SP subject and two FET subjects or
- Two SP subjects and one FET subject.

FED.12.4.3. SELECTING MODULES IN THE STRUCTURE BELOW

- Students are only allowed to choose three (3 Modules, subjects)
 that would lead to subject combination for SP at year level three.
- The subject selection must not be in the same group to consider the requirements of bullet 1

<u>IMPORTANT: -</u> Education modules are compulsory so the students should register all core modules. Thereafter choose one specialisation from each group, meaning 1st semester and 2nd semester module in one group in each group

FED.12.4.4. QUALIFICATION NAME: BACHELOR OF EDUCATION: SENIOR PHASE AND FET TEACHING QUAL.CODE: 3BDSF1, 3BDSF2, 3BDSF3.

Year Level 1 Year level 2				Year level 3			Year level 4				
First semester First semester				First semester			First semester				
Module	Core/Ancillary/	Cr	Module code	Core/Ancillary/Elective	Cr	Module code	Core/Ancillary/Electiv	Cr	Module code	Core/Ancillary/Electi	Cr
EDST111	- с	12	EDST211	С	12			7			7
EGEP111	С	12	EGEP211	С	12						
Group A: Che	ose one module specialisa	ation	Group A: Cho	ose one module specialisa	tion						$\overline{}$
4GES111	E	16	4GES211	Е	12			/		/	1
1RTO111	E	16	1RTO211	E	12		/			/	1
2ACC101	E	16	2ACC201	E	12		/			/	
1PSY111	E	16	1PSY211	E	12		/				
4ZOL111	E	16	4ZOL211	E	12		/			/	1
4MTH111	E	16	4MTH221	E	12		/			/	
1ENG111	E	16	1ENG211	E	12						
Group B: Che	ose one module specialisa	pecialisation Group B: Choose one module specialisation				/					
1HIS111	E	16	1HIS211	E	12						
1ZUL111	E	16	1ZUL211	E	12						
2ECN101	E	16	2ECN201	E	12		/				
4PHY111	E	16	4PHY211	E	12						
4HMS111	E	16	4HMS211	E	12					/	
4BOT111	E	16	4BOT211	E	12					/	
1ENG111	E	16	1ENG211	E	12		/				
4MTH111	E	16	4MTH211	E	12		/				
Group C: Che	ose one module specialisa	ation	Group C: Cho	ose one module specialisa	tion						
2BMG101	E	16	2BMG201	E	12	/					
4CHM111	E	16	4CHM211	E	12						
1POL111	E	16	1POL211	E	12	/					
4CPS111	E	16	4CPS231	E	12						
4MTH111	E	16	4MTH211	E	12	/					
1ENG111	E	16	1ENG211	E	12						
1RTO111	E	16	1RTO211	E	12						
Total 1st		72	Total 1st		60	Total 1st			Total 1st		
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semes	ter		Second semes	ter		Second semester			Second semes	ter	
Module	Core/Ancillary/	Cr	Module code	Core/Ancillary/Elective	Cr	Module code	Core/Ancillary/Electiv	Cr	Module code	Core/Ancillary/Electi	Cr

EDST112	С	12	EDST222	С	12			4			T 1
EGEP112	С	12	EGEP212	С	12						17
Group A: Choose	one module special	sation	Group A: Choo	se one module specialis	ation						7
4GES112	E	16	4GES212	E	12			/			7
1RTO112	E	16	1RTO212	E	12					/	1
2ACC102	E	16	2ACC202	E	12		/			/	
1PSY112	E	16	1PSY222	E	12		/			/	
4ZOL112	E	16	4ZOL212	E	12		/			/	
4MTH112	E	16	4MTH222	E	12					/	1
1ENG112	E	16	1ENG212	E	12					/	1
Group B: Choose	one module special	isation	Group B: Choo	se one module specialis	ation					/	1
1HIS112	E	16	1HIS212	E	12		/			/	1
1ZUL112	E	16	1ZUL212	E	12		/			/	1
2ECN102	E	16	2ECN202	E	12		/			/	1
4PHY112	E	16	4PHY212	E	12		/			/	
4HMS112	E	16	4HMS212	E	12					/	1
4BOT112	E	16	4BOT212	E	12					1	
1ENG112	E	16	1ENG212	E	12					ĺ	1
4MTH112	E	16	4MTH212	E	12					/	1
Group C: Choose	one module special	isation	Group C: Choo	se one module specialis	ation		/			1	
2BMG102	E	16	2BMG202	E	12		/			ĺ	1
4CHM112	E	16	4CHM212	E	12		/		/		
1POL112	E	16	1POL212	E	12	/			/		
4CPS112	E	16	4CPS232	E	12						1
4MTH112	E	16	4MTH212	E	12	/					
1ENG112	E	16	1ENG212	E	12				/		1
1RTO112	E	16	1RTO212	E	12						
Total 2 nd		72	Total 2 nd		60	Total 2 nd			Total 2 nd		
		Year	Modules		Year Mod	lules /	Ye	ar Mod	ules /		
Year Level 1			Year level 2			Year level 3			Year level 4		
EDSL100	С	08	-		T -						T
EPTE100	С	08	EPTE 200		32	F			×		
Year module		16	Year module		32	Year module			Year module		
Overall Total		88	Overall Total		92	Overall Total			Overall Total		
year level 1			year level 2			year level 3			year level 4		

(THIS TABLE SHOWS THE STRUCTURE of only first time entry students, LEVELS TWO AND UP TO BE INCLUDED IN 2020 FOR 2021 going forward)

FED.12.4.5. SEMESTER MODULE CONTENT AND OUTCOMES FOR SENIOR PHASE AND FET TEACHING – 3BDSF1, 3BDSF2, 3BDSF3

(Compulsory Modules.)

Module code:- 3DST111	SENIOR PH	IASE AND FET TEACH	HING - SEN	MESTI	ER COURSES	
Content: To provide students with basic knowledge and understanding of philosophy and history of education. 1. Conceptions of education - Sociological understanding of education - Institutional understanding of education - Enlightenment period of understanding education - The nature of ethical thinking, conceptual analysis, and the evaluation of arguments - Morality, etiquette and law - Cultural relativism - Morality and religion - Personal relativism and existentialism - Utilitarianism - Moral Rights 3. History of education - Historiography of South African education - Influence of economic, social and political trends on education - Bantu Education Act of 1953 - Separate education for whites, Indians, blacks and coloureds - Resistance to Bantu Education - June 1976 Soweto uprisings						
To provide students with basic knowledge and understanding of philosophy and history of education. 1. Conceptions of education - Sociological understanding of education - Institutional understanding of education - Institutional understanding of education - Enlightenment period of understanding education - Ethics and values in education - The nature of ethical thinking, conceptual analysis, and the evaluation of arguments - Morality, etiquette and law - Cultural relativism - Morality and religion - Personal relativism and existentialism - Utilitarianism - Moral Rights 3. History of education - History of educatio	Title: Educ	ation studies 1A (IP)	Title	: Education stud	ies 1B (IP)	
People's education Post – apartheid education Single national education department Principles of a new educational dispensation	Title: Educ Content: To provide sand undersi of educatior 1. Conce - Socio educa: - Institu educa - Ethics - The n conce evalue - Moral - Cultur - Moral - Histor - Histor - Histor - Histor - Histor - Histor - Christ - Separ - Christ - Bantu - Resis - June - Peopl 5. Post - Single - Single - Princi	ation studies 1A (IP) students with basic kno tanding of philosophy an expetions of education logical understanding of tion tional understanding of tition teenment period of standing education teenment period of standing education the and values in education ature of ethical thinking ptual analysis, and the ation of arguments ity, etiquette and law all relativism and religion nal relativism and exist rianism Rights y of education y of education iography of South Afric tition noe of economic, social al trends on education ince of economic, social al trends on education ation provisioning during to National Party rule ian National Education Education Act of 1953 ate education For white- iss, blacks and coloureds tance to Bantu Education 1976 Soweto uprisings be Lange Commission e's education a partheid education de ples of a new educatior	wledge nd history f entialism an and g the s, s on	Title Con To p know educ 1. 2. 4	e: Education stud tent: provide students weldege of sociological The Education Sociological The Education Functionalism Conflict theory Symbolic Interes Sociology of Education practice Ecology of the Ecology of Education The role of the society Diversity in educulture Race Gender Socialisation Stratification Norms and Val Status and role Citizenship edu Ancient and moconcepts of citi History of Soutl citizenship Future of citizeneducation in Socialisation in So	ies 1B (IP) with sound gy of leories in lectionism ducation in school school in lection lection school school in lection lection

Module ou	tcomes:	1	Module outcomes:				
	ful completion of the m	odule	On successful completion of the				
	ould be able to:	oddio,	· '				
Students should be able to.			module, students should be able				
Demo	nstrate knowledge and		to				
under	standing of the relation	ship	 Demonstrate a knowledge 				
betwe	en education changes	and	and understanding of				
variou	is external social, politic	sociological theories of					
ideolo	gical and economic fac	tors.	education.				
Demo	nstrate the ability to dis	tinguish	 Demonstrate an 				
betwe	en traditional and conte	emporary	understanding of the				
	of conceptualising educ		sociology of education in				
	nstrate an understandi		school practice.				
	ophical underpinnings	U	 Demonstrate an 				
	ication.	oi Guillos	understanding of diversity				
		. a of the	in education.				
	nstrate an understandi	ŭ	Demonstrate an				
	ent education systems i		understanding of the				
	y of South African educ		trends in citizenship				
	enstrate the ability to ide						
	se and critically reflect of		education.				
philos	ophy, sociology and his	story of	Critically analyse the				
education to address complex		relationship between education and society to					
proble	ems in education	make informed decisions.					
Method of	delivery: Full Time	Method of delivery: Full Time					
- Lectu	•	. limited	Lectures (face to face,				
intera		nologically	limited interaction or				
media		iologioum,	technologically mediated)				
Practi	cals (laboratory work,	applying	 Practicals (laboratory work, 				
and investigating theoretical		heoretical	applying and investigating				
knowl		nt of	theoretical knowledge,				
	imental techniques)		development of				
	als: individual groups	of 30 or	experimental techniques)				
less			Tutorials: individual groups				
 Syndicate groups 			of 30 or less				
Practical workplace experience Averagination learning (work based)		Syndicate groups					
(experiential learning/work-based			 Practical workplace experience (experiential 				
learning etc.)			learning/work-based				
		learning etc.)					
Assessme	nt modes:		Assessment modes:				
	(specify)-Assessment		Other (specify)-				
0101	(Assessment				
Module	Semester1:	NQF	Semester 2: NQF				
code:-	3GEP111	level: 5	3GEP112 level: 6				
Title: Gene	eral Pedagogy 1A (IP)		Title: General Pedagogy 1B (IP)				

Content:

To provide students with a basic understanding of teaching processes, classroom management, curriculum differentiation and service learning.

- Introduction to teaching and learning processes
- Curriculum
- Content
- Context
- Teaching
- Learning
- 2. Classroom management
- Principles of classroom management
- Classroom climate
- Approaches to classroom management
- Coping with large classes
- Classroom discipline
- Observation techniques
- Reflection modalities
- Curriculum differentiation
- Multi-grade teaching and assessment
- Multi-level teaching and assessment
- Service learning
- Theoretical conceptions of service learning
- Service learning as pedagogy, evaluation and teaching style
- Service learning in the curriculum: reflection, assessment and evaluation

Content:

To provide students with sound knowledge of teaching as a professional practice.

- 1. Introduction to teaching as a profession
- Definition of educational terms
- Characteristics of teaching as a profession
- **2.** Professional development of educators
 - Staff induction
- Professional development (journal)
- Staff appraisal
- Staff development SACE
- **3.** The role of teacher unions in education
- Freedom of association
- Organisational rights of unions
- Collective bargaining in education
- Managing strike action
- Establishing and implementing workplace forums

Module outcomes:

On successful completion of the module, the student will:

- Demonstrate basic knowledge and understanding of teaching and learning processes, curriculum differentiation and service learning.
- Demonstrate competence in managing the classroom and the learning environment to support teaching and learning.

Module outcomes:

On successful completion of the module, students should be able to ...

- Demonstrate knowledge and understanding of teaching as a profession.
- Demonstrate knowledge and understanding of the professional development of educators.
- Demonstrate knowledge and understanding of the role of teacher unions in education.
- Critically reflect on the professional development of educators.

Method of delivery: Full Time

- Lectures (face to face, limited interaction or technologically mediated)
- Practicals (laboratory work, applying and investigating theoretical

Method of delivery: Full Time

- Lectures (face to face, limited interaction or technologically mediated)
- Practicals (laboratory work, applying and investigating

knowledge, development of experimental techniques) - Tutorials: individual groups of 30 or less - Syndicate groups - Practical workplace experience (experiential learning/work-based learning etc.)	theoretical knowledge, development of experimental techniques) Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experiential learning/work-based learning tec.)			
Assessment modes: Other (specify)-Assessment	Assessment modes: Other (specify)-Assessment			

FED.12.4.6. YEAR MODULE CONTENT AND OUTCOMES FOR SP AND FET TEACHING – 3BDSF1, 3BDSF2, 3BDSF3

SENIOR PHASE	SENIOR PHASE AND FET TEACHING – YEAR COURSES						
Module code:-	Year Level 1: 3DSL100	NQF level: 5					

Title: Academic skills for Educators

Content: -

To enable students to communicate effectively, in general as well as in relation to their teaching subjects in order to mediate learning using technology.

- 1. Academic literacy
- Communicative competence
- Reading and writing for academic purposes
- Information literacy skills
- Planning as an important component of academic writing process
- 2. Computer Literacy
- Computing Fundamentals
- Key Applications
- Living online

Module outcomes:

On successful completion of the module, students should be able to

- Demonstrate the use of critical reading skills in the pursuit of their studies.
- Apply the academic reading and writing skills acquired to their area of study.
- Demonstrate understanding of the use of information technology to plan, administer and develop teaching resources and collect information.
 Apply the skills needed to use computers in teaching and learning.

Method of delivery: Full Time

- Lectures (face to face, limited interaction or technologically mediated)
- Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)
- Tutorials: individual groups of 30 or less
- Syndicate groups
- Practical workplace experience (experiential learning/work-based learning etc.)

Assessment modes:

Other (specify): Tests and Examination

FED.12.4.7. TEACHING PRACTICE MODULE CONTENT AND OUTCOME 3BDSF1, 3BDSF2,3BDSF3

SENIOR PHASE AND FET TEACHING PRACTICE MODULES – YEAR COURSES						
Module code:-	Year Level 1: 3PTE100	NQF level: 5				
Title: School Experience	1					

Content:

To provide students with opportunities to observe and learn in and from authentic and simulated classroom situations.

NOTE: Skills and competences in this module are informed by pedagogical knowledge of General Pedagogy 1A (EGEP111) and 1B (EGEP112)

- 1. (Campus based, Semester 1)
- Design an observation tool
- Write their teaching philosophy statement
- 2. (Campus based, Semester 1&2)
 - Simulated activities
- 3. (School based, Semester 2, 1 week)
- School observation school functionality
- Complete the journal, write with critical reflection
- 4. (Campus based, Semester 2)
- Reflect on characteristics of a classroom
- Reflect on school and classroom management

Module outcomes:

On successful completion of the module, students should be able to ...

- Observe and document the classroom management strategies used by teachers.
- Design and implement the observation tools learned.
- Reflect on their school-based activities, observed and performed.

Method of delivery: Full Time

- Lectures (face to face, limited interaction or technologically mediated)
- Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)
- Tutorials: individual groups of 30 or less
- Syndicate groups
- Practical workplace experience (experiential learning/work-based learning etc.)

Assessment modes: This module is assessed by means of examination

Other (specify) Assessment

FED.12.4.8. SENIOR PHASE AND FET MODULES OFFERED IN OTHER FACULTIES

NB: PLEASE REFER TO 2020 ARTS, FCAL, FSA HANDBOOKS FOR: - 3BSF1, 3BDSF2, SBDSF3 OUTCOMES ON MODULES LISTED IN THIS TABLE ELOW: -

FISRT SEMESTER			SECOND SEMESTER				
MODULE CODE	CREDITS	NQFL	MODULE CREDITS CODE		NQFL		
1ENG111	16	5	1ENG112	16	5		
1HIS111	16	5	1HIS112	16	5		
1POL111	16	5	1POL112	16	5		
1PSY111	16	5	1PSY112	16	5		
1RTO111	16	5	1RTO112	16	5		
1ZUL151	16	5	1ZUL152	16	5		
2ACC101	16	5	2ACC102	16	5		
2BMG101	16	5	2BMG102	16	5		
2ECN101	16	5	2ECN102	16	5		
4BOT111	16	5	4BOT112	16	5		
4CHM111	16	5	4CHM112	16	5		
4CPS111	16	5	4CPS112	16	5		
4GES111	16	5	4GES112	16	5		
4HMS111	16	5	4HMS112	16	5		
4MTH111	16	5	4MTH112	16	5		

FED.13. 4 YEAR FT BACHELORS DEGREES: PHASING OUT

BACHELOR OF EDUCATION PROG	RAMMES - 4	YEARS FULL 1	ГІМЕ	
Qualification and Specialisation	Module Codes	Mode of delivery	Campus	NQF level
Early Childhood Development and Foundation Phase	EBEDEF	Full time	Main	6
Economic and Management Sciences (EMS) and Language Education - EBDIS1	EBDIS1	Full time	Main	6
Economic and Management Sciences (EMS) and Life Orientation	EBDIS2	Full time	Main	6
Mathematics, Science and Technology Education (MSTE)	EBDIS3	Full time	Main	6
Life Orientation and Language Education	EBDIS4	Full time	Main	6
Social Sciences (SS) and Language Education	EBDIS5	Full time	Main	6
Bachelor of Education: Further Education and Training-Life Orientation and Language	EBDFT1	Full time	Main	6
Bachelor of Education: Further Education and Training- History and Language	EBDFT2	Full time	Main	6
Bachelor of Education: Further Education and Training- Geography and Language	EBDFT3	Full time	Main	6
Bachelor of Education: Further Education and Training - Accounting, Business Economics and Economics	EBDFT4	Full time	Main	6
Bachelor of Education: Further Education and Training - History and Geography	EBDFT5	Full time	Main	6
Bachelor of Education: Further Education and Training - Computer Science and Mathematics	EBDFT6	Full time	Main	6
Bachelor of Education: Further Education and Training - Physical Science and Mathematics	EBDFT7	Full time	Main	6

NB! The final year for teaching EBEDEF and EBDIS qualifications is 2022; EBDFTs is 2024.

FED.13.1. BACHELOR OF EDUCATION FET PROGRAMMES

FED.13.1.1. LIFE ORIENTATION AND LANGUAGE – EBDFT1

FED.13.1.1.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Education: Further Education and Training - Life Orientation and Language						
Module code	Descriptive name	Credits	NQFL	Co/Pre requisites		
ELLL111	Academic Literacy 1A (Language)	08	5	NONE		
EFIT111	Ideologies & Trends in Education	80	6	NONE		
APSY111	Introduction to Psychology	15	5	NONE		
SHMS01A	Games in Physical Education	15	5	NONE		
AENG111	English 1 Part A	15	6	NONE		
AZUL151	Sound, words, and their dynamics and terminology A (IsiZulu)	15	6	NONE		
ESCL112	Academic Literacy 1B (Computer Literacy)	80	5	NONE		
EPHA112	HIV/AIDS Education	08	6	NONE		
APSY112	Applied Psychology	15	5	NONE		
EFCS112	Citizenship Education	15	6	NONE		
AENG112	English 1 Part B	15	6	NONE		
AZUL152	Translation, interpreting, Traditional and Modern Literature	15	6	NONE		
EPDL211	Human Development & Learning	80	6	NONE		
APSY221	Personality Psychology	15	6	APSY111		
SHMS02A	Physical & Motor Development	15	6	SHMS01A		
AENG211	English 2 Part A: Language and Literature	15	6	AENG111		
	and Literature			AENG112		
AZUL241	Sounds, Words and their Dynamics B, Terminology and Lexicography(isiZulu)	15	6	AZUL151		

ECTL212	Teaching & Learning Strategies	08	6	NONE
EPSR212	Social Relations	15	6	APSY112
SHMS02B	Health & Physical Education	15	6	SHMS01A
AENG212	English 2 Part B: Language and Literature	15	6	AENG111
	and Literature			AENG112
AZUL242	Translation, Sociolinguistics, Heritage and Literature	15	6	AZUL152
EALM311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
EMLO311	Method of Life Orientation 3A	15	7	APSY111
ELGF311	Method of English 3A	15	7	AENG111
				AENG112
ESMZ311	Method of isiZulu 3A	15	7	AZUL151
				AZUL152
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EMLO312	Method of Life Orientation 3B	12	7	APSY112
ESMZ312	Method of isiZulu 3B	12	7	AZUL151
				AZUL152
ELGF312	Method of English 3B	12	7	AENG111
				AENG112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	15	7	NONE
EPPE411	Career Education	12	7	APSY221
AENG321	English 3 Part A: Language and Literature	15	7	AENG211
	and Literature			AENG212
AZUL321	Sounds, Words and their Dynamics C & Semantics (isiZulu)	15	7	AZUL241

EAMS412	Understanding a Novel, Short Stories and Essays	08	7	NONE
EPRE412	English 3 Part C: Language and Literature	08	6	NONE
EPSJ412	Management of School Systems & Extra-curricular activities	12	6	EPSR212
AENG312	Introduction to Research in	15	7	AENG211
	Education			AENG212
AZUL332	Social Justice and Human Rights	15	7	AZUL242
AENG322	IsiNtu Linguistics, Heritage and Introduction to Research	15	7	AENG211
	(isiZulu)			AENG212
AZUL342	English 3 Part B: Language and Literature	15	7	AZUL242
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.13.1.1.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET (LIFE ORIENTAITON AND LANGUAGE). QUAL. CODE: EBDFT1

Year Level 1	Year Level 1		Year level 2		<u> </u>	Year level 3			Year level 4		
First semester			First semester			First semester			First semester		
Module code	Core/	Cr 🖊	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
	Ancillary/			Ancillary	4		Ancillary			Ancillary/	
ELLL111	C	08/	EPDL211	C	08	EALM311	C	08	EPIE411	C	08
EFIT111	С	0/8	APSY221	С	15	ECAE311	С	08	ECTP411	С	16
APSY111	С	15	SHMS02A	С	15	EMLO311	С	16	EPPE411	С	12
SHMS01A	С	15			/						
Any of the follow	ng:-		Any of the follow	ving:- /		Any of the follo	wing:-	ı	Any of the followi	ng:-	
AENG111	E /	15	AENG211	E /	15	ELGF311	E	16	AENG311	E	15
AZUL151	E /	15	AZUL241	E /	15	ESMZ311	Е	16	AZUL331	Е	15
	/			/					Choose any of the	following:-	- U
	/			/					AENG321	E	15
	/			/					AZUL321	E	15
Total 1st		61	Total 1st		538	Total 1st		48	Total 1st		66
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semeste	r /		Second semest	er		Second semester		
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
	Angillary/			Ancillary			Ancillary			Ancillary/	
	Allylliai y/			Ancillar y			Ancillary			Ancillar y/	
ESCL112		08	ECTL212		08	EDSE312		08	EAMS412		08
EPHA112	/	08	EPSR212		15	EFMS312		08	EPRE412		08
APSY112	/	15	SHMS02B		15	EMLO312		12	EPSJ412		12
EFCS112		16		/							
Any of the follow	•		Any of the following:-		Choose any of t			Choose any of the			
AENG112	E	15	AENG212	E	15	ESMZ312	E	12	AENG312	E	15
AZUL152	E	15	AZUL242	Е	15	ELGF312	E	12	AZUL332	E	15
									Choose any of the		•
									AENG322	E	15
									AZUL342	E	15
Total 2 nd		61	Total 2 dd		53	Total 2 nd		40	Total 2 nd		58
Year Modules				Yea	ar Modules				Year Modules	8	
Year Level 1			Year level 2			Year level 3			Year level 4		
TSE100		16	ETSE200		32	ETSE300		32	ETSE400		32
Year module		16	ear module			Year module			Year module		
Overall Total		138	Overall Total		138	Overall Total		120	Overall Total		156
year level 1			year level 2			year level 3			year level 4		
Lotal credits	for the curriculun										552

FED.13.1.1.3. MODULE CONTENT AND OUTCOMES FOR FURTHER EDUCATION AND TRAINING – EBDFT1

	EDUCATION AND TRA R COURSES	ORIENTATION AND LANG	GUAGE) –		
Module code:-	Semester1:EMLO311	NQF level: 6	Semester2: EMLO312 NQF level		
Title: Met	hod of Life Orientation		Title: Method of Life Orie	ntation	
learner in teaching	ntroduction to professional the classroom; principle practice; classroom m in and discipline, lessoi trategies.	Content: Reflection on the school community, stress management, leadership work, the principles of goc classroom management, and discipline and lesson relation to their school and parental involvement both instructional and a strategies to accommoda with special needs.	and conflict and team od teaching, organization planning in experience; . To modify assessment		
strategies developme through th	ce students to the gener and principles that prent of authentic learning en en creation of effective ent and organizational prac	Module outcomes: To build and reflect on teaching and learning strategies used in South African classrooms in order to deepen the students' understanding of the link between theory and practice. To explore the issues of special education in schools.			
Method of	delivery: Full Time		Method of delivery: Full	Time	
	ent modes: This module is of examination	s assessed	Assessment modes: This module is assessed by means of examination		
Module code:-	Semester1: ESMZ311	NQF level: 6	Semester 2: ESMZ312	NQF level: 6	
Title: IsiZu	ulu Language Method		Title: IsiZulu Language M	lethod	
and teach principles, interpretati	on and implementation of curriculum and assessments and standards of	Content: Theories of isiZu learning and teaching methods, strategies, approaches and interpretation and implem home/ first language currassessment policies; appr standards of language research.	teaching principles, techniques; nentation of riculum and oaches and		
student tea teaching implementa	butcomes: The module achers to isiZulu additional methodology, interpretation of language curring the policies; and language	Module outcomes: The module introduces student teachers to isiZul additional language teaching methodology, interpretation and implementation of language curriculum and assessment policies and language classroom research			

by mean tests, assi attendance	ent modes: This module is of Formative assessmi ignments, teaching journals be and participation and ent through an internally module.	Assessment modes: Thi assessed by means of assessment through assignments, teaching reflections, attendanc participation and assessment through ar moderated final examination.	Formative tests, journals, ce and summative internally			
Module code:-	Semester1:ELGF311	NQF level: 6	Semester 2: ELGF312	NQF level: 6		
Title: Me	thod of English		Title: English language M	lethod		
English Langlish Factoring assessmentes	History of teaching and lea anguage; subject policy do irst Additional Language To theories and strategies ent strategies; lesson desig and learning support mate and lesson presentations.	Content: History of teaching and learning of the English language; subject policy documents for English First Additional Language; Teaching and learning theories and strategies in English; assessment strategies; lesson design; design of teaching and learning support materials, micro teaching and lesson presentations.				
students strategies be knowle and be all well as b	outcomes: This Module to various teaching ar and theories in English so the edgeable about the schoole to unpack its language leing able to use available tely, so as to plan, design of	nd learning that they will I curriculum content, as e resources	Module outcomes: This Module introduces students to various teaching and learning strategies and theories in English so that they will be knowledgeable about the school curriculum and be able to unpack its language content, as well as being able to use available resources appropriately, so as to plan, design and teach effective lessons.			
Method o	of delivery: Full Time		Method of delivery: Full Time			
by means tests, as (50%) a	ent modes: This module is of Continuous assessm signments and lesson pind summative assessme examination (50%).	ent through resentations	Assessment modes: Thi assessed by means of assessment through assignments and presentations (50%) and assessment – first examination (50%).	Continuous tests, lesson		
Module code:-	Semester 1: EPPE411	NQF level: 7	Semester 2: EPSJ412	NQF level: 7		
Title: Ca	reer Education		Title: Social Justice and Human Rights			
Content: Introduction to the global economy; theories of career development; value-based multicultural approach to career counselling and advocacy; career development for learners with special needs; assessment in career counselling; using information to facilitate career development; preparing for work.			principles of the oparticularly those human rights environment.	related to and the practice of		

fields of and cared establishing educations careers.	cutcomes: To introduce stu career information, career er counselling so as to nent of various types of al strategies dedicated to to To ensure the relevance of	learners. Practice at a sense of responsibility toward inculcating a critical, and ethical attitude Module outcomes: The the module is to provide st knowledge and unders social justice and human South Africa	spect and s others by committed purpose of udents with tanding of	
	f delivery: Full Time ent modes: This module is	s assessed	Method of delivery: Full Assessment modes: Thi	
by means	of examination		assessed by means of exa	mination
Module code:-	Semester 1:	NQF level:	Semester 2: EFCS112	NQF level:
		1	Title: : Citizenship Educ	ation
		Content: Key concepts in education, Importance of education, Ancient and concept of citizenship, citizenship in South Africa, African Constitution, Responsibilities, participation, Future of education in South Africa.	citizenship d modern History of The South ights and Citizenship	
			students with know demonstrate an understa appreciation of values and espoused in the C Discrimination on the bas	d principles constitution. sis of race, nder and d. Students e informed,
			Method of delivery: Full 7	Γime
•		Assessment modes: This assessed by means of Corformative assessment – te assignment, presentation a summative assessment th examinations in November	ntinuous st, and rough	
Module code:-	Semester 1:	Semester 2: EPSR212	NQF level:	
			Title: Social Relations	
		types of relationships; dysf crisis in relationships; relating; differentiation of to	skills for	

consequences of gender roles and stereotypes
Module outcomes: To introduce students to the theoretical framework for understanding social relations and the method of how this should be taught and transmitted to learners.
Method of delivery: Full Time
Assessment modes: This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.

FED.13.1.1.4. EBDFT1 MODULES OFFERED IN OTHER FACULTIES

NB: PLEASE REFER TO 2020 ARTS, FCAL, FSA HANDBOOKS FOR OUTCOMES
ON MODULES LISTED IN THE TABLE BELOW: -

FISRT SEMESTER			SECOND SEMESTER			
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL	
APSY111	15	5	APSY112	15	5	
AENG111	15	6	AENG112	15	6	
AZUL151	15	6	AZUL152	15	6	
SHMS01A	15	5				
SHMS02A	15	6	SHMS02B	15	6	
AENG211	15	6	AENG212	15	6	
AZUL241	15	6	AZUL242	15	6	
APSY221	15	6				
AENG311	15	7	AENG312	15	7	
AZUL331	15	7	AZUL332	15	7	
AENG321	15	7	AENG322	15	7	
AZUL321	15	7	AZUL342	15	7	

FED.13.1.2. HISTORY AND LANGUAGE – EBDFT2 FED.13.1.2..1. HISTORY AND LANGUAGE – EBDFT2 MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Education: Further Education and Training – History and Language									
Module code	Descriptive name	Credits	NQFL	Co/Pre requisites					
ELLL111	Academic Literacy 1A (Language)	08	5	NONE					
EFIT111	Ideologies & Trends in Education	08	6	NONE					
AHIS111	History 1: Theory and Methods of History	15	6	NONE					
AENG111	English 1 Part A: Language and Literature	15	6	NONE					
AZUL151	Sounds, Words and their dynamics A (isiZulu)	15	6	NONE					
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE					
EPHA112	HIV/AIDS Education	08	6	NONE					
AHIS112	History 1: South African History	15	6	NONE					
AENG112	English 1 Part B: Language and Literature	15	6	NONE					

AZUL152	Translation, Interpretation, Traditional and Modern Literature (isiZulu)	15	6	NONE
EPDL211	Human Development & Learning	08	6	NONE
AHIS211	19th and early 20th century Europe 1	15	6	AHIS111
AENG211	English 2 Part A: Language and Literature	15	6	AENG111 AENG112
AZUL241	Sounds, Words and their Dynamics(B) Terminology and Lexicography (isiZulu)	15	6	AZUL151
ECTL212	Teaching & Learning Strategies	08	6	NONE
AHIS212	General Topics: 19th and early 20th century South Africa	15	6	AHIS112
AENG212	Translation, Sociolinguistics, Heritage and Literature (isiZulu)	15	6	AENG111 AENG112
AZUL242	English 2 Part B: Language and Literature	15	6	AZUL152
EALM311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
ESMH311	Method of History 3A	15	7	AHIS111 AHIS112
ELGF311	Method of English 3A	15	7	AENG111 AENG112
ESMZ311	Method of isiZulu 3A	15	7	AZUL151 AZUL152
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESMH312	Method of History 3B	12	7	AHIS111 AHIS112
ESMZ312	Method of English 3B	12	7	AZUL151 AZUL152
ELGF312	Method of isiZulu 3B	12	7	AENG111 AENG112
EPIE411	Inclusive Education Studies	08	7	NONE

ECTP411	Theory & Practice of Curriculum Development	15	7	NONE
AHIS311	Archival skills and introduction to cultural museum studies and Heritage legislation	15	7	AHIS211
AHIS321	The Zulu Monarchy and KZN leaders in retrospect	15	7	AHIS211
AENG311	English 3 Part A: Language and Literature	15	7	AENG211 AENG212
AZUL331	Sounds, Words and their Dynamics C & Semantics (isiZulu)	15	7	AZUL241
AENG321	Understanding a Novel, Short Stories and Essays	15	7	AZUL241
AZUL321	English 3 Part C: Language and Literature	15	7	AENG/211 AENG212
EAMS412	Management of School Systems & Extra-curricular activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	6	NONE
AHIS312	Colonial and Post Independent Africa	15	7	AHIS212
AHIS322	Totalitarian regimes and the Nuclear Age	15	7	AHIS212
AZUL332	IsiNtu Linguistics, Heritage and Introduction to Research (isiZulu)	15	7	AZUL242
AENG312	English 3 Part B: Language and Literature	15	7	AENG211 AENG212
AZUL342	Understanding of Drama and Poetry (isiZulu)	15	7	AZUL242
AENG322	English 3 Part B: Language and Literature	15	7	AENG211 AENG212
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.13.1.2..2. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET HISTORY AND LANGUAGE. QUALIFICATION CODE: EBDFT2

Year Level 1		4	Year level 2			Year level 3			Year level 4		
First semester			First semester			First semester			First semester		
Module	Core/	Cr /	Module code	Core/	Cr/	Module code	Core/	Cr	Module	Core/	Cr
code	Ancillary	/ /		Ancillary/	/		Ancillary		code	Ancillary/	
ELLL111	С	/ 08	EPDL211	С	/08	EALM311	С	08	EPIE411	С	08
EFIT111	С	08	AHIS211	С	15	ECAE311	С	08	ECTP411	С	16
AHIS111	С	15	Choose any of th	e following:-		ESMH311	С	16	Choose any	of the following	j:-
Any of the fo	llowing:-		AENG211	E /	15	Choose any of t	he following:-	•	AHIS311	Е	15
AENG111	E /	15	AZUL241	E /	15	ELGF311	E	16	AHIS321	E	15
AZUL151	E /	15				ESMZ311	E	16	Choose any	of the following	j:-
									AENG311	E	15
									AZUL331	Е	15
				/					Choose any	of the following	j:-
	/			/					AENG321	E	15
	/			/					AZUL321	E	15
Total 1st		46	Total 1st		38	Total 1st		48	Total 1st		69
semester	/		semester			semester			semester		
Year Level 1			Year level 2			Year level 3			Year level 4		
Second seme	ester /		Second semeste	r /		Second semeste	er		Second sem	ester	
Module	Core	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module	Core/	Cr
ESCL112	/ C	08	ECTL212	/ c	08	EDSE312	С	08	EAMS412	С	08
EPHA112	/ C	08	AHIS212	/ c	15	EFMS312	С	08	EPRE412	С	08
AHIS112	/ C	15		/		ESMH312	С	12			
Any of the fo	l <mark>/</mark> owing:-		Choose any of the	e following:-		Choose any of the following:-		Choose any	of the following	j:-	
AENG112 /	E	15	AENG212	E	15	ESMZ312	E	12	AHIS312	E	15
AZUL152	E	15	AZUL242	E	15	ELGF312	E	12	AHIS322	E	15
/									Choose any	of the following	j:-
									AENG312	E	15
									AZUL332	E	15
/			/						Choose any	of the	
									AZUL342	Е	15
									AENG322	Е	15
√otal 2 nd		46	Total 2 nd		38	Total 2 nd		40	Total 2 nd		61
		Yea	r Mødules		Year	Modules			Year Modu	iles	
Year Level 1			ear level 2			Year level 3			Year level 4		
ETSE100		16	ETSE200		32	ETSE300		32	ETSE400		32
Year		16	Year module			Year module			Year		
		108	Overall Total		108	Overall Total		120	Overall		162
Overall		100	Overall Total		100	Overall rotal		120	Overall		102

FED.13.1.2..3. MODULE CONTENT AND OUTCOMES FOR EBDFT2-SEMESTER MODULES

COURSE	S					
Module code:-	Semester1: ESMH311	Semes	ter2: ESMH312	NQF level:6		
Title: Me	thod of History	Title:	Method of History			
and Cor stra Disc Tea	lerstanding history and curriculum assessment policy system (caps) textualizing teaching and learning tegies and methods covery strategy ching and learning resources ching aids	Content: - The School History. - Using historical sources in the teaching of the School History. - Developing learners' interests in history outside the classroom. - Essential Qualities of a History Teacher. - Teaching emotive and controversial issues in history. - The Historical Thinking.				
module is educators	outcomes: The purpose of this to develop competent and critical who will add value to the teaching ing of History.	Teaching and Learning Resources. Assessment in history Module outcomes: To develop knowledge, skills and competencies essential for effective teaching and learning of History in Further Education and Training.				
Method o	of delivery: Full Time	Metho	d of delivery: Full Time			
assessed assessme assignme and pres	by means of Continuous formative through participation in class, and (academic and professional) entations, summative assessment axaminations in June.	assess - 5	sment modes: This ed by means of formativ 0% Summative 0% Written Examination	e: -		
Module code:-	Semester1: ELGF311	NQF level : 6	Semester 2: ELGF312	NQF level: 6		
Title: Me	thod of English	Title:	English language Metho	d		
the Eng document Language and stra strategies teaching	History of teaching and learning of lish Language; subject policy to for English First Additional e Teaching and learning theories tegies in English; assessment is; lesson design; design of and learning support materials; iching and lesson presentations.	of the docume Langua and st strateging teaching	nt: History of teaching and English language; sub- ents for English First in ge; Teaching and learn- trategies in English; and lesson design; gend learning supporte eaching and lesson present in the supported i	Additional ng theories assessment design of theories,		
students strategies	outcomes: This Module introduces to various teaching and learning and theories in English so that they knowledgeable about the school	and lea	e outcomes: This ces students to variou arning strategies and a so that they will be known	s teaching theories in		

FURTHER EDUCATION AND TRAINING (-HISTORY AND LANGUAGE) SEMESTER

curriculum and be able to unpack its about the school curriculum and be able to language content, as well as being able to unpack its language content, as well as use available resources appropriately, so as being able to use available resources to plan, design and teach effectively. appropriately, so as to plan, design and teach effective lessons. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is Assessment modes: This module is assessed by means of Continuous assessed by means of Continuous assessment through tests, assignments assessment through tests, assignments and and lesson presentations (50%) and lesson presentations (50%) and summative summative assessment - first semester assessment - first semester examination examination (50%). (50%).Module Semester 1: ESMZ311 Semester 2: ESMZ312 NQF code:level: 6 Title: IsiZulu Language Method Title: IsiZulu Language Method Content: Theories of isiZulu language Content: Theories of isiZulu language learning and teaching; teaching methods, learning and teaching; teaching methods, strategies, principles, approaches and strategies, principles, approaches and techniques: interpretation and techniques; interpretation and implementation of home/ first language implementation of home/ first language curriculum and assessment policies: curriculum and assessment policies: approaches and standards of language approaches and standards of language classroom research. classroom research. Module Module outcomes: The module introduces outcomes: The module introduces student teachers to isiZulu student teachers to isiZulu additional language teaching methodology, additional language teaching interpretation and implementation of methodology, interpretation and language curriculum and assessment implementation of language curriculum policies: and language classroom research and assessment policies; and language classroom research Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is Assessment modes: This module is assessed by means of Formative assessed by means of Formative assessment through tests, assignments, assessment through tests, assignments, teaching journals, reflections, attendance teaching journals, reflections, attendance participation and summative participation and summative assessment through an internally moderated assessment through internally an final examination. moderated final examination.

FED.13.1.2..4. EBDFT2 MODULES OFFERED IN OTHER FACULTIES

<u>NB:</u> PLEASE REFER TO 2020 ARTS, FCAL, FSA HANDBOOKS FOR OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -

FISRT SEMEST	ER		SECOND SEMESTER			
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL	
AHIS111	15	6	AHIS112	15	6	
AENG111	15	6	AENG112	15	6	
AZUL151	15	6	AZUL152	15	6	
AHIS211	15	6	AHIS112	15	6	
AENG211	15	6	AENG212	15	6	
AZUL241	15	6	AZUL242	15	6	
AHIS311	15	7	AHIS312	15	7	
AHIS321	15	7	AHIS322	15	7	
AENG311	15	7	AENG312	15	7	
AZUL331	15	7	AZUL332	15	7	
AENG321	15	7	AENG322	15	7	
AZUL321	15	7	AZUL342	15	7	

FED.13.1.3. GEOGRAPHY AND LANGUAGE – EBDFT3 FED.13.1.5.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Education: Further Education and Training – Geography and Language										
Module code	Descriptive name	Credits	NQFL	Co/Pre requisites						
ELLL111	Academic Literacy 1A (Language)	08	5	NONE						
EFIT111	Ideologies & Trends in Education	08	6	NONE						
SGES111	Introduction to Physical and Environmental Geography	15	6	NONE						
AENG111	English 1 Part A: Language and Literature	15	6	NONE						
AZUL151	Sounds, Words and their Dynamics A (isiZulu)	15	6	NONE						
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE						

EPHA112	HIV/AIDS Education	08	6	NONE
SGES112	Introduction to Human Geography	15	6	NONE
AENG112	English 1 Part B: Language and Literature	15	6	NONE
AZUL152	Translation, Interpretation Traditional and Modern Literature (isiZulu)	15	6	NONE
EPDL211	Human Development & Learning	08	6	NONE
SGES211	Global Landforms and Cartography	15	6	SGES111
AENG211	English 2 Part B: Language and Literature	15	6	AENG111 AENG112
AZUL241	Sounds, Words and their Dynamics B, Terminology and Lexicography (IsiZulu)	15	6	AZUL151
ECTL212	Teaching & Learning Strategies	08	6	NONE
SGES212	Demographics, Health and Sustainable Development	15	6	SGES112
AENG212	English 2 Part B: Language and Literature	15	6	AENG111 AENG112
AZUL242	Translation, Sociolinguistics, Heritage and Literature (isiZulu)	15	6	AZUL152
EALM311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	80	7	NONE
ESMG311	Method of Geography 3A	15	7	EGES111
				EGES112
ELGF311	Method of English 3A	15	7	AENG111
				AENG112
ESMZ311	Method of isiZulu 3A	15	7	AZUL151
				AZUL152
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESMG312	Method of Geography 3B	12	7	EGES111
				EGES112
ESMZ312	Method of isiZulu 3B	12	7	AZUL151

			l	AZUL152
ELGF312	Method of English 3B	12	7	AENG111
				AENG112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	15	7	NONE
SGES331	Land use and Natural resources Management	15	7	SGES211
SGES311	Urban Environment and Recreation Planning	15	7	SGES211
AENG311	English 3 Part A: Language and	15	7	AENG211
	Literature			AENG212
AZUL331	Sounds, Words and their Dynamics C & Semantics (isiZulu)	15	7	AZUL241
AENG321	English 3 Part C: Language and	15	7	AENG211
	Literature			AENG212
AZUL321	Understanding a Novel, short stories and essays	15	7	AZUL241
EAMS412	Management of School Systems & Extra-curricular activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	6	NONE
SGES312	Environmental Management	15	7	SGES212
SGES322	Environmental Fieldwork & Research	15	7	SGES212
AENG312	English 3 Part B: Language and	15	7	AENG211
	Literature			AENG212
AZUL332	IsiNtu Linguistics, Heritage and Introduction to Research (isiZulu)	15	7	AZUL242
AENG322	English 3 Part D: Language and	15	7	AENG211
	Literature			AENG212
AZUL342	Understanding of Drama and Poetry (isiZulu)	15	7	AZUL242
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.13.1.5.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET (GEOGRAPHY AND LANGUAGE). QUALIFICATION CODE: EBDFT3

Year Level 1		4	Year level 2			Year level 3			Year level 4		
First semester		7	First semester		4	First semeste	er		First semester		
Module code	Core/	C/	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
5111444	Ancillary	/	EDDI 044	Ancillary		EALMOAA	Ancillary		EDIE 444	Ancillary/	
ELLL111	С	08	EPDL211	С	08/	EALM311	С	08	EPIE411	С	80
EFIT111	С	08	SGES211	С	15	ECAE311	С	08	ECTP411	С	16
SGES111	C /	15	Choose any of the			ESMG311	С	16	Choose any of t		
AENG111	C /	15	AENG211	E	/ 15		of the following:-		SGES331	E	15
AZUL151	С /	15	AZUL241	E	15	ELGF311	E	16	SGES311	E	15
	/			/		ESMZ311	E	16	Choose any of t	he following:-	
				/					AENG311	E	15
	/			/					AZUL331	E	15
									Choose any of t	he following:-	
									AENG321	E	15
									AZUL321	E	15
Total 1st		61	Total 1st		38	Total 1st		48	Total 1st		69
semester			semester			semester			semester		
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second seme			Second semest		
Module code	Gore/	Cr	Module code	Core/	Cr	Module	Core/	Cr	Module code	Core/	Cr
ESCL112	C	08	ECTL212	/ C	08	EDSE312	С	08	EAMS412	С	80
EPHA112	C	08	SGES212	/ C	15	EFMS312	С	08	EPRE412	С	80
SGES112	С	15				ESMG312	С	12	Choose any of t		
/			/						SGES312	E	15
									SGES322	E	15
Any of the followin	g:-		Choose any of the following:-			of the following:-		Choose any of t	he following:-		
AENG112	Е	15	AENG212	С	15	ESMZ312	E	12	AENG312	E	15
AZUL152	Е	15	AZUL242	С	15	ELGF312	E	12	AZUL332	E	15
									Choose any of t	he following:-	
/			/						AENG322	E	15
/			/						AZUL342	E	15
Total 2 nd		46	Total 2 nd		38	Total 2 nd		40	Total 2 nd		61
semester			semest <mark>e</mark> r			semester			semester		
Year Modules											
Year Level 1			Year level 2			Year level 3			Year level 4		
ETS E100		16	ET9 <mark>E200</mark>		32	ETSE300		32	ETSE400		32
Year module		16	Year module			Year			Year module		
Overall Total		123	Qverall Total		108	Overall		120	Overall Total		162
ear level 1			ear level 2			Total year			year level 4		
Total aradita f	or the curricu	lum									513

FED.13.1.5.3. MODULE CONTENT AND OUTCOMES EBDFT3 – SEMESTER MODULES

SEMESTER COURSES	BDFT3 - SEMESTER MODULES GEOGRAPHY AND LANGUAGE) -
Module Semester 1: NQF code:- ESMG311 level:	Semester 2: ESMG312 NQF level:
Title: Method of Geography A	Title: Method of Geography B
Content: Insight to the restructuring of the geography curriculum and the implementation of the National Curriculum Statement and the Curriculum and Assessment policy statement	Content: refer to the department of social sciences
Module outcomes:	Module outcomes:
By the end of the module, students should be equipped with:- competencies in developing critical educators who will add value to the teaching and learning of Geography	By the end of the module, students should be equipped with: - to be able to develop knowledge, skills and competencies essential for effective teaching and learning of geography in further education and training.
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: Continuous formative assessment through participation in class, assignments (academic and professional), and presentations and summative assessment through examination in June	Assessment modes: formative assessment 50% and summative assessment 50% written examination
Module Semester 1: NQF code:- ELGF311 level: 6	Semester2: ELGF312 NQF level: 6
code:- ELGF311 level: 6	level: 6
Code:- ELGF311 level: 6 Title: Method of English Content: History of teaching and learning of the English Language; subject policy documents for English First Additional Language Teaching and learning theories and strategies in English; assessment strategies; lesson design; design of teaching and learning support materials; micro teaching and lesson	Ievel: 6 Title: English language Method Content: History of teaching and learning of the English language; subject policy documents for English First Additional Language; Teaching and learning theories and strategies in English; assessment strategies; lesson design; design of teaching and learning support materials, micro

through presentati	by means of Continuous tests, assignments a	Assessment modes: The assessed by means of assessment assignments and presentations (50%) and assessment — first examination (50%).	Continuous tests, lesson			
Module code:-	Semester1: ESMZ311	NQF level: 6	Semester 2: ESMZ312	NQF level: 6		
Title: Isiz	Zulu Language Method		Title: IsiZulu Language	Method		
and teach principles interpretate language approache	Theories of isiZulu langua ning; teaching methods, approaches and in approaches and curriculum and assessm as and standards of a research.	strategies, techniques; of home/ first ent policies;	Content: Theories of isiZI language learning and teateaching methods, strate, principles, approaches an techniques; interpretation implementation of home/flanguage curriculum and a policies; approaches and of language classroom res	iching; gies, d and irst assessment standards		
student te teaching implemen	outcomes: The module achers to isiZulu addition methodology, interpretation of language current policies; and language	nal language station and riculum and	Module outcomes: The rintroduces student teache additional language teach methodology, interpretation implementation of language curriculum and assessme and language classroom in the control of the control of language control	rs to isiZulu ing on and ge nt policies;		
Method o	f delivery: Full Time		Method of delivery: Full Time			
through te reflections summative	ent modes: This by means of Formative sets, assignments, teach s, attendance and partic e assessment through a d final examination.	ing journals, cipation and	Assessment modes: Thi assessed by means of Fo assessment through tests assignments, teaching jour effections, attendance an participation and summati assessment through an in moderated final examinati	rmative , irnals, d ve ternally		

FED.13.1.5.4. EBDFT3 MODULES OFFERED IN OTHER FACULTIES

NB: PLEASE REFER TO 2020 ARTS, FCAL, FSA HANDBOOKS FOR: - OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -

FISRT SEMEST	TER		SECOND SEMESTER			
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL	
SGES111	15	6	SGES112	15	6	
AENG111	15	6	AENG112	15	6	
AZUL151	15	6	AZUL152	15	6	
SGES211	15	6	SGES212	15	6	
AENG211	15	6	AENG212	15	6	
AZUL241	15	6	AZUL242	15	6	
SGES311	15	7	SGES312	15	7	
SGES312	15	7	SGES322	15	7	
AENG311	15	7	AENG312	15	7	
AZUL331	15	7	AZUL332	15	7	
AENG321	15	7	AENG322	15	7	
AZUL321	15	7	AZUL342	15	7	

FED.13.1.4. ACCOUNTING/BUSINESS MANAGEMENT/ECONOMICS – EBDFT4

FED.13.1.4.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Edu Management/Ec	cation: Further Education and Tra onomics	aining – Ac	counting	g/Business
Module code	Descriptive name	Credits	NQFL	Pre/Co requisites
ELLL111	Academic Literacy 1A (Language)	08	5	NONE
EFIT111	Ideologies & Trends in Education	08	6	NONE
CECN101	Principles of Microeconomics	15	5	NONE
CACC101	Accounting 1A	15	5	NONE
CBMG101	Business Management 1A	15	5	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
CECN102	Principles of Macroeconomics		5	NONE
CACC102	Accounting 1B	15	5	NONE
CBMG102	Business Management 1B	15	5	NONE

EPDL211	Human Development & Learning	08	6	NONE
CECN201	Intermediate Microeconomics	15	6	CECN101
				CECN102
CACC201	Financial Accounting for Companies	15	6	CACC101
CBMG201	Marketing Management	15	6	NONE
CBIS101	Business Information Systems 1A	15	6	NONE
ECTL212	Teaching & Learning Strategies	08	6	NONE
CECN202	Intermediate Macroeconomics	15	6	CECN101 CECN102
CACC202	Group Statements, Leases and	165	6	CACC101
	Taxes			CACC102
CBMG202	Financial Management	15	6	CBMG102
CBIS102	Business Information Systems 1B	15	6	NONE
EALM311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
ESME311	Method of Economics 3A	16	7	CECN101
				CECN102
ESCC311	Method of Accounting 3A	16	7	CACC101
ESMB311	Method of Business Management 3A	16	7	CBMG101 CBMG102
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESME312	Method of Economics 3B	12	7	CECN101
				CECN102
ESCC312	Method of Accounting 3B	12	7	CACC101
				CACC102
ESMB312	Method of Business Management 3B	12	7	CBMG101
	Ů			CBMG102
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE
CBMG301	Business Management 3A	15	7	CBMG201
CBMG311	Strategic Marketing 3A	15	7	CBMG201

CECN301	Public and Monetary Economics	15	7	CECN201 CECN202
CECN311	Labour and International Economics	15	7	CECN201 CECN202
EAMS412	Management of School Systems & Extra-curricular activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	7	NONE
CBMG302	Business Management 3B	15	7	CBMG202
CBMG312	Strategic Management 3B	15	7	CBMG202
CECN302	Development Economics	15	7	CECN201 CECN202
CECN312	Economic Research and Econometrics	15	7	CECN201 CECN202
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.13.1.4.2. Qualification Name: Bachelor of Education: FET (Accounting/Business Management/Economics). Qualification Code: EBDFT4

Year Level 1		4	Year level 2			Year level 3			Year level 4		
First semester	st semester			First semester			First semester		First semester	First semester	
Module code	Core/	Cr /	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
	Ancillary/			Ancillary/	/		Ancillary			Ancillary/	
ELLL111	С	08	EPDL211	С	08	EALM311	С	08	EPIE411	С	08
EFIT111	С	ø 8	Choose any two	of the following:-	/	ECAE311	С	08	ECTP411	С	16
CECN101	С	15	CECN201	E /	15	Choose any two	o in accordanc	e with	Choose two of	the following:-	•
CACC101	С	15	CACC201	E /	15	ESME311	E	16	CBMG301	E	15
CBMG101	С /	15	CBMG201	E	15	ESCC311	E	16	CBMG311	Е	15
			CBIS101	E /	15	ESMB311	E	16	Or	•	
	/			/					CECN301	E	15
	/			/					CECN311	E	15
Total 1st		61	Total 1st		38	Total 1st		48	Total 1st		54
semester Year Level 1			semester Year level 2			semester Year level 3			semester Year level 4		
Second semeste	Second semester		Second semester			Second semester		Second semest	ter		
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
ESCL112	4	08	ECTL212	c /	08	EDSE312	С	08	EAMS412		08
EPHA112	c	08	Choose any two	of the following:-	l	EFMS312	С	08	EPRE412		08
CECN102	C	15	CECN202	E	15	Choose any two in accordance with		e with	Choose two of the following:-		
CACC102	С	15	CACC202	<u> </u>	15	ESME312	E	12	CBMG302		15
CBMG102	С	15	CBMG202	E	15	ESCC312	Е	12	CBMG312		15
/			CBIS102	E	15	ESMB312	Е	12	Or		
/			/						CECN302		15
/			/						CECN312		15
Total 2 nd		61	Total 2 nd		38	Total 2 nd		40	Total 2 nd		46
semester Year Modules			semester/			semester			semester		
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100		16	ETSE200		32	ETSE300	I	32	ETSE400	1	32
Year module		16	Year/module		32	Year module		32	Year module		32
credit			credit			credit			credit		
Overall Total year level 1		138	Overall Total year level 2		108	Overall Total year level 3		120	Overall Total year level 4		132
Total credits f	or the curric	ulum									498

FED.13.1.4.3. MODULE CONTENT AND OUTCOMES EBDFT4 – SEMESTER MODULES

URTHER	CONTENT AND OUTCOMEDUCATION AND TRAINING (SENT/ECONOMICS) - SEMEST	(ACCOUNT	ING/E			
Module code:-	Semester 2: ESCC311	NQF level:		nester 2: ESCC312	NQF level:	
Title: Met	hod of Accounting		Title: Method Accounting			
Acc - Acc - Tea Acc	ndations of teaching and learning ounting; ounting education policy docum ching and learning strategies in ounting; essment in Accounting;	ents;	Content: - Management of Accounting teaching and learning in schools; - Curriculum differentiation a adaptive e teaching in Accounting; - Classroom research in Accounting; - Develop pedagogical conte			
			-	knowledge; Pre-conceptions in Accounting.		
	utcomes:		Module outcomes:			
By the e equipped	nd of the module, students s with: -	should be		he end of the module, uld be able to: -	, students	
four Acc Kno rele lear Skil and of A Skil Acc teac curr Kno ass Kno app	wledge and understanding of the dations of teaching and learnin ounting; wledge and understanding of the vant policies in Accounting teaching; les to use appropriate strategies, techniques in the teaching and cocounting; is to design appropriate lesson ounting taking into account the ching, learning, child developme iculum needs. wledge to design appropriate essment strategies in Accounting wledge to design, select and accorpriate teaching and learning serials for Accounting.	g in ne hing and methods learning plans in bries of ent and		Use elementary statis information to manage teaching, learning and assessment in Account Demonstrate compet assessing and monite learner progress and achievement in Account Use the results of assessment tasks to improve teaching a learning of Accounting Adapt lessons and assessment tasks to accommodate learned different learning professor accounting; Demonstrate compet learn from available r in order to improve te the Accounting classis to enhance their own academic learning; Develop content know plan, implement and	ee d unting; ence in oring unting; sessment and g; rs with blems in ence to research eaching in room and wledge to	

		effective teaching and learning experiences in Accounting; - Evaluate curriculum policies in Accounting.			
Method of o	lelivery: Full Time		Method of delivery: Full	Time	
	t modes: This modules is		Assessment modes: Thi		
coursework/ of examinati	research which is assessed	by means	is coursework/research wl assessed by means of exa		
			,		
Module code:-	Semester 1: ESME311	NQF level:	Semester 2: ESME312	NQF level:	
Title: Metho	d of Economics		Title: Method of Economics		
specific tea	valuation / assessment in e ching methods, use of lea oport materials		Content: Teaching economics, creating quality learning environment, teaching large classes, types of lessons, principles applicable to teaching economics.		
Module out	comes:		Module outcomes:		
equipped wit	of the module, students sth:-will enable students to impoject economics to learn teaching and learning strateg	oart insight ers using	By the end of the module, students should be equipped with: - students will be enabled to impart insight on the subject Economics to learners using appropriate teaching and learning strategies.		
Method of o	lelivery: Full Time		Method of delivery: Full Time		
research,	t modes: tests, assignment presentations, tasks, and amination	Assessment modes: continuous formative assessment – test assignment, presentation and summative assessment through examination in November.			
Module code:-	Semester 2: ESMB311	NQF level:	Semester 2: ESMB312	NQF level:	
Title: Busine	ess Studies Education A		Title: Method of Management	Business	
Content: Foundation of teaching and learning in Business Studies, Business Studies Education policy documents, Teaching and learning strategy in Business Studies, Assessment in Business studies, Lesson design in Business Studies,			Content: Approaches in the Teaching of Business Management (Heuristic Methods). Evaluation/ Assessment in Business Management. Use of Teaching Aids/ learning and		

Learning and teaching support materials in Business Studies.	Teaching Support Materials in Business Management. Subject Organisation in Business Management.
Module outcomes:	Module outcomes:
By the end of the module, students should be equipped with: - Demonstrate knowledge and understanding of the foundations of teaching and learning in Business Studies. Demonstrate knowledge and understanding of the relevant policies in Business Studies teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Business Studies. Design appropriate lesson plans in Business Studies taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Business Studies. Design, select and adapt appropriate teaching and learning support material for Business Studies.	The module introduces the students to principles of educative teaching and learning as adapted for business management studies.
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This modules is coursework/research which is assessed by means of examination	Assessment modes: This module is assessed by means of examination

FED.13.1.4.4. EBDFT4 MODULES OFFERED IN OTHER FACULTIES

NB: PLEASE REFER TO 2020 ARTS, FCAL, FSA HANDBOOKS FOR: OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -

FISRT SEMESTER			SECOND SEMESTER		
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL
CECN101	15	5	CECN102	15	5
CACC101	15	5	CACC102	15	5
CBMG101	15	5	CBMG102	15	5
CECN201	15	6	CECN202	15	6
CACC201	15	6	CACC202	15	6
CBMG201	15	6	CBMG202	15	6
CBIS101	15	6	CBIS102	15	6
CBMG301	15	7	CBMG302	15	7
CBMG311	15	7	CBMG312	15	7

CECN301	15	7	CECN302	15	7
CECN311	15	7	CECN312	15	7

FED.13.1.5. HISTORY AND GEOGRAPHY – EBDFT5 FED.13.1.5.5. MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Geography	f Education: Further Edu	cation and [·]	Training –	History and
Module code	Descriptive name	Credits	NQFL	Pre/Co requisites
ELLL111	Academic Literacy 1A (Language)	08	5	NONE
EFIT111	Ideologies & Trends in Education	08	6	NONE
SGES111	Introduction to Physical and Environmental Geography	15	5	NONE
AHIS111	History 1: Theory and Methods of History	15	6	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
SGES112	Introduction to Human Geography	15	5	NONE
AHIS112	History 1: South African History	15	5	NONE
EPDL211	Human Development & Learning	08	6	NONE
SGES211	Global Landforms & Cartography	15	6	SGES111
AHIS211	19 th and early 20 th Century Europe	15	6	AHIS111
ARTO111	Introduction to Tourism	15	6	NONE
SSTT111	Elementary Statistics for Science Students	15	6	NONE
ECTL212	Teaching and Learning Strategies	15	6	NONE
AHIS212	General Topics 19 th and early 20 th century South Africa	15	6	AHIS112
SGES212	Demographics, Health and Sustainable Development	15	6	SGES112
ARTO112	Business Tourism	15	6	NONE
SHYD222	Geographical Information Systems	15	6	NONE

EALMS311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
ESMG311	Method in Geography 3A	16	7	EGES112
ESMH311	Methods of History 3A	16	7	AHIS211
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESMG312	Method of Geography 3B	12	7	EGES211
ESMH312	Method of History 3B	12	7	AHIS112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE
AHIS311	Archival Skills and Introduction to Cultural museum studies and	15	7	AHIS211
AHIS321	The Zulu Monarchy and KZN Leaders in Retrospect	15	7	AHIS211
SGES331	Land use and Natural Resource Management	15	7	SGES211
SGES311	Urban Environment and Recreation Planning	15	7	SGES211
EAMS412	Management of School systems	08	7	NONE
EPRE412	Introduction to research in Education	08	7	NONE
AHIS312	Colonial and Post independent Africa	15	7	AHIS212
AHIS322	Totalitarian Regimes and the Nuclear age	15	7	AHIS212
SGES312	Environmental Management	15	7	SGES212
SGES322	Environmental Fieldwork and research	15	7	SGES212
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.13.1.5.6. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET (HISTORY AND GEOGRAPHY). QUALIFICATION CODE: EBDFT5

Year Level 1	EBDFI	-	Year level 2			Year level 3			Year level 4		
First semester			First semester			First semester					
									- 11010011100101		
Module code	Core/	Cr 🖊	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
	Ancillary			Ancillary/	/		Ancillary/			Ancillary/	
ELLL111	С	98	EPDL211	С	08	EALMS311	С	08	EPIE411	С	08
EFIT111	С	08	SGES211	C	15	ECAE311	С	08	ECTP411	С	16
SGES111	С	15	AHIS211	C /	15	ESMG311	С	16	Any of the following	:-	
AHIS111	C	15	Any of the following:-			ESMH311	С	16	AHIS311	E	15
	/		ARTO111	E /	15				AHIS321	E	15
			SSTT111	E /	15				Any of the following	:-	
									SGES331	С	15
	/			/					SGES311	С	15
Total 1st		46	Total 1st semester		53	Total 1st		48	Total 1st semester		54
Year Level 1			Year level 2	/		Year level 3			Year level 4		
Second semester			Second semester	/		Second semest	ter		Second semester		
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
ESCL112	С	08	ECTL212	С	08	EDSE312	С	08	EAMS412	С	08
EPHA112	С	08	AHIS212	С	15	EFMS312	С	08	EPRE412	С	08
SGES112	С	15	SGES212	С	15	ESMG312	С	12	Any of the following	:-	
AHIS112	С	15	Any of the following:-		•	ESMH312	С	12	AHIS312	E	15
			ARTO112	E	15				AHIS322	E	15
/			SHYD222	E	15				Any of the following	:-	
									SGES312	E	15
/			/						SGES322	E	15
Total 2 nd		46	Total 2 nd semester		53	Total 2 nd		56	Total 2 nd		46
Year Modules											
Year Level 1			Year level 2			Year level 3			Year level 4		
ET9E100		16	ET\$ E200		32	ETSE300		32	ETSE400		32
Year module		16	Year module credit			Year module			Year module		
overall Total year evel 1		108	verall Total year level 2		138	Overall Total year level 3		136	Overall Total year level 4		132
Total credits for	the curricu	ulum									514

FED.13.1.5.7. MODULE CONTENT AND OUTCOMES FOR EBDFT5

	FURTHER EDUCATION AND TRAINING (HISTORY AND GEOGRAPHY) - SEMESTER COURSES							
Module code:-	Semester1: ESMG311	NQF level: 7	Semester 2: NQF ESMG312 level: 7					
Title: Method	of Geography A		Title: Method of G	eography B				
geography cu the National	sight to the restructuring irriculum and the impleme Curriculum Statement id Assessment policy statem	ntation of and the	Content: refer department of soc					
Module outco	omes:		Module outcome	s:				
equipped with	of the module, students s :- competencies in developi o will add value to the tea ography	ng critical	By the end of the module, students should be equipped with: - to be able to develop knowledge, skills and competencies essential for effective teaching and learning of geography in further education and training.					
Method of de	elivery: Full Time		Method of delivery: Full Time					
assessment the assignments	modes: Continuous formating participation in class (academic and professional) and summative assessment June	,), and	Assessment modes: formative assessment 50% and summative assessment 50% written examination					
Module code:-	Semester 1: ESMH311	NQF level: 7	Semester 2: ESMH312	NQF level: 7				
Title: Method	l of History		Title: Method of H	History				
Content:			Content:					
assessn - Context strategie - Discove	es and methods ry strategy g and learning resources	in the teac School Histo Developing interests outside the o Essential Q History Teac	ical sources hing of the bry. learners' in history classroom. ualities of a cher. motive and I issues in al Thinking.					

Module outcomes: The purpose of this module is to develop competent and critical educators who will add value to the teaching and learning of History.	Module outcomes: To develop knowledge, skills and competencies essential for effective teaching and learning of History in Further Education and Training.
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessed by means of Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.	Assessment modes: This module is assessed by means of formative: - - 50% Summative - 50%Written Examinations

FED.13.1.5.8. MODULE CONTENT AND OUTCOMES FOR EBDFT5

FURTHER EDUCATION AND TRAINING (HISTORY AND GEOGRAPHY) - YEAR COURSE COURSES

Module code:- Year Level 1: ETSE100 NQF level: 5

Title: School Experience 1

Content: Learning from practice (observation and simulated classroom practice/ lesson demonstrations) (Practical and subject pedagogical knowledge).

Module outcomes: This module aims to expose students to the school experience from the perspective of a teacher, in the care of a school mentor

Method of delivery: Full Time

Assessment modes: This module is assessed during the school based professional practicum orientation week in August/September, the school prepares a confidential report on the student teacher's attitude and professional conduct, which is submitted to the coordinator

Module code:- Year Level: ETSE200 NQF level: 6

Title: School Experience 2

Content: Learning in practice (lesson demonstrations/ simulated classrooms and observation with limited lessons in teaching two subjects/ university based and school based) (practical knowledge and subject pedagogical knowledge).

Module outcomes:

The purpose of this module is to give students the opportunity to critical observe and creatively reflect on the school experience.

Method of delivery: Full Time

Assessment modes: In their 2nd year, B Ed students undergo home school based professional practicum for 2 weeks in the first semester, and for 1 week in the second semester during the recess week. A school Observation Journal, with a collection of assignments and practical activities will be used as an observation instrument. Reflections on themes/presentations based on the students' observation experiences are made as well

as reflective essays written on observed experiences. The focus is on how to improve the observed experiences for future implementation

Module code:- Year Level 3: ETSE300 NQF level: 7

Title: : School Experience 3

Content: Work Integrated Learning. Conducting of all classroom activities in addition to teaching of lessons from two subjects school -based (practical and subject content pedagogical knowledge). Students will be able to plan, prepare and implement a lesson, learning from and through experience.

Module outcomes:

The aim is for the student to have the opportunity to be exposed to a whole range of experiences, and be able to develop the knowledge, skills and values required of a professional and passionate teacher. Students will develop a variety of teaching-assessment strategies, methods and essential teaching skills.

Method of delivery: Full Time

Assessment modes: This module is assessed by means of a 6-week cluster based professional practicum in the second semester. Lecture and mentor evaluations. Peer and self-assessment

Module code:- Year Level 4: ETSE400 NQF level: 7

Title: : School Experience 4

Content: School based teaching practice (3 weeks) subject mentor university supervised + action research (reflecting on own practice and that of the mentors (practical/ subject content pedagogical/ situational knowledge).

Module outcomes:

The aim is to let the student develop and produce a high quality action research based portfolios of evidence

Method of delivery: Full Time

Assessment modes: This module is assessed by means of a portfolio based on a Teaching and Learning Committee –approved framework linking theory and experiences, formative assessment principles, rubric-assessed, submitted before the end of October and externally examined.

FED.13.1.5.9. EBDFT5 MODULES OFFERED IN OTHER FACULTIES

<u>NB:</u> PLEASE REFER TO 2020 ARTS, FCAL, FSA HANDBOOKS FOR: -OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -

FISRT SEMESTER			SECOND SEMESTER		
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL
SGES111	15	5	SGES112	15	5
AHIS111	15	5	AHIS112	15	5
SGES211	15	6	SGES212	15	6
AHIS211	15	6	AHIS212	15	6
ARTO111	15	6	ARTO112	15	6

0077444	1 45		OLIV/Door	1 4 5	
SSTT111	15	6	SHYD222	15	6
AHIS311	15	7	AHIS312	15	7
AHIS321	15	7	AHIS322	15	7
SGES331	15	7	SGES312	15	7
SGES311	15	7	SGES322	15	7

FED.13.1.6. COMPUTER SCIENCE AND MATHEMATICS – EBDFT6 FED.13.1.6.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Education: Further Education and Training – Computer Science and Mathematics						
Module code	Descriptive name	Credits	NQFL	Pre/Co requisites		
ELLL111	Academic Literacy 1A(Language)	08	5	NONE		
EFIT111	Ideologies & Trends in Education	08	6	NONE		
CSPS111	Introductory Computing	15	5	NONE		
SMTH111	Calculus 1	15	5	NONE		
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE		
EPHA112	HIV/AIDS Education	08	6	NONE		
CSPS112	Introductory Systems Programming	15	6	NONE		
SMTH112	Calculus 2	15	6	NONE		
EPDL211	Human Development & Learning	08	6	NONE		
SCPS211	Data Structures & Algorithms	15	6	CSPS111		
SMTH221	Advanced Calculus	15	6	SMTH111		
ECTL212	Teaching & Learning Strategies	08	6	NONE		
SCPS212	Introductory Software Engineering	15	6	CSPS111		
				SMTH111		
SMTH222	Linear Algebra & Differential Equations	15	6	CSPS111		
	Equations			SMTH111		
EALM311	School Leadership & Management	08	7	NONE		
ECAE311	Assessment in Education	08	7	NONE		
ESCM311	Method of Computers 3A	17	7	CSPS111		
				SMTH111		
ESMC311	Method of Mathematics 3A (FET Phase)	17	7	CSPS111 SMTH111		

EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESCM312	Method of Computers 3B	17	7	CSPS112 SMTH112
ESMC312	Method of Mathematics 3B (FET Phase)	17	7	CSPS112 SMTH112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE
SCPS311	Advanced Programming Techniques	15	7	CSPS111 SCPS211
SMTH311	Abstract Algebra	15	7	SMTH221 SMTH222
SMTH321	Real Analysis	15	7	SMTH111 SMTH222
SCPS321	Systems programming	15	7	SCPS211
EAMS412	Management of School Systems & Extra-curricular Activities	08	7	NONE
EPRE412	Introduction to research in Education	08	6	NONE
SCPS312	Distributed Systems Development	15	7	SCPS211 SCPS212
SMTH312	Graph Theory	15	7	SMTH221 SMTH222
SMTH322	Complex Analysis	15	7	SMTH221 SMTH222
SCPS322	Final Year Project	15	7	SCPS212
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100 CSPS111 CSPS112 SMTH111 SMTH112
ETSE400	School Experience 4	32	7	ETSE300

FED.13.1.6.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET (COMPUTER SCIENCE AND MATHEMATICS). QUAL CODE: EBDFT6

Year Level 1		Year level 2		Year level 3		Year level 4					
First semester		First semester		First semester		First semester					
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
	Ancillary/El ective			Ancillary/E lective			Ancillary/E lective			Ancillary/E lective	
ELLL111	С	08/	EPDL211	С	g <mark>/</mark> 8	EALM311	С	80	EPIE411	С	08
EFIT111	С	08	SCPS211	С	/15	ECAE311	С	80	ECTP411	С	16
CSPS111	С	1/ 5	SMTH221	С	/ 15	ESCM311	С	17	Any one of the	e following:-	
SMTH11	С	/15			/	ESMC311	С	17	SCPS311	E	15
					/				SMTH311	E	15
									Any one of the following:-		
		/		/					SMTH321	E	15
		/		/					SCPS321	E	15
Total 1st	/	46	Total 1st		38	Total 1st		50	Total 1st		54
semester	/		semester	/		semester			semester		
Year Level 1			Year level 2		Year level 3		Year level 4				
Second sem	ester /		Second semester /		Second semester		Second semester				
Module	Core/	Cr	Module code	Core!	Cr	Module code	Core/	Cr	Module code	Core/	Cr
code	Ancillary/El			Ancillary/E			Ancillary/E			Ancillary/E	
ESCL112	/ C	08	ECTL212	/ C	08	EDSE312	С	08	EAMS412	E	08
EPHA112	/ C	08	SCPS212	/ C	15	EFMS312	С	08	EPRE412	E	08
CSPS112	/ C	15	SMTH222	С	15	ESCM312	С	17	SCPS312	E	15
SMTH112	/ C	15	/			ESMC312	С	17	Or		
	/								SMTH312	E	15
/									SMTH322	E	15
									Or	<u> </u>	
/			/						SCPS322	Е	15
Total 2ng		46	Total 2/1d		38	Total 2 nd		50	Total 2 nd		46
semester			semester			semester			semester		
Year Module	es .		/								
Year Level 1			Year level 2			Year level 3			Year level 4		
ETS/E100		16	ET SE200		32	ETSE300		32	ETSE400		32
Ye <mark>a</mark> r		16	Y∉ar			Year module			Year		
Overall		108	verall		108	Overall Total		132	Overall		132
otal year			Total year			year level 3			Total year		
Total credits	for the curric	ulum									480

FED.13.1.6.3. MODULE CONTENT AND OUTCOMES FOR EBDFT6

FURTHER EDUCATION AND TRAINING (COMPUTER SCIENCE AND MATHEMATICS) – SEMESTER COURSES						
Module code:-	Semester1: ESMC311	NQF level:	Semester 2: ESMC312	NQF level:		
Title: : N	Method of Computer 3A	Title: Method of Com	puter 3B			
Content: The effective teacher, understanding your students, curriculum and assessment policy statement, unit and lesson planning, classroom management I: establishing the learning climate, classroom management II: promoting student engagement.			Content: The effective teacher, understanding your students, curriculum and assessment policy statement, unit and lesson planning, classroom management I: establishing the learning climate, classroom management II: promoting student engagement.			
Module outcomes: The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.			Module outcomes: The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.			
Method of delivery: Full Time			Method of delivery: F	ull Time		
Assessment modes: This module is assessed by means of examination			Assessment modes: This module is assessed by means of examination			
Module code:-	Semester1: ESCM311	NQF level:	Semester 2: ESCM312	NQF level:		
Title: Method of Computer			Title: Method of Com	puter		
Content: The effective teacher, understanding your students, curriculum and assessment policy statement, unit and lesson planning, classroom management I: establishing the learning climate, classroom management II: promoting student engagement.			Content: The effective teacher, understanding your students, curriculum and assessment policy statement, unit and lesson planning, classroom management I: establishing the learning climate, classroom management II: promoting student engagement.			

Module outcomes: The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.	Module outcomes: The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.			
Method of delivery: Full Time	Method of delivery: Full Time			
Assessment modes: This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and	Assessment modes: This module is assessed by means of 30% Tests and 30% any combination of the following: ✓ Assignment			

FED.13.1.6.4. EBDFT6 MODULES OFFERED IN OTHER FACULTIES

NB: PLEASE REFER TO 2020 ARTS, FCAL, FSA HANDBOOKS FOR: -OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -

FISRT SEMESTER			SECOND SEMESTER			
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL	
SCPS111	15	5	SCPS112	15	5	
SMTH111	15	5	SMTH112	15	5	
SCPS211	15	6	SCPS212	15	6	
SMTH221	15	6	SMTH222	15	6	
SCPS311	15	6	SCPS312	15	6	
SMTH311	15	7	SMTH312	15	7	
SMTH321	15	7	SMTH322	15	7	
SPCS321	15	7	SPCS322	15	7	

FED.13.1.7. PHYSICAL SCIENCE AND MATHEMATICS – EBDFT7 FED.13.1.7.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Education: Further Education and Training – Physical Science and Mathematics						
Module code	Descriptive name	Credits	NQFL	Pre/Co requisites		
ELLL111	Academic Literacy 1A (Language)	08	5	NONE		
EFIT111	Ideologies and trends in Education	08	6	NONE		
SCHM111	General Chemistry A	15	5	NONE		
SPHY111	Classical Mechanics and Properties of Matter	15	5	NONE		
SMTH111	Calculus 1	15	5	NONE		
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE		
EPHA112	HIV/AIDS Education	08	6	NONE		
SCHM112	General Chemistry	15	6	NONE		
SPHY112	Nuclear Physics, Electromagnetism and Modern Physics	15	6	NONE		
SMTH112	Calculus 2	15	6	NONE		
EPDL211	Human Development & Learning	08	6	NONE		
SCHM211	Analytical & Inorganic	15	6	SCHM111		
	Chemistry 2			SCHM112		
SPHY211	Mechanics, Special Relativity & Properties of	15	6	SPHY111		
	Matter			SMTH111		
				SPHY112		
				SMTH112		
SMTH221	Advanced Calculus	15	6	SMTH111		
ECTL212	Teaching & Learning Strategies	08	6	NONE		

SCHM212	Organic & Physical	15	6	SCHM111
	Chemistry 2			SCHM112
SPHY212	Modern Physics	15	6	SPHY111
	Photonics & Waves			SMTH111
				SPHY112
				SMTH112
SMTH222	Linear Algebra &	15	6	SMTH111
	Differential Equations			SMTH112
EALM311	School Leadership &Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
ESPS311	Method of Physical	17	7	SPHY111
	Science A			SMTH111
				SPHY112
				SMTH112
				SCHM111
				SCHM112
ESMC311	Method of Mathematics	17	7	SPHY111
	3A (FET Phase)			SMTH111
				SPHY112
				SMTH112
				SCHM111
				SCHM112
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESPS312	Method of Physical	17	7	SPHY111
	Science B			SMTH111
				SPHY112
				SMTH112 SCHM111

				SCHM112
ESMC312	Method of Mathematics	17	7	SPHY111
	3B (FET Phase)			SMTH111
				SPHY112
				SMTH112
				SCHM111
				SCHM112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE
SCHM311	Organic Chemistry 3	15	7	SMTH111
				SMTH112
				SCHM212
SPHYM311	Quantum & Statistical	15	7	SPHY111
	Physics			SPHY112
				SMTH111
				SMTH112
				SMTH221
SMTH311	Abstract Algebra	15	7	SMTH221
				SMTH222
SCHM321	Physical Chemistry 3	15	7	SMTH111
				SMTH112
				SCHM212
				SPHY212
SPHY321	Electronic, Circuits, and Devices	15	7	SPHY111
	Devices			SPHY112
SMTH321	Real Analysis	15	7	SMTH111
				SMTH222
EAMS412	Management of School Systems & Extra- curricular activities	08	7	NONE

EPRE412	Introduction to Research in Education	08	7	NONE
SCHM312	Inorganic chemistry 3	15	7	SMTH111
				SMTH112
				SCHM212
SPHY312	Nuclear Physics &	15	7	SPHY111
	Applications			SPHY112
SMTH312	Graph Theory	15	7	SMTH111
				SMTH222
SCHM322	Analytical Chemistry 3	15	7	SMTH111
				SMTH112
				SCHM212
SPHY322	Solid State Physics and	15	7	SPHY111
	Materials Science			SPHY112
				SPHY212
				SMTH222
SMTH322	Complex Analysis	15	7	SMTH111
				SMTH222
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
				SPHY111
				SPHY112
				SCHM111
				SCHM112
				SMTH111
				SMTH112
ETSE400	School Experience 4	32	7	ETSE300

FED.13.1.7.2 Qualification Name: Bachelor of Education: FET (Physical Science and Mathematics). Qualification Code: EBDFT7

Year Level 1			Year level 2			Year level 3			Year level 4		
First semester			First semester			First semester			First semester	First semester	
Module code	Core/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary/El ective	Cr	Module code	Core/ Ancillary/El	Cr	Module code	Core/ Ancillary/E lective	Cr
ELLL111	С	08	EPDL211	С	08	EALM311	С	08	EPIE411	С	08
EFIT111	С	08 /	SCHM211	С	15	ECAE311	С	08	ECTP411	С	16
SCHM111	С	15/	SPHY211	C /	15	ESPS311	С	17	Any one of the foll	owing:	
SPHY111	С	1/5	SMTH221	С /	15	ESMC311	С	17	SCHM311	E	15
SMTH111	С	/15		/					SPHYM311	E	15
		/							SMTH311	E	15
	/								Any one of the follo	owing:	
	/			/					SCHM321	E	15
									SPHY321	E	15
									SMTH321	E	15
Total 1st semester		61	Total 1st		53	Total 1st		50	Total 1st		54
Year Level 1			semester Year level 2			semester Year level 3			semester Year level 4		
Second semester			Second semester			Second semester		Second semester			
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
ESCL112	C	08	ECTL212	C	08	EDSE312	C	08	EAMS412	C	08
EPHA112	С	08	SCHM212	C	15	EFMS312	C	08	EPRE412	C	08
SCHM112	C	15	SPHY212	C	15	ESPS312	C	17	Any one of the follo	-	00
SPHY112	C	15	SMTH222	C	15	ESMC312	C	17	SCHM312	E	15
SMTH112	C	15							SPHY312	E	15
/	-		/						SMTH312	E	15
/			/						Any one of the follo	owing:	
/			/						SCHM322	E	15
/			/				1		SPHY322	E	15
/			/				1		SMTH322	E	15
Total 2 semester		61	Total 2 d		53	Total 2 nd		50	Total 2 nd		46
			semerster			semester			semester		
					Year N	lodules					
Year Level 1			Year level 2			Year level 3			Year level 4		
TSE100		16	E/SE200		32	ETSE300		32	ETSE400		32
Year module credit		16	ear module			Year module			Year module		
Overall Total year level 1		138	Overall Total year level 2		138	Overall Total year level 3		132	Overall Total year level 4		132
Total credits for th	e curriculur	m									540
Total ordana loi ti	.o ourricului										77

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.1.7.3 MODULE CONTENT AND OUTCOMES FOR EBDFT7

FURTHER EDUCATION AND TRAINING (PHYSICAL SCIENCE AND MATHEMATICS) - SEMESTER COURSES						
Module code:- Semester1:ESMC311 NQF level	Semester 2: ESMC312 NQF level:					
Title: Method of Computer 3A	Title: Method of Computer 3B					
Content: The effective teacher, understanding your students, curriculum and assessment policy statement, unit and lesson planning, classroom management I: establishing the learning climate, classroom management II: promoting student engagement.	Content: The effective teacher, understanding your students, curriculum and assessment policy statement, unit and lesson planning, classroom management I: establishing the learning climate, classroom management II: promoting student engagement.					
Module outcomes: The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.	Module outcomes: The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.					
Method of delivery: Full Time	Method of delivery: Full Time					
Assessment modes: This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.	Assessment modes: This module is assessed by means of examination					
Module Semester 1: ESPS311 NQF level:						
	Semester 2: ESPS312 NQF level:					
Title: Method of Physical Science 3A						
Title: Method of Physical Science 3A Content: Metaphors for the Teacher, Models of becoming a teacher, why should anyone learn science and why teach it? Thinking about Learning in Science, The effectiveness of Practical work in Teaching and Learning Science, Curriculum and Assessment Policy Statement-Grades 10-12, The Role of Language in the Learning Teaching of Science, Misconceptions in the Physical Sciences, Strategies for Teaching Science, Questioning and Responding to Guide Children's Inquiry, Developing science lesson plans, Assessing Constructively	level:					
Content: Metaphors for the Teacher, Models of becoming a teacher, why should anyone learn science and why teach it? Thinking about Learning in Science, The effectiveness of Practical work in Teaching and Learning Science, Curriculum and Assessment Policy Statement-Grades 10-12, The Role of Language in the Learning Teaching of Science, Misconceptions in the Physical Sciences, Strategies for Teaching Science, Questioning and Responding to Guide Children's Inquiry, Developing science lesson plans, Assessing	Title: Method of Physical Science 3B Content: Using Simulations, Models and Animations for Science Learning, The Role of Language in the Learning Teaching of Science, Scientific Epistemology, Enhancing the quality of arguments in school science, Scientific argumentation as a foundation for the design of inquiry based science teaching, Teaching Critical Thinking and					

Assessment modes: This module is assessed by means of Formative assessment through tests, assignments, teaching journals, reflections, attendance and participation and summative assessment through an internally moderated final examination.

Assessment modes: This module is assessed by means of Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations

FED.13.1.7.4 EBDFT7 MODULES OFFERED IN OTHER FACULTIES

NB: PLEASE REFER TO 2020 ARTS, FCAL, FSA HANDBOOKS FOR: - OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -

FISRT SEMES	MESTER SECOND SEMESTER		SECOND SEMESTER		
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	NQFL
SCHM111	15	5	SCHM112	15	6
SPHY111	15	5	SPHY112	15	6
SMTH111	15	5	SMTH112	15	6
SCHM211	15	5	SCHM212	15	6
SPHY211	15	5	SPHY212	15	6
SMTH221	15	5	SMTH222	15	6
SCHM311	15	7	SCHM312	15	7
SPHY311	15	7	SPHY312	15	7
SMTH311	15	7	SMTH312	15	7
SCHM321	15	7	SCHM322	15	7
SPHY321	15	7	SPHY322	15	7
SMTH321	15	7	SMTH322	15	7

FED.13.1.8. LIST OF EBDFT COMMON MODULES AND THEIR OUTCOMES – FETs

EBDFT COMMON MODULES						
EBDFT1	EBDFT2	EBDFT3	EBDFT4	EBDFT5	EBDFT6	EBDFT7
ELLL111	ELLL111	ELLL111	ELLL111	ELLL111	ELLL111	ELLL111
EFIT111	EFIT111	EFIT111	EFIT111	EFIT111	EFIT111	EFIT111
ESCL112	ESCL112	ESCL112	ESCL112	ESCL112	ESCL112	ESCL112
EPHA112	EPHA112	EPHA112	EPHA112	EPHA112	EPHA112	EPHA112
EPDL211	EPDL211	EPDL211	EPDL211	EPDL211	EPDL211	EPDL211
ECTL212	ECTL212	ECTL212	ECTL212	ECTL212	ECTL212	ECTL212
EALM311	EALM311	EALM311	EALM311	EALM311	EALM311	EALM311
ECAE311	ECAE311	ECAE311	ECAE311	ECAE311	ECAE311	ECAE311

EDSE312	EDSE312	EDSE312	EDSE312	EDSE312	EDSE312	EDSE312
EPIE411	EPIE411	EPIE411	EPIE411	EPIE411	EPIE411	EPIE411
EFMS312	EFMS312	EFMS312	EFMS312	EFMS312	EFMS312	EFMS312
EPRE412	EPRE412	EPRE412	EPRE412	EPRE412	EPRE412	EPRE412
ECTP411	ECTP411	ECTP411	ECTP411	ECTP411	ECTP411	ECTP411
EAMS412	EAMS412	EAMS412	EAMS412	EAMS412	EAMS412	EAMS412

FED.13.1.8.1. MODULE CONTENTS AND OUTCOMES FOR EBDFT COMMON MODULES

Module code:-	Semester 1: ELLL111	Semester 2: EPHA112	NQF level:			
Title: Academ	nic Literacy 1A (Language)	Title: HIV and AIDS Educa	ation			
Listening, and Reading, View	he Communication Process; Speaking Communication Skills; ving and Thinking Skills; Writing, d presenting Skills; Grammatical r Educators	Content: The course will provide an Introduction and Background to HIV and AIDS, Factors that facilitate the transmission of HIV and AIDS, Impact of HIV and AIDS, Standard Universal Safety Precautions for the Prevention of HIV and AIDS, Ethical and Legal Issues and HIV and AIDS, Management of HIV and AIDS Gender and HIV and AIDS, Responding to HIV and AIDS in the classroom, school and community.				
equipped with communication facilitate their	the module, students should be a: - with linguistic knowledge and an skills that will enable them to, or own academic learning, and aly in their area of specialization.	Module Outcomes: This module aims to create awareness and highlight the facts around the HIV and AIDS pandemic and encourage students to ponder the impact this disease has on society at large, the school and the classroom specifically. It will also encourage active and conscientious participation with regards to the prevention of HIV and AIDS focus on relevant policy related matters and promote the responsible management of HIV and AIDS in the classroom and the school in general.				
Method of de	livery: Full Time	Method of delivery: Full time				
by means of C through partic assignments a	modes: This module is assessed Continuous formative assessment cipation in class and tutorials, and reflective writing. Summative nrough examinations in June	Assessment modes: Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through internally moderated final examination.				
Module	internally moderated final examination. Semester 1: EFIT111 Semester2:ESCL112 NQF level					

Title: Academic Literacy 1B (Computer Title: Ideologies and Trends in Education Literacy) Content: Content: (Philosophy) Integration of theory and General understanding practice of the following study units: Definition of computers in and around us, including concepts, Education, training, indoctrination, knowledge and use of computer hardware, philosophy, and philosophy of education. The software, and operating systems. Key nature and field of philosophy of education applications software such as word (Philosophy of education is speculative, analytic; processing, spreadsheet, presentation and classical philosophies including idealism, realism outlook. Also included in this module are aspects of working in an Internet or and pragmatism; contemporary philosophies, reconstructionist and Africanism: networked environment, including basic clarification: theories of moral education and its knowledge of networks and the Internet, link to humanism. skills in specific applications such as electronic mail software and Web (History of education) A history of education in browsers, skills required to find and South Africa. Pre-colonial or traditional evaluate information. and education, Education during Dutch colonization understanding of issues related to (1652-1795 and 1803-1806). Education under computing and the Internet being used at the British (1807-1899). Mission education. school, home and workplace. National Party rule and apartheid education (1948). Education for White children. Education for Coloured children (The Coloured Persons Education Act 1963). Education for Indian children (The Indian Education Act of 1965). Education for Black children (The Bantu Education Act, Act 47 of 1953). Resistance to apartheid education. A new education policy in a new South Africa (1992 to date) Module outcomes: Module outcomes: By the end of the module, students should be By the end of the module, students should equipped with: - with knowledge and be equipped with: understanding of the field and study of with the relevant and necessary computer education; To enable students to understand skills that will enable them to finesse educational ideologies and their link to the around their studies and life in general. present education. To equip students with The module takes students through knowledge and understanding of development different types of computers, different of different education systems in South Africa computer environments, data capturing skills, information processing skills as well as research using various search engines. Layout and presentation skills are also integral parts of this module. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed Assessment modes: This module is assessed by means of continuous by means of continuous formative assessment formative assessment through in-class through assessments, presentations and tests. tests, exercises, assignments, portfolios, Summative assessment through examination. professional and subject mentors' reports, and lecturers' reports; and summative terminal assessment through а examination at the end of the semester Semester 2: ECTL212 NQF level: Module Semester 1: EPDL211 code:-Title: Human Development and Learning Title: Teaching and Learning strategies Content: Introduction to Educational Content: Theories of teaching and Psychology. Understanding learner learning (behaviourist, humanist, social development and diversity. Individual and constructivist). Principles of quality teaching and a competent teacher.

	nces. Learning and knowledge Learning and motivation	Principles underpinning teaching and learning in OBE Curriculum. Learning styles. Teaching strategies and methods (teacher-centred and learner-centred strategies. Classroom management, teaching strategies and learning styles			
	omes: To introduce students to	Module outcomes:			
study of Educational Psychology which examine some aspects of development and learning		By the end of the module, students should be equipped with: - with knowledge of theories of teaching, learning and classroom management and to train them in all aspects of General Pedagogical content knowledge e.g. selecting, organizing and preparing subject content, applying suitable and relevant teaching strategies and methods and lastly to adopting adequate learning styles compatible to the learners' cognitive development.			
Method of de	livery: Full Time	Method of delivery: Full Ti	me		
	means of Continuous formative	Assessment modes: This module is assessed by means of gathering of			
	through participation in class, (academic and professional) and	evidence on students' per			
presentations	summative assessment through	process will apply continuous assessment procedures which are: baseline assessment, formative and summative. Baseline: evidence of students' academic readiness (Techniques for assessment, Written Assignments, oral presentations. Formative: Tests, oral presentation, group work, role play activities, tutorials, classroom observations and reflections. Summative: Test and examination.			
examinations	in June				
Module	Semester 1: ECAE311	Semester 2: EDSE312	NQF level:		
code:-	Semester 1. ECAEST1	Semester 2. EDSES12	NGF level.		
Title: Assess	ment in Education	Title: Society Education La Governance	w and School		
	roduction to Assessment and it	Content: Society and Educa			
	o teaching and learning. of Assessment in curriculum	definition of terms; relations education and society; theor			
	and their implications in	functionalism; Marxism; inte			
	arning environment. Principles OBE Curriculum and	social, conservative, innovate economic, selective and local			
	Integrated assessment	functions. The socialization			
	spectives of assessment humanist, social constructivist),	settings, role of the school in parameters of school govern			
Co-operative	teaching, motivation and	bases of school practice, sc	hool		
feedback.		managers and governing bo of educational law, legislation			
		schools, educators and lear	ner discipline,		
	omes: To equip students with	school rules and human right Module outcomes:	nts culture.		
knowledge of	theories of assessment, models in education and approaches	By the end of the module, st	udents should		
	udents in competencies required	be equipped with: - with k	nowledge and		
in planning,		skills to address the role of			
		society; to equip student with skills of engaging critically with education policies,			

assessment i National Curri	n the context of the espoused culum policy.	procedures and systems which impact on institutions and classrooms as well as on the national education and training landscape.		
Method of de	livery: Full Time	Method of delivery: Full	Гime	
on students' po continuous as	modes: Gathering of evidence erformance the process will apply sessment procedures which are: ssessment, formative and	Assessment modes: This module is assessed by means of continuous formative assessment through tests, assignments, presentations, portfolios, seminars, essays, research projects and examinations		
readiness (Te	dence of students' academic chniques for assessment, Written oral presentations.	CXATTITICATION		
	ests, oral presentation, group y activities, tutorials, observation			
Summative: T	est and examination.			
Module code:-	Semester 1: EALM311	Semester 2: EFMS312	NQF level:	
Title: School I	eadership and Management	Title: Comparative Educa	ition	
and managen nature and the and leadersh context of a ch principalship i the role of so agents of co professional of		Content: Objectives and scope of Comparative Education; rationale for the field; disciplinary identity; Comparative and international education; framing education systems: globalization, convergence and divergence; a history of selected education systems: Brazil, Egypt, Tanzania, Sweden, USA; the education system of South Africa. forces that shape the context of education in South Africa;		
Module outco	omes:	Module Outcomes:	To describe	
equipped with school. Enak challenges management. skills and com	the module, students should be - with skills to lead and manage ble them to understand the of school leadership and Increase their understanding of petencies required for successful in school management positions.	educational systems, processes or outcomes; to encourage students to think critically about the relationship between education and society and to assist students in establishing generalized statements about education that are valid in more than one country.		
Method of de	livery: Full Time	Method of delivery: Full	time	
assessed by n through class presentations,	modes: This module is neans of formalise assessment participation, assignment, and tests and summative arough examination in June.	Assessment modes: Continuous formative assessment through participation in class, tests, assignments, and presentations; Summative assessment through examinations at the end of the semester.		
Module code:-	Semester 1: EPIE411	Semester 2: EPRE412	NQF level:	
Title: Inclusive	e Education	Title: Introduction to Research in Education		

Content: It will cover, understanding the Content: Inclusive education concepts; noninclusive educational settings; collaboration concept of research -i.e. what is research? parent involvement; effective teaching and Difference between quantitative and qualitative research; aims of conducting learning; supporting all students: understanding students with challenging research in education: how to identify a behaviour, understanding students with research topic; the title and research intellectual disability. problem as well as formulation of research guestions. Literature review – Primary and Secondary literature resources: research design - population, sampling frame, sampling methods; data collection techniques - questionnaire, interviews, observations and check-lists: validity and reliability of research instruments. Introduction to data analysis and interpretation of research findings; research ethics. Module outcomes: Module outcomes: To introduce students to basic concepts in Educational Research By the end of the module, students should be as well as equip them with skills for equipped with: - an understanding of the conducting literature review, referencing philosophy, benefits and processes of inclusive techniques. analysing data and education interpreting research findings. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is Assessment modes: This module is assessed by means of continuous formative assessed by means of continuous assessment through tests, assignments, formative assessment through teaching journals, portfolios, attendances, participation in class, assignments seminars and participation, lona (academic and professional) and essays/research paper presentations and presentations: summative assessment summative assessment through externally through examinations in June. moderated final examination. NQF level: Module Semester 1: ECTP411 Semester 2: EAMS412 code:-Title: Theory and Practice of Curriculum Title: Management of School Systems and Extra-curricular Activities Development Content: Content: Introduction to curriculum studies, Philosophical foundations of curriculum The education system as an research, design and development, Theories organisation underpinning curriculum research Schools as social systems internationally and in South Africa. (Traditional. (definition of social system, the modern and post-modern Curriculum theories environment of schools, the macro and models) Conceptions of curriculum and and micro environments, school their implications in teaching & learning climate and school culture from the environment, Outcomes Based Curriculum perspective of educational model in South Africa from ERS, CMSA. management, the school as an C2005, NCS and CAPS), Models of curriculum organisation, the organisational developments and various level structure of a school) Culture traditions in the management of school systems in South Africa (Afro centric management. Ubuntu and management, gender and management) 2. Effective school management strategies Effective schools (indicators effective schools, models

	schooling,	effective	classrooms,
	effective	principals,	effective
	behaviours,	synthesis	of research
	findings on e	effective sch	nools);
-	Participatory	managem	ent skills in
	cchoole (r	onowal ct	tratagies in

- Participatory management skills in schools (renewal strategies in management of school systems, management by objectives, inviting educational management;
- 3. Management of extra-curricular systems
- The management of school's extracurricular programmes (management of extra-curricular tasks, time management within the context of extra-curricular program strategies for the optimal utilisation of time, the educational manager's role regarding extra-curricular programmes-co-ordination; setting objectives; programme enrichment, evaluation, corrective action, positive climate creation)
- Management of physical and financial resources in schools
 Departmental guidelines in
- Departmental guidelines managing physical resources.
- Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)

Module outcomes: To equip students with knowledge of processes of; curriculum designing, curriculum development and implementation and to train students in competencies required in interpreting, designing teaching and learning programmes in the context of the espoused National Curriculum policy.

Module outcomes:

By the end of the module, students should be equipped with knowledge and skills to manage school systems and extracurricular activities.

Method of delivery: Full Time

Method of delivery: Full Time

Assessment modes: This module is assessed by means of gathering of evidence on students' performance the process will apply continuous assessment procedures which are: baseline assessment, formative. Baseline: evidence of students' academic readiness (Techniques for assessment, Written Assignments, oral presentations. Formative: Tests, oral presentation, group work, role play activities, tutorials. Summative: Test and examination

Assessment modes: This module is assessed by means of test, assignment and examination

FED.13.1.9. TEACHING PRACTICE MODULE CONTENT AND OUTCOMES FOR FET PROGRAMMES

FURTHER COURSES	EDUCATION	AND TRAINING	TEACHING	PRACTICE - YEAR
Module code:-	Year Leve	l 1: ETSE100	3TSE100	NQF level: 5

Title: School Experience 1

Content: Learning from practice (observation and simulated classroom practice/ lesson demonstrations) (Practical and subject pedagogical knowledge).

Module outcomes: This module aims to expose students to the school experience from the perspective of a teacher, in the care of a school mentor

Method of delivery: Full Time

Assessment modes: This module is assessed during the school based professional practicum orientation week in August/September, the school prepares a confidential report on the student teacher's attitude and professional conduct, which is submitted to the coordinator.

Module	Year Level: ETSE200 3TSE200	NQF level: 6
code:-		

Title: School Experience 2

Content: Learning in practice (lesson demonstrations/ simulated classrooms and observation with limited lessons in teaching two subjects/ university based and school based) (practical knowledge and subject pedagogical knowledge).

Module outcomes:

The purpose of this module is to give students the opportunity to critical observe and creatively reflect on the school experience.

Method of delivery: Full Time

Assessment modes: In their 2nd year, B Ed students undergo home school based professional practicum for 2 weeks in the first semester, and for 1 week in the second semester during the recess week. A school Observation Journal, with a collection of assignments and practical activities will be used as an observation instrument. Reflections on themes/presentations based on the students' observation experiences are made as well as reflective essays written on observed experiences. The focus is on how to improve the observed experiences for future implementation

Module	Year Level 3: ETSE300	3TSE300	NQF level: 7
code:-			

Title: : School Experience 3

Content: Work Integrated Learning. Conducting of all classroom activities in addition to teaching of lessons from two subjects school -based (practical and subject content pedagogical knowledge). Students will be able to plan, prepare and implement a lesson, learning from and through experience.

Module outcomes:

The aim is for the student to have the opportunity to be exposed to a whole range of experiences, and be able to develop the knowledge, skills and values required of a professional and passionate teacher. Students will develop a variety of teaching-assessment strategies, methods and essential teaching skills.

Method of delivery: Full Time

Assessment modes: This module is assessed by means of a 6-week cluster based professional practicum in the second semester. Lecture and mentor evaluations. Peer and self-assessment

Module	Year Level 4: ETSE400	3TSE400	NQF level: 7
code:-			

Title: : School Experience 4

Content: School based teaching practice (3 weeks) subject mentor university supervised + action research (reflecting on own practice and that of the mentors (practical/ subject content pedagogical/ situational knowledge).

Module outcomes:

The aim is to let the student develop and produce a high quality action research based portfolios of evidence

Method of delivery: Full Time

Assessment modes: This module is assessed by means of a portfolio based on a Teaching and Learning Committee –approved framework linking theory and experiences, formative assessment principles, rubric-assessed, submitted before the end of October and externally examined.

FED.13.2. 4 YEAR FT BACHELOR OF EDUCATION IP AND SP PROGRAMMES FED.13.2.1. EMS AND LANGUAGE EDUCATION - EBDIS1

FED.13.2.1.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

	Bachelor of Education: Intermediate and Senior Phase - EMS and Language Education						
Module	Description was	Credits	NQFL	Pre/Co			
code	Descriptive name	Credits	NQFL	requisite			
ELLL111	Academic Literacy 1A (Language)	08	5	NONE			
EFIT111	Ideologies and trends in Education	08	6	NONE			
ESML111	Mathematical Literacy 1A	08	5	NONE			
EESE111	Economic and Management Sciences 1A (Economics)	16	6	NONE			
ELZN111	isiZulu Language Education 1A	16	6	NONE			
ELGN111	English Language Education 1A	16	6	NONE			
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE			
EPHA112	HIV/AIDS Education	08	6	NONE			
ESML112	Mathematical Literacy 1B	08	5	NONE			
EESE112	Economic and Management Sciences 1B	16	6	NONE			
ELZN112	isiZulu Language Education 1B	16	6	NONE			
ELGN112	English Language Education1B	16	6	NONE			
EPDL211	Human Development and Learning	08	6	NONE			
EESE211	Economic and Management Sciences 2A	16	6	NONE			
ELZN211	isiZulu Language Education 2A	16	6	ELZN111			
ELGN211	English Language Education 2A	16	6	ELGN111			
ECTL212	Teaching and Learning Strategies	08	6	NONE			
EESE212	Economic and Management Sciences 2B	16	6	NONE			
ELZN212	isiZulu Language Education 2B	16	6	ELZN112			
ELGN212	English Language Education 2B	16	6	ELGN112			
EALM311	School Leadership and Management	08	7	NONE			
ECAE311	Assessment in Education	08	7	NONE			

EESE311	Economic and Management Sciences Method 3A	16	7	EESE111
ELZN311	isiZulu Language Method 3A	16	7	ELZN111
	33.			ELZN112
ELGN311	English Language Method 3A	16	7	ELGN111
				ELGN112
EDSE312	Society Educational Law and	08	7	NONE
LDOLS12	Society, Educational Law and School Governance	00	,	NONE
EFMS312	Comparative Education	80	7	NONE
EESE312	Economic and Management Sciences Method 3B	12	7	EESE111
ELZN312	isiZulu Language Method 3B	12	7	ELZN111
				ELZN112
ELGN312	English Language Method 3B	12	7	ELGN111 ELGN112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory and Practice of Curriculum Development	16	7	NONE
EESA411	Accounting 4A	12	7	EESE211
EESB411	Business Management 4A	12	7	EESE211
EESE411	Economics 4A	12	7	EESE211
ELZN411	isiZulu Language 4A	12	7	ELZN211
ELGN411	English Language Education 4A	12	7	ELZN211
EAMS41 2	Management of School Systems and Extra-curricular activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	7	NONE
EESA412	Accounting 4B	12	7	EESE212
EESB412	Business Management 4B	12	7	EESE212
EESE412	Economics 4B	12	7	EESE212
ELZN412	isiZulu Language 4B	12	7	ELZN211
ELGN412	English Language Education 4B	12	7	ELGN211
ETSE100	School Experience 1	16	5	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100 EESE111
ETSE400	School Experience 4	32	7	ETSE300

FED.13.2.1.2 QUALIFICATION NAME: BACHELOR OF EDUCATION: IP AND SP (ECONOMIC MANAGEMENT SCIENCES AND LANGUAGE).- EBDIS1

FIRST SEMI	ESTER		FIRST SEMI	ESTER		FIRST SEMI	ESTER		FIRST SEMES	STER	
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr 👍
	Ancillary/			Ancillary			Ancillary			Ancillary/	
ELLL111	С	08 🚄	EPDL211	С	08	EALM311	С	08	EPIE411		08
EFIT111	С	08/	EESE211	С	16	ECAE311	С	08	ECTP411		16/
ESML111	С	0/8	Choose one of t	he following: -		EESE311		16	Choose one of the	following:-	
EESE111	С	/16	ELZN211	E	16/	Choose one of	the following: -		EESA411		/12
Choose one of	the following:-		ELGN211	E	1/6	ELZN311	E	16	EESB411		12
ELZN111	E /	16				ELGN311	E	1 6	EESE411	/	12
ELGN111	E /	16						/	Choose one of the	following:-/	
	/			/			/		ELZN411	/	12
	/			/			/		ELGN411		12
Total 1st		56	Total 1st		40	Total 1st		48	Total 1st		48
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second semester			Second semester		
Module	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
ESCL112	¢	80	ECTL212	C/	08	EDSE312	/	08	EAMS412	/	08
EPHA112	C	80	EESE212	/	16	EFMS312	/	08	EPRE412		08
ESML112	С	80	Choose one of t	he following: -		EESE312	/	12	Choose one of the	following:-	
EESE112	С	16	ELZN212	E	16	Choose one of	he following:-		EESA412		12
Choose one of	the following: -		ELGN212	E	16	ELZN312		12	EESB412		12
ELZN112	E	16				ELGN312		12	EESE412		12
ELGN112	E	16							Choose one of the	following:-	
			/						ELZN41		12
									ELGN412		12
Total 2 nd		56	Total / 2 nd		40	Total 2 nd		40	Total 2 nd		40
					Y	ear Mo <mark>dules</mark>					
Year Level 1			Year level 2			Year level 3			Year level 4		
E 7 SE100	С	16	ES/E200		32	E7SE300		32	ETSE400		32
Year module		16	Year module		32	Year module		32	Year module		32
Total year		128	otal year		112	Total year		120	Total year level		120
Total											480

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.2.1.3 MODULE CONTENT AND OUTCOMES FOR EBDIS1

INTERMIDIATE AND SENIOR PHASE (COURSES	EMS AND LANGUAGE) – SI	EMESTER		
Module Semester 1: ESML111 code:-	Semester 2: ESML112 N	QF level:		
Title: Mathematical Literacy 1A	Title: Mathematical Literacy	2B		
Content: Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae	Content: Fractions, percentages, positive expor roots, associative, commut distributive laws, the concep ratio, direct proportion an proportion, simple formulae	ative and ets of rate,		
Module Outcomes: To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.	students the basic mathemati competencies with a view to be students use such compe	nelping the		
Method of delivery: Full Time	Method of delivery: Full tin	ne		
Assessment modes: Continuous assessment through tests and assignments and a final examination at the end of the semester.	Assessment modes: Continuous assessment through tests and assignments and a final examination at the end of the semester.			
Module Semester 1: EESE111 code:-	Semester 2: EESE112	NQF level:		
Title: Economic and Management Sciences 1A	Title: Economic and Management Sciences 1B			
Content: The Economic and Management Sciences field of study, The Economic Systems, The Market, Price elasticity, Consumer Equilibrium, and Production	Content: Introduction to general management, Planning in management, Organizing in management, Leading in management, control in management and Selection and development of product mix			
Module outcomes:	Module outcomes:			
By the end of the module, students should be equipped with:- understanding of economics facts and situation through the introduction to basic economic phenomena and the appropriate terminology used in the field of commerce	By the end of the module should be equipped understanding of Basic Intro Business Management Princ appropriate terminology used of commerce	with:- oduction to ciples and		
Method of delivery: Full Time	Method of delivery: Full Time			
Assessment modes: Continuous formative assessment through participation in class, assignments, journals, and reflective writing. Summative assessment through examination in November.	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing. Summative assessment through examination in November			
Module code:- Semester 1: ELZN111	Semester 2: ELZN112	NQF level:		

Title: IsiZulu Language Education 1A					
	5 5				
Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.	Content: Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term				
Module Outcomes: To equip student- educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.	Module Outcomes: To give essential language skills that wi them to critically interpret and academic, literary and professior To apply thinking and reasoning language education.	ill enable analyze nal texts.			
Method of delivery: Full Time	Method of delivery: Full time				
Assessment modes: Continuous formative assessment through Participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	formative assessment participation in class, assignme	mmative			
Module Semester1:ELGN111 code:-	Semester 2: ELGN112	NQF level:			
Title: English Language Education 1A	Title: English Language Education 1A				
Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.	Content: Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term				
Module Outcomes: To equip student- educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.	Module Outcomes: To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.				
Method of delivery: Full Time	Method of delivery: Full time				
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November.				
Module code:- Semester 1: EESE211		NQF level:			
Title: Economic and Management Sciences	Title: Economic and Management Sciences				
Content:	Content:				
Accounting equation, Value Added Tax (VAT), Salaries and wages,	Partnerships,				

Year-	end adjustments.	 Sole trader AFS (Profit 	and loss,		
	•	Income statement and Balance sheet).			
		GAAP principles,			
		 Cash transactions and Bank 			
		reconciliations, - Credit transactions.			
Module out	comes:	Module outcomes:			
By the end should be a	d of the module, students ble to: -	By the end of the module should be equipped with: -	, students		
the fi under study, – acces the fie – use termir Accou	s sources of knowledge in Id of Accounting, characteristic language, nology and concepts of inting appropriately and with ence	concepts, facts, principles, rules and t accounting Identify, evaluate an routine and new pro accounting and apply s a variety of different pro Communicate information reliably, and coherently to enable financial information sound financial decision	nd solve oblems in olutions to oblems accounting accurately le users of to make		
Method of	delivery: Full Time	Method of delivery: Full Tin	ne		
coursework	nt modes: This modules is research which is assessed f examination	Assessment modes: This modules is coursework/research which is assessed by means of examination			
		Semester 2: ELZN212 NQF level:			
Module code:-	Semester 1: ELZN211	Semester 2: ELZN212			
code:-	Semester 1: ELZN211 lu Language Education 2A	Semester 2: ELZN212 Title: IsiZulu Language Educ	level:		
Content: [speaking sk spoken tex entertaining Preparation Understand	Development of listening and ills. Understanding of types of the informative, persuasive, and instructive texts. for a speech delivering. Ing the essentials of tion process: message, its		level: cation 2B camatization writing and g to films of books. of stories: d historical of a good		
Code:- Title: IsiZu Content: Espeaking sk spoken teyentertaining Preparation Understand Communica sender and Module Oueducators identification	Development of listening and ills. Understanding of types of the informative, persuasive, and instructive texts. for a speech delivering. Ing the essentials of tion process: message, its	Title: IsiZulu Language Educ Content: Creative writing. Dra of stories: play reading, script poetry reading. Responding without words. Discussion Understanding various types adventure, family, misery and stories. Understanding parts story; plot, setting, character	level: cation 2B canatization writing and g to films of books. of stories: d historical of a good rs, conflict, ich student Language		
Content: I speaking sk spoken tey entertaining Preparation Understand Communica sender and Module Ou educators videntification and written to	Development of listening and ills. Understanding of types of the informative, persuasive, and instructive texts. for a speech delivering. Ingour the essentials of the process: message, its its receiver. It comes: To equip studential with essential skills for the and interpretation of spoken	Title: IsiZulu Language Educ Content: Creative writing. Dra of stories: play reading, script poetry reading. Responding without words. Discussion Understanding various types adventure, family, misery and stories. Understanding parts story; plot, setting, character mood, theme and symbolism. Module Outcomes: To enrieducators with IsiZulu Competence, communicati	level: cation 2B canatization writing and g to films of books. of stories: d historical of a good s, conflict, ich student Language ion and		
Code:- Title: IsiZu Content: Espeaking sk spoken teyentertaining Preparation Understand Communica sender and Module Oueducators identification and written to Method of Assessmer formative participation reflective wr	Development of listening and ills. Understanding of types of the informative, persuasive, and instructive texts. for a speech delivering, and the essentials of tion process: message, its its receiver. It comes: To equip studentwith essential skills for the and interpretation of spoken texts and speeches.	Title: IsiZulu Language Educ Content: Creative writing. Dra of stories: play reading, script poetry reading. Responding without words. Discussion Understanding various types adventure, family, misery and stories. Understanding parts story; plot, setting, character mood, theme and symbolism. Module Outcomes: To enri educators with IsiZulu Competence, communicati thinking skills. Method of delivery: Full tin	level: cation 2B		
Code:- Title: IsiZu Content: Espeaking sk spoken teyentertaining Preparation Understand Communica sender and Module Oue educators identification and written to Method of Assessmer formative participation reflective wr	Lu Language Education 2A Development of listening and alls. Understanding of types of the informative, persuasive, and instructive texts. for a speech deliveringing the essentials of tion process: message, its its receiver. It comes: To equip studentivith essential skills for the and interpretation of spoken exts and speeches. It modes: Continuous assessment through in class, assignments, and iting; Summative assessment	Title: IsiZulu Language Educ Content: Creative writing. Dra of stories: play reading, script poetry reading. Responding without words. Discussion Understanding various types adventure, family, misery and stories. Understanding parts story; plot, setting, character mood, theme and symbolism. Module Outcomes: To enri educators with IsiZulu Competence, communicat thinking skills. Method of delivery: Full tin Assessment modes: (formative assessment participation in class, assign reflective writing; Summative a through examinations in June.	level: cation 2B caration 2B caration 2B caration and general services of books. of stories: definition and general services of stories: definition and general services of a good general services of a good general services of stories of a good general services of stories of		
Code:- Title: IsiZu Content: E speaking sk spoken tey entertaining Preparation Understand Communica sender and Module Ou educators v identificatior and written v Method of Assessmer formative participation reflective wr through exa Module code:-	Development of listening and ills. Understanding of types of the informative, persuasive, and instructive texts. for a speech delivering, and the essentials of tion process: message, its its receiver. It comes: To equip studentwith essential skills for the and interpretation of spoken texts and speeches. It modes: Continuous assessment through in class, assignments, and iting; Summative assessment minations in June.	Content: Creative writing. Dra of stories: play reading, script poetry reading. Responding without words. Discussion Understanding various types adventure, family, misery and stories. Understanding parts story; plot, setting, character mood, theme and symbolism. Module Outcomes: To enrieducators with IsiZulu Competence, communicati thinking skills. Method of delivery: Full tim Assessment modes: (formative assessment participation in class, assignment effective writing; Summative a through examinations in June.	level: cation 2B caration 2B caration 2B caration and general services of books. of stories: definition and general services of stories: definition and general services of a good general services of a good general services of stories of a good general services of stories of		

Content: Content: The principles of communication in Introduction to literature studies. the classroom. Poetrv Facilitating language learning in Novels the classroom. Short stories Developing listening to improve communicative competence. Improving the speaking skill as a means of enhancing communicative competence. Critical analysis of language: propaganda, cartoons, advertisements Module Outcomes: To equip students Module Outcomes: То provide with essential skills and knowledge in students with skills and knowledge to English Language Education so that they analyze literary texts. could apply these practically to the teaching-learning situation. Method of delivery: Full Time Method of delivery: Full time Assessment modes: Continuous Assessment modes: Continuous formative assessment through formative assessment through participation in class, assignments, and participation in class, assignments, and reflective writing; Summative assessment reflective writing; Summative assessment through examinations in June. through examinations in June. Module Semester 1: EESE311 Semester 2: EESE312 NQF code:level: Economic and Management Title: Economic and Management Sciences Method - EESE311 Sciences Method - EESE312 Content: Focus of Economic and Content: Didactic principles of teaching Management Sciences, Understanding and learning in the Economic and EMS in the school environment. Management Sciences, Developing and Theoretical foundations of Teaching and using teaching resources in EMS. Using learning, Insights into EMS, Managing social media as an information and the curriculum, Approaches to teaching computing technology tool in EMS EMS: the learner-centred approach and classroom, Assessment in EMS teacher-centred approach. Economic and Management Sciences lesson planning, Questioning in teaching Module outcomes: Module outcomes: Develop and implement a year Identify non-electronic and planner and term planner for electronic resources used in both teaching EMS. low-high resource learning Integrate а learner-centred environments approach and teacher-centred 2. Explore the use of social media approach into teaching the EMS as a valuable educational web2.0 curriculum technology tool in the classroom 3 Demonstrate knowledge 3 Application of taxonomies in EMS understanding of the foundations assessment. Design appropriate assessment of teaching and learning in 4. Economic and Management strategies in Economic and

Sciences

Demonstrate

knowledge

understanding of relevant policies

and **5.**

4

Management Sciences.

Design, select and adapt

appropriate teaching and learning

in Economic and Management Sciences teaching and learning 5. Select and use appropriate strategies, methods and techniques in the teaching and learning of Economic and Management Sciences. 6. Design appropriate lesson plans in Economic and Management Sciences taking into account theories of teaching, learning, child development and curriculum needs. Method of delivery: Full Time Assessment modes: This module is	support materials for Economic and Management Sciences. Method of delivery: Full Time Assessment modes: This modules is			
assessed by means of examination	coursework/research which is assessed by means of examination			
Module Semester 1: ELZN311 code:-	Semester 2: ELZN312 NQF level:			
Title: IsiZulu Language Method 3A	Title: IsiZulu Language Method 3B			
Content: Exploration of traditional teaching methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative teaching methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Exploration of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Preparation for a speech delivery. Application of these teaching methods in the micro- teaching laboratory. Design IsiZulu subject framework, work schedule and lesson plans.	Content: Reviewing and reading/ viewing and critical analysis of fiction (literacy narrative in prose or verse. Interpret and implement the national language curriculum policies relevant for IsiZulu additional language education. Selecting the relevant strategies, styles and approaches to IsiZulu additional language education. Language learning. Critical analysis of the language learning programs. IsiZulu writing, design and presenting skills			
Module Outcomes: To empower student educators with the knowledge and skills of the relevant methods, principles, techniques approaches to teaching IsiZulu as a FAL (First additional language).	Module Outcomes: To expose students to IsiZulu Additional language curricular knowledge, skills and values; and the relevant methods, principles, techniques and approaches to IsiZulu additional language education as a whole.			
Method of delivery: Full Time	Method of delivery: Full time			
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November			
Module Semester1:ELGN311 code:-	Semester 2: ELGN312 NQF level:			
Title: English language Method 3A	Title: English Language Method 3B			

Content: Content: Exploration of traditional Application of traditional methods together with their strength and methods in simulated classroom weaknesses, e.g. Grammar Translation environment. Application of modern Method and Audio-lingual Method. Communicative methods. Application of Exploration of modern Communicative CAPS in simulated classroom methods. Analyses of CAPS. Exploration environment. Application and integration language teaching principles, language teaching principles. techniques, style and approaches (texttechniques, style and approaches (textbased, communicative and genre based). based, communicative and genre based). Exploration of learning styles: visual, Intensive review of learning styles: visual, auditory, kinesthetic, tactile and aural and auditory, kinesthetic, tactile and aural and oral learning styles. Preparation for a oral learning styles. Evaluation of lessons speech delivering. Application of this by peers. Advanced designing of lesson method in the micro-teaching laboratory. plans. Advanced designing of subject Design and present English subject frameworks and work schedules. framework, work schedule and lesson plans. Module Outcomes: Module Outcomes: To empower To enable the student educators with the knowledge students to present effective lessons at schools or micro -teaching laboratory. To and skills of the relevant methods. principles, techniques approaches to enable the student's educators to critique teaching English as a FAL (First their peers- lessons and their own. To additional language). enable students to integrate various teaching methods techniques principles and approaches seamlessly in a lesson. Reviewing with the designing of subject framework, work schedule and lesson plans. Method of delivery: Full Time Method of delivery: Full time Assessment modes: Continuous Assessment modes: Evaluation of the formative assessment through quality of lessons presented. Continuous participation in class, assignments, and formative assessment reflective writing; Summative participation in class, assignments, and assessment through examinations in reflective writing: Summative assessment June through examinations in June. Module Semester1:EESA411 Semester 2: EESA412 NQF code:level: Title: Accounting Education 4A -Title: Accounting Education 4B EESA411 EESA412 Content: Content: Financial accounting The Content: Ethics, role of companies: Cash Flow Statements, professional bodies, Disciplinary and The framework for the preparation and punitive measures for non-compliance presentation of financial statements. with the code of professional conduct... Analysis and interpretation of financial King code III policies, Legislation governing companies prescribed in the statements, Analysis of published financial statements, non-current assets companies Act. Internal control Budaetina. Cost accounting manufacturing concerns Module outcomes: Module outcomes: Prepare companies final accounts Understand of role with the application of GAAP. professional bodies. IFRS and Accounting standards.

2

accounting

the

2.

Introduce

the

concepts that underlie

framework that sets out the

preparation and presentation of

Demonstrate

professional conduct.

disciplinary

punitive

knowledge

and

measures that are applied for noncompliance with the code of

		cial statements for internal xternal users.	3.	Understan policies behaviour	nd the King governing and the	ethical	
3.		rm the fundamental tive of financial reporting, ly to provide information.		relating	to transpare	ency and	
4.	financial statements in order to calculate ratios, evaluate the performance and position of business, draw comparisons relevant to specified benchmarks, and make decisions about future		 4. 5. 	application internal a business of Understan	ate knowledge of internal of audit proces environment. and the internal and	control and ses in a difference	
	actions.			auditing.			
5.	the limitations of the information contained in the financial		6.		ate the unders ations of s	standing of budgeting	
6.			7.	Explain implication	the b ns of budgetin	ehavioural g.	
	busin expre	trategic planning for a ess, and the necessity of ssing this in the form of financial plan	8.	control a	ethical issue and audit p manufacturin	processing	
7.		different methods of ciation					
8.		ose non-current assets in the cial statements					
Met	Method of delivery: Full Time			Method of delivery: Full Time			
cour	rsework	nt modes: This modules is /research which is assessed f examination	Assessment modes: This modules is coursework/research which is assessed by means of examination				
Mod	dule e:-	Semester1:EESB411	Sen	nester 2:	EESB412	NQF level:	
Title	e: Busin	ess Management 4A	Title	e: Business	Management	4B	
Sour an o Busi sma in anal oper	Content: The problem of productivity in South Africa, the business enterprise as an object of study, The Enterprise and Business environment, Management of small medium enterprises, Management in international environment, cost analysis, quantitative relationships in the operating unit, optimal size of the operating unit and enterprise.			cess, consumentation, rations, as	onents of the mer behavior market resea pects of nd financial d	ur, market rch, public financial	
Mod	dule ou	tcomes:	Mod	dule outcon	nes:		
By the end of the module, students should be equipped with: Understanding and to hold a discourse on Contemporary Business Management issues. Example – understanding the current Environment where our enterprises operate under.				uld be erstanding a Conter nagement erstanding the	the module equipped and to hold a mporary issues. Ex he role of Mar for the Busin endeavours	with: - discourse Business ample - keting and	
Met	hod of	delivery: Full Time	Met	hod of deliv	very: Full Tim	е	

reflective assessmen	assessment through in class, assignments, and writing. Summative through examination in	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing. Summative assessment through examination in November			
Module code:-	Semester 1: EESE411	Semester 2: EESE412	NQF level:		
Title: Hum	an Rights Issues	Title: South African Perspectives	Historical		
and exampl	ositive and Negative Liberty es of the human rights status case study countries	Content: The British conque people of South Africa, the and Anglo-Boer wars and the fall of apartheid	Anglo-Zulu		
Module out	tcomes:	Module outcomes:			
should be a analyse hun to determin which influ	d of the module, students equipped with: the skills to nan rights in any country and e the principle driving forces lence both negative and nan rights situations	By the end of the module should be equipped with:- required to analyse historical draw conclusions based on a text and media	the skills events and		
Method of	delivery: Full Time	Method of delivery: Full Tim	е		
Assessment assessed by	nt modes: This modules is y means of	Assessment modes: This module is assessed by means of			
Module code:-	Semester 1: ELZN411	Semester 2: ELZN412	NQF level: 7		
	lu Language Education 4A	Title: IsiZulu Language Educ			
learning. E causing ba Evaluation developmer of culture in of personal esteem, cou empathy).	Theories of language versus theories of language exploration of the factors rriers to language learning, of approaches to materials at. A critical review of the role language learning. The role ty in language learning (selfurage, risk-taking, anxiety and	morphology, semantics, phor syntax in the teaching language. Use of IsiZulu la communication.	sentences. ssions and cation of nology and of IsiZulu inguage in		
educators to learning. To to language of language educators skills. Explo	tcomes: To expose Student to the psychology of language familiarize them with barriers learning and well as theories e learning. To equip student with material development pration of the importance of inguage learning.	Module Outcomes: To enricy with academic linguistic knot lsiZulu and critical analytic skill texts in education. To review the linguistic patterns, princy structures underpinning the language	owledge of s of literally intensively		
Method of	delivery: Full Time	Method of delivery: Full time	е		
quality of lea formative participation reflective wr	nt modes: Evaluation of the ssons presented. Continuous assessment through in class, assignments, and iting; Summative assessment minations in June.	Assessment modes: Evaluar quality of lessons presented. If formative assessment participation in class, assigns reflective writing; Summative atthrough examinations in June.	Continuous through nents, and ssessment		

Module code:-	Semester 1: ELGN411	Semester 2: ELGN412 NQF level:		
Title: Engli	sh Language Education 4A	Title: English Language Education 4B		
learning. E causing ba Evaluation developmer of culture in of personali	Theories of language versus theories of language exploration of the factors rriers to language learning. of approaches to materials t. A critical review of the role language learning. The role ty in language learning (self-trage, risk-taking, anxiety and	Content: Intensive review of simple complex and compound sentences Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.		
educators to learning. To to language of language educators skills. Explo	tcomes: To expose Student to the psychology of language familiarize them with barriers learning and well as theories be learning. To equip student with material development oration of the importance of inguage learning.	Module Outcomes: To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.		
Method of	delivery: Full Time	Method of delivery: Full time		
quality of lea formative participation reflective wr	nt modes: Evaluation of the sons presented. Continuous assessment through in class, assignments, and iting; Summative assessment minations in June	Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		

FED.13.2.2. EMS and Life Orientation - EBDIS2 FED.13.2.2.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelor of Education: Intermediate and Senior – EMS and Life Orientation				
Module code	Descriptive name	Credits	NQFL	Pre/Co requisite
ELLL111	Academic Literacy 1A (Language)	08	5	NONE
EFIT111	Ideologies and trends in Education	08	6	NONE
ESML111	Mathematical Literacy 1A	08	5	NONE
EPIP111	Life Orientation: Introduction to Psychology 1A	16	6	NONE
EESE111	Economic and Management Sciences 1A	16	6	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
ESML112	Mathematical Literacy 1B	08	5	NONE
EPIP112	Life Orientation: Introduction to Psychology 1B	16	6	NONE
EESE112	Economic and Management Sciences 1B	16	6	NONE
EPDL211	Human Development and Learning	08	6	NONE
EPPM21 1	Life Orientation – Physical & Motor Development	16	6	EPIP111
EESE211	Economic and Management Sciences 2A	16	6	NONE
ECTL212	Teaching and Learning Strategies	08	6	NONE
EPHE212	Life Orientation – Health Education	16	6	EPIP112
EESE212	Economics and Management Science 2B	16	6	NONE
EALM311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
EPLO311	Life Orientation Method 3A	12	7	EPIP111
EESE311	Economic and Management Sciences Method 3A	12	7	EESE111
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EPLO312	Life Orientation Method 3B	12	7	EPIP112

EESE312	Economic and Management Sciences Method 3B	12	7	EESE111
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory and Practice of Curriculum Development	16	7	NONE
EPSP411	Life Orientation: Personal and Social Development	12	7	NONE
EPEC411	Life Orientation: Civic Education	12	7	NONE
EESA411	Accounting 4A	12	7	EESE211
EESB411	Business Management 4A	12	7	EESE211
EESE411	Economics 4A	12	7	EESE211
EAMS41 2	Management of School Systems & Extra-curricular Activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	7	NONE
EPEC412	Life Orientation: Career Guidance	12	7	EPHE212
EPCE412	Life Orientation: Citizenship Education	12	7	EPHE212
EESA412	Accounting 4B	12	7	EPHE212
EESB412	Business Management 4B	12	7	EESE212
EESE412	Economics 4B	12	7	EESE211
ETSE100	School Experience 1	16	7	NONE
ETSE200	School Experience 1	32	7	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.13.2.2.2 Qualification Name: Bachelor of Education: Intermediate and Senior (EMS and Life Orientation). Qualification Code: EBDIS2

First semester First semester			First semester First semester				4				
Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr
ELLL111	С	08	EPDL211	С	08	EALM311	С	98	EPIE411	С	98
EFIT111	С	08	EPPM211	С	16	ECAE311	С	08	ECTP411	С	16
ESML111	С	08	EESE211	C	16	EPLO311	С	16	EPSP411	С	12
EPIP111	С	1/ 6		/		EESE311	С /	16	EPEC411	C /	12
EESE111	С	16					/		Choose any of	the following:-	
	<i>y</i>			/			/		EESA411	E /	12
	/								EESB411	E	12
									EESE411	E/	12
Total 1st		56	Total 1st		40	Total 1st		48	Total 1st		60
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester	/		Second semester	/		Second semester	/		Second semester	/	
ESCL112	/c	80	ECTL212	/ C	08	EDSE312	/ c	08	EAMS412	/ c	08
EPHA112	/ C	08	EPHE212	/ C	16	EFMS312	/ C	08	EPRE412	/ C	08
ESML112	/ C	08	EESE212	C	16	EPLO312	/ C	12	EPEC412	/ C	12
EPIP112	C	16				EESE312	/ C	12	EPCE412	/ C	12
EESE112	С	16		/					•	the following:-	
/							/		EESA412	E	12
						/			EESB412	E	12
									EESE412	E	12
Total 2 nd semester		56	Total 2 nd semester		40	Total 2 nd semester		40	Total 2 nd semester		52
			/			Year Modu <mark>l</mark> es					
Year Level 1 ETSE100	С	16	Year level 2 EST 200		32	Year level 3 ETSE 00		32	Year Jevel 4 ETSE 400		32
Year module	~	16	Year module		32	Year module		32	Year module		32
Total year level 1		128	Total year evel 2		11 2	Total year level 3		120	Tal year		144
Total credits			ever 2			level 3			level 4		504
rotal credits											304

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.2.2.3 MODULE CONTENT AND OUTCOMES FOR EBDIS2

	INTERMIDIATE AND SENIOR PHASE (EMS AND LIFE ORIENTATION) – SEMESTER COURSES						
Module code:-	Semester 1: ELZN111	NQF level:	Semester 2: ELZN112	NQF level:			
Title: : ls	iZulu Language Education	Title: IsiZulu Language Edi 1A	ucation				
Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.			Content: Development of attitudes in student-educato the acquisition of reading, vithinking skills. Exposition to of prose, short stories, nove essay and drama. grounding in the essential lit	rs through ewing and the study els, formal Thorough erary term			
educators Linguistics	outcomes: To equip with basic knowledge of s with special reference to gy, Semantics and Phonology	Module outcomes: To give essential language skills enable them to critically inte analyze academic, liter professional texts. To appl and reasoning skills in education.	that will erpret and ary and y thinking				
Method o	f delivery: Full Time		Method of delivery: Full Ti	me			
Assessment modes: This module is assessed by means of examination			Assessment modes: This assessed by mea examination				
Module code:-	Semester 1: ELGN111	NQF level:	Semester 2: ELGN112	NQF level:			
Title: Eng	lish Language Education 1/	Ā	Title: English Language Education 1A				
Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language. Module outcomes: To equip student-			grounding in the essential lit Module outcomes:	rs through ewing and the study els, formal Thorough erary term			
educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology			To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.				
Method o	f delivery: Full Time	Method of delivery: Full Time					
	by means of examination	Assessment modes: This assessed by mea examination	ns of				
Module code:-	Semester 1: EESE111	NQF level:	Semester 2: EESE112	NQF level:			
Title: Economic and Management Sciences 1A (Economics) Content: The Economic and Management Sciences field of study. The economic systems.			Title: Economic and Management Sciences 1B (Business Management) Content: Introduction to general management. Planning in management. oranizing in				

The market. Price elasticity. Consumer equilibrium. Production Module outcomes: To introduce student teachers to the basic economic phenomena and the appropriate terminology used in the field of commerce.	management. leading in management. selection and development of product mix Module outcomes: This module is to help you as a first year student teacher to gain understanding of Basic Introduction to Business Management Principles and appropriate terminology used in the field of commerce. Enhance competencies in the student teacher to hold a discourse on contemporary General Business Management		
	principles		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination		
Module Semester 1: EESG111 NQF level:	Semester 2: ESAT412 NQF level:		
Title: Introduction to Geography	Title: Technology Education		
Content: The nature and scope of Social Sciences Representation of the earth on maps and map use Population growth and economic development The concept of development and sustainability Sustainable development as geographical concept Impact of development and conservation Global environmental problems Geographical techniques (analysis and interpretation of maps, photograph and statistics)	(Advanced Technology) Content: Mechanical, civil, electrical and perspective drawing, computer aided design.		
Module outcomes: To introduce students to the relationship between people, and between people and environment. It also equips students with basic insight underlying scientific principles and process of the world. Method of delivery: Full Time	Module outcomes: To enhance students understanding and application of complex mechanical, civil and electrical engineering, graphics and design as necessary for the complexion of technological process. Method of delivery: Full Time		
Assessment modes: This module is	Assessment modes:		
assessed by means of examination			
Module Semester 1: EPIP111 NQF level:	Semester 2: EPIP112 NQF level:		
Title: : Life Orientation: Introduction to Psychology 1A	Title: Life Orientation: Introduction to		
Content: Integration of theory and practice of the following study units: introduction and background to psychology; psychological research; neuroscience and behaviour; sensation and perception; states of	Psychology 1B Content: Reflection and integration of the theory and practice on the following study units: motivation and emotion; sexuality and gender; To introduce students to various aspects of the psychological		

consciousness; learning; memory; intelligence and cognition and language.	development of children and adolescents so as to promote responsible management of psychological and emotional problems in schools in general and in classrooms in particular.		
Module outcomes: To facilitate awareness, understanding, meaningful use and integration of key concepts in psychology; encourage students to think creatively, logically and laterally about the importance of psychology in society, school and classroom. In particular students are expected to trace and see the relevance of reviewed concepts in relation to the needs of learners as both individuals and groups within the same classroom.	Module outcomes: To introduce students to various aspects of the psychological development of children and adolescents so as to promote responsible management of psychological and emotional problems in schools in general and in classrooms in particular.		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination		
Module Semester 1: ESML111 NQF level:	Semester 2: ESML112 NQF level:		
Title: : Mathematical Literacy 1A	Title: Mathematical Literacy 2B		
Content: Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae	Content: Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae		
Module outcomes: To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.	Module outcomes: To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination		
Module Semester 1: ESPC111 NQF level:	Semester 2: ESCR412 NQF level:		
Title: Natural Science and Technology (Physical and Chemical Properties of Matter	Title: Physical Science Education 4B		
Content: Matter and materials. Chemical reactions. Chemical bonding. Properties of materials	Content: The Historical Development of the Atomic Model, Atomic Structure, Periodic Table, Periodicity of the Periodic Table, Wave Nature of Light, Quantum Mechanics and Atomic Orbitals, Chemical Bonding, Molecular Geometry and Bonding Theories, Organic Chemistry.		
Module outcomes: To develop students' understanding of chemical and physical properties of matter and how materials with these properties can be processed into products.	Module outcomes: To develop critical reasoning and problem solving skills through the application of chemical concepts and proficiency in the laboratory in manipulative.		

-	ent modes: This mo	odule is	Assessment modes: C	ontinuous	
assessed	by means of examination		formative assessment through		
			participation in class, ass		
			(academic and professio presentations.	nai) and ummative	
			assessment through exami		
			November		
Module code:-	Semester 1: ESPS111	NQF level:	Semester 2: ESMM412	NQF level:	
		echnology	Title: Mathematics (Financial	
	Skills, Technology and Soci		Mathematics)		
	Process skills: Measi	Content: To develop	students'		
observatio	-,	understanding of mathematics.	financial		
	and accuracy, significan scientific reports. Defining		mathematics.		
	ogy and technology educat				
the nation	nal curriculum. Understar	nding the			
	cal process and sub p				
	ocess). The interdisciplinary	/nature of			
technology	outcomes: To develop	atudanta'	Module outcomes: To	davalan	
	ding a range of process skil		students' understanding of		
	for engaging in the pr		mathematics.	ilianolai	
	nowledge construction and t				
	nts' understanding of techi				
	nd product, and to apprecia	te the role			
	of technology for society.				
Assessme	f delivery: Full Time ent modes: This mo	odule is	Method of delivery: Full Time		
	by means of	baule is	Assessment modes:		
Module	Semester 1: ELZN211	NQF	Semester 2: ELZN212	NQF	
Module code:-	Semester 1: ELZN211	NQF level:	Semester 2: ELZN212	NQF level:	
code:- Title: lsiZ	ulu Language Education 2/	level:	Title: IsiZulu Language Edu	level: cation 2B	
code:- Title: IsiZ Content:	ulu Language Education 2/ Development of lister	level:	Title: IsiZulu Language Edu Content: Creative	level: cation 2B writing.	
code:- Title: IsiZ Content: speaking	ulu Language Education 2/ Development of lister skills. Understanding of	level:	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla	level: cation 2B writing. y reading,	
code:- Title: IsiZ Content: speaking spoken	ulu Language Education 2/ Development of lister skills. Understanding of text: informative, pe	level: A ning and types of ersuasive,	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla script writing and poetry	level: cation 2B writing. y reading, reading.	
code:- Title: IsiZ Content: speaking spoken entertainin	ulu Language Education 2/ Development of lister skills. Understanding of text: informative, pe g and instructive texts. Pr	level: A ning and types of ersuasive, reparation	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla script writing and poetry Responding to films witho	level: cation 2B writing. y reading, reading. ut words.	
code:- Title: IsiZ Content: speaking spoken entertainin	ulu Language Education 2/ Development of lister skills. Understanding of text: informative, pe ig and instructive texts. Pr ech delivering. Understar	level: A ning and types of ersuasive, reparation	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla script writing and poetry	level: cation 2B writing. y reading, reading. ut words.	
code:- Title: IsiZ Content: speaking spoken entertainin for a spe essentials	ulu Language Education 2/ Development of lister skills. Understanding of text: informative, pe ig and instructive texts. Pri ech delivering. Understar	level: A ning and types of ersuasive, reparation nding the	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla script writing and poetry Responding to films witho Discussion of books. Unde various types of stories: adventure, family, mise	level: cation 2B writing. y reading, reading. ut words. erstanding ery and	
code:- Title: IsiZ Content: speaking spoken entertainin for a spe essentials	ulu Language Education 2/ Development of lister skills. Understanding of text: informative, per gand instructive texts. Preech delivering. Understar of Communication	level: A ning and types of ersuasive, reparation nding the	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla script writing and poetry Responding to films witho Discussion of books. Unde various types of stories: adventure, family, mist historical stories. Understan	level: cation 2B writing. y reading, reading. ut words. erstanding ery and ding parts	
code:- Title: IsiZ Content: speaking spoken entertainin for a spe essentials	ulu Language Education 2/ Development of lister skills. Understanding of text: informative, per gand instructive texts. Preech delivering. Understar of Communication	level: A ning and types of ersuasive, reparation nding the	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla script writing and poetry Responding to films witho Discussion of books. Unde- various types of stories: adventure, family, misc historical stories. Understan of a good story, plot,	level: cation 2B writing. y reading, reading. ut words. erstanding ery and ding parts setting,	
code:- Title: IsiZ Content: speaking spoken entertainin for a spe essentials	ulu Language Education 2/ Development of lister skills. Understanding of text: informative, per gand instructive texts. Preech delivering. Understar of Communication	level: A ning and types of ersuasive, reparation nding the	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla script writing and poetry Responding to films witho Discussion of books. Unde various types of stories: adventure, family, mist historical stories. Understan	level: cation 2B writing. y reading, reading. ut words. erstanding ery and ding parts setting,	
code:- Title: IsiZ Content: speaking spoken entertainin for a spe essentials message,	ulu Language Education 2/ Development of lister skills. Understanding of text: informative, per gand instructive texts. Preech delivering. Understar of Communication	level: A ning and types of ersuasive, reparation nding the	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla script writing and poetry Responding to films witho Discussion of books. Unde various types of stories: adventure, family, mist historical stories. Understan of a good story; plot, characters, conflict, mood, ti	level: cation 2B writing. y reading, reading, ut words. erstanding ery and ding parts setting, heme and	
code:- Title: IsiZ Content: speaking spoken entertainin for a spe essentials message, Module educators	ulu Language Education 2/2 Development of lister skills. Understanding of text: informative, per and instructive texts. Preech delivering. Understant of Communication its sender and its receiver. outcomes: To equip with essential skills	level: A aning and types of ersuasive, reparation anding the process: student-for the	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla script writing and poetry Responding to films witho Discussion of books. Under various types of stories: adventure, family, mise historical stories. Understan of a good story; plot, characters, conflict, mood, ti symbolism Module outcomes: To enric educators with IsiZulu	level: cation 2B writing. y reading, reading. ut words. erstanding ery and ding parts setting, heme and ch student Language	
code:- Title: IsiZ Content: speaking spoken entertainin for a spe essentials message, Module educators identificati	ulu Language Education 2/ Development of lister skills. Understanding of text: informative, pe g and instructive texts. Pr eech delivering. Understar of Communication its sender and its receiver. outcomes: To equip with essential skills on and interpretation of sp	level: A aning and types of ersuasive, reparation anding the process: student-for the	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla script writing and poetry Responding to films witho Discussion of books. Unde- various types of stories: adventure, family, modification of a good story, plot, characters, conflict, mood, ti symbolism Module outcomes: To enrice educators with IsiZulu Competence, communica	level: cation 2B writing. y reading, reading. ut words. erstanding ery and ding parts setting, heme and ch student Language	
code:- Title: IsiZ Content: speaking spoken entertainin for a spe essentials message, Module educators identificati written tex	ulu Language Education 2/ Development of lister skills. Understanding of text: informative, per grand instructive texts. Prech delivering. Understar of Communication its sender and its receiver. Outcomes: To equip with essential skills on and interpretation of spets and speeches.	level: A aning and types of ersuasive, reparation anding the process: student-for the	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla script writing and poetry Responding to films witho Discussion of books. Unde various types of stories: adventure, family, mist historical stories. Understan of a good story; plot, characters, conflict, mood, ti symbolism Module outcomes: To enric educators with IsiZulu Competence, communicat thinking skills	level: cation 2B writing. y reading, reading, reading. ut words. erstanding ery and ding parts setting, heme and ch student Language tion and	
code:- Title: IsiZ Content: speaking spoken entertainin for a spe essentials message, Module educators identificati written tex Method of	ulu Language Education 2/ Development of lister skills. Understanding of text: informative, pe g and instructive texts. Prech delivering. Understar of Communication its sender and its receiver. Outcomes: To equip with essential skills on and interpretation of spts and speeches. f delivery: Full Time	level: A hing and types of ersuasive, reparation nding the process: student- for the oken and	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla script writing and poetry Responding to films witho Discussion of books. Unde various types of stories: adventure, family, mist historical stories. Understan of a good story; plot, characters, conflict, mood, ti symbolism Module outcomes: To enric educators with IsiZulu Competence, communicat thinking skills Method of delivery: Full Tin	level: cation 2B writing. y reading, reading, reading. writing. y reading, reading, reading, reading, reading, reading, reading and ding parts setting, heme and ch student Language tion and me	
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code:- Title: IsiZ Content: speaking spoken entertainin for a spe essentials message, Module educators identificati written tex Method of Assessme assessed Module code:-	ulu Language Education 2/ Development of lister skills. Understanding of text: informative, pe g and instructive texts. Pr eech delivering. Understar of Communication its sender and its receiver. outcomes: To equip with essential skills on and interpretation of sp ts and speeches. f delivery: Full Time ent modes: This me by means of examination Semester 1: ELGN211	level: A sing and types of ersuasive, reparation adding the process: student-for the token and types of ersuasive, reparation adding the process:	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla script writing and poetry Responding to films witho Discussion of books. Unde various types of stories: adventure, family, mist historical stories. Understan of a good story; plot, characters, conflict, mood, ti symbolism Module outcomes: To enric educators with IsiZulu Competence, communicat thinking skills Method of delivery: Full Tit Assessment modes: This assessed by means of Semester 2: ELGN212 Title: English Language	level: cation 2B writing. y reading, reading, reading, reading, and the service of the service o	
code:- Title: IsiZ Content: speaking spoken entertainin for a spe essentials message, Module educators identificati written tex Method or Assessme assessed Module code:- Title: Eng	Development of lister skills. Understanding of text: informative, per grand instructive texts. Present delivering. Understand of Communication its sender and its receiver. Outcomes: To equip with essential skills on and interpretation of spets and speeches. If delivery: Full Time ent modes: This means of examination Semester 1: ELGN211	level: A hing and types of ersuasive, reparation nding the process: student- for the oken and odule is NQF level: A	Title: IsiZulu Language Edu Content: Creative Dramatization of stories: pla script writing and poetry Responding to films witho Discussion of books. Under various types of stories: adventure, family, mist historical stories. Understan of a good story; plot, characters, conflict, mood, ti symbolism Module outcomes: To enric educators with IsiZulu Competence, communica thinking skills Method of delivery: Full Tit Assessment modes: This assessed by means of Semester 2: ELGN212 Title: English Language	level: cation 2B writing. y reading, re	
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	ilitating language learning	g in the	Novels	
	sroom.		 Short stories 	
	eloping listening to	improve		
	municative competence.			
	roving the speaking skill as			
of	3	nunicative		
	petence.			
Criti		language:		
	paganda.			
	toons.			
	ertisements		Module outcomes: To	
	outcomes: To equip stud skills and knowledge ir		students with skills and kno	provide
	Education so that they co		analyze literary texts.	wiedge to
	actically to the teaching		anaryzo morary toxio.	
situation.		g		
	of delivery: Full Time		Method of delivery: Full Tir	ne
	•	odule is	Assessment modes: This	
assessed	by means of		assessed by means of	
Module	Semester 1: EESH211	NQF	Semester 2: ESBP412	NQF
code:-		level:		level:
Title: De	velopment of Political Institu	ıtions	Title:	
Content:			Content:	
	entation to module			
	nificant institutions within so			
- The		Political		
	erience			
	early Stone and Iron Age s	ocieties in		
	thern Africa nsition to Modern Age			
	tical Categories			
	tical Categories dern Political Developments			
	tical developments in South			
	outcomes: To equip stud		Module outcomes:	
	e and analytical skills requi			
	the Development of			
	s. To introduce students to			
	al Institutions and their ro			
	ent of communities and soc			
Method of delivery: Full Time			Method of delivery: Full Tir	ne
Assessment modes: This module is			Assessment modes:	
assessed by means of				
Module	Semester 1: EESE211	NQF	Semester 2: EESE212	NQF
code:-		level:		level:
Title:		nagement	Title: Economic and Manag	jement
	2A (Economics)		Sciences 2B (Accounting)	
Content:	aunting agustion		Content: 1. Partnership	
	ounting equation ue Added Tax (VAT)		 Partnership Sole trader AFS (Profit 	and loss
	aries and wages		Income statement and	
	i-current Assets		sheet)	- Daidillo
_	r-end adjustments		GAAP principles	
	,		Cash transactions a	ind Bank
			reconciliation	
			Credit transactions	
	utcomes:	_	Module outcomes:	
	ule will prepare learners to		This module will prepare lea	
	in the knowledge, skills	· volues	be well-grounded in the know	Modao

brinciples, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization. Method of delivery: Full Time	the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization. Method of delivery: Full Time will, among other things, ground participants will have an understanding of the knowledge appropriate to the specialization. Method of delivery: Full Time sassessment modes: This module is assessed by means of examination Module Semester 1: EPPM211 NOF level: Title: Life Orientation: Physical and Motor Development Content: Forms of motion; linear and angular kinetics; fluid mechanics, movement analysis. Aspects concerning physical activities for persons with motor/physical deficiencies and/or disabilities. Classification, characteristics, movement needs and injury prevention of prevalent disorders/disabilities. Classification, characteristics, movement needs and injury prevention of prevalent disorders/disabilities. Module outcomes: The aim of this module is to give learners the necessary grounding for the fultowing systems in the body with specific attention to their function during activity: An introduction to selected movement disorders and conditions affecting the human body and their implications to human movement. Method of delivery: Full Time Assessment modes: This module is assessed by means of examination Module Semester 1: ESMT211 NOF level: Title: Mathematics 2A (Set, theory and functions) Content: Number system and exercises, sets and subsets, Algebra of sets, Assignment on history of Venn diagrams Cartesian product of sets, Denumerable sets, Set theory introduction research/study projects Module outcomes: To broaden pre-service teachers, knowledge on the theory of sets. This module is sets. This entails formal methods of prof and applied problem solving techniques related to sets. Method of delivery: Full Time Assessment modes: This module is						
study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The knowledge appropriate to the specialization. Method of delivery: Full Time Assessment modes: This module is assessed by means of examination. Module Semester 1: EPPM211 NOF level: Title: Life Orientation: Physical and Motor Development Content: Forms of motion; linear and angular kinetics; fluid mechanics, movement analysis. Aspects concerning physical activities for prevalent disorders/disabilities. Classification, characteristics, movement needs and injury prevention of prevalent disorders/disabilities. Module outcomes: The aim of this module is to give learners the necessary grounding for the fullowing systems in the body with specific attention to their function during activity. An introduction to selected movement disorders and conditions affecting the human body and their implications to human movement. Method of delivery: Full Time Assessment modes: This module is assessed by means of examination Module Semester 1: ESMT211 NGF level: Title: Life Sciences Education Content: To develop specialist skills and competences relevant to the teaching, learning and assessment of teachnology education in the GET Band. Module outcomes: Continuous formative assessment test, assignments, class presentation; summative assessment through examinations to human movement. Method of delivery: Full Time Assessment modes: This module is assessed by means of examination Module Semester 1: ESMT211 NGF level: Title: Mathematics 2A (Set, theory and functions) Content: Number system and exercises, sets and subsets, Algebra of sets, Assignment on history of Venn diagrams Cartesian product of sets, Nowledge on the theory of sets. This module emphasizes the mathematical theory of sets. This module of delivery: Full Time Assessment modes: This module is assessed by means of examination Module outcomes: To develop students and year devel	study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The knowledge appropriate to the specialization. Method of delivery: Full Time Assessment modes: This module is assessed by means of examination Module outcomes: The dish module is to give learners the necessary grounding for the further study of kinesiology and sport biomechanism. This is also the study of the following systems in the body with specific attention to their function during activity: An introduction to selected movement. Method of delivery: Full Time Assessment modes: This module is to give learners the necessary grounding for the further study of kinesiology and sport biomechanism. This is also the study of the following systems in the body with specific attention to their function during activity: An introduction to selected movement. Method of delivery: Full Time Assessment modes: This module is sasessed by means of examination Module Semester 1: ESMT211 NQF Ittle: Mathematics 2A (Set, theory and functions) Module outcomes: To broaden pre-service teachers, knowledge on the theory of sets. This module is sasessed by means of examination Module outcomes: To broaden pre-service teachers, knowledge on the theory of sets. This module is sasessed by means of examination Module outcomes: To broaden pre-service teachers, knowledge on the theory of sets. This module is sasessed by means of examination Module outcomes: To broaden pre-service teachers, knowledge on the theory of sets. This module is sasessed by means of examination Method of delivery: Full Time Assessment modes: This module is assessed by means of examination Method of delivery: Full Time Module Outcomes: To develop students understanding of matrices and vectors algebra. Solving systems of equations, matrices, crammer's rule, vectors in 2D and 3D. Method of delivery: Full Time Method of delivery: Full Time Method of						
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	arth and beyond, Ecosyster		Non-profit organisations		
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	nd Energy Transfers) Temperature of the Zero	th low of	Circuits, components and Content: Control circuits and		
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	nolecular model of an id		design, circuit construct	,	
	tion of temperature, energy		soldering, circuit testing	ion and	
	onservation, nuclear coal-fit		colucting, chount tooking		
	e, geo-thermal.	, , , , ,			
Module	outcomes: To develop	students'	Module outcomes: To	enhance	
understan	iding of energy transfer in	chemical,	students in understanding of complex		
physical,	biological processe	s and	electronic circuits, components and		
technolog	ical systems.		sensors and gain practical skills in		
			designing and making of	electronic	
Mothodo	of delivery: Full Time		circuits. Method of delivery: Full Tir	mo	
Assessm	•	odule is	Assessment modes:	116	
	by means of	buule is	Assessment modes.		
Module	Semester 1: ESIT411	NQF	Semester 2: ESEM212	NQF	
code:-		level:		level:	
Title: Ted	chnology(ICT Technologies)	Title: Natural Scien	ice and	
			Technology		
Content: Computer fundamentals, Microsoft			Content: Electricity and magnetism,		
and internet.			circuit concepts and components,		
			control devices, output devices,		
Madula automosa. Ta danalar akudantak			control logic and rectification.		
Module outcomes: To develop students'			Module outcomes: To students' understanding of		
knowledge, understanding and skills of the role			and magnetic properties of n		
of ICT in technology education and to apply these skills in the facilitation of technology					
education for the GET Band.			practical application of electrical circuits.		
Method of delivery: Full Time			Method of delivery: Full Tir	me	
Assessm	*	Assessment modes: This module is			
Assessment modes.			assessed by means of		
	ent modes.				
			assessed by mean examination	ns of	
Module code:-	Semester 1: ESAE411	NQF level:	assessed by mean		

T'II DI			THE NAME OF		
	nysical Science Education (Advanced	Title: Natural Science and		
Electronic	CS)		Technology (Waves, Sound and		
0	Fluid accelerate and accelerate		Light)		
	Fluid mechanics analogy el	ectronics,	Content: Waves, sound and light		
digital ele	ectronics		geometrical optics, spectacles/lenses,		
			response and coordination, Senses		
Madula	sutsames. To dayalan	atudanta	and nervous systems, hormones Module outcomes: To develor		
	outcomes: To develop				
	nding of advanced physic concepts	sics and	students' understanding of waves sound and light and their contribution		
electronic	Concepts		to life and technologica		
			advancement.		
Method	of delivery: Full Time		Method of delivery: Full Time		
	ent modes:		Assessment modes: This module is		
Assessii	ient modes.		assessed by means o		
			examination		
Module	Semester 1: EESE311	NQF	Semester 2: EESE312 NQF		
code:-		level:	level:		
	conomic and Management		Title: : Economic and Managemen		
Method 3	· ·		Sciences Method		
	Accounting Learning Pr	rogramme	Content: Didactic Principles		
	nent. Accounting Lesson		Principles of Teaching and Learning in		
	of the Analysis and red		the Economic and Managemen		
	transactions. Teaching		Sciences. Evaluation/ Assessment in		
Balance.	Teaching of Closing Entries.	Teaching	Economic and Business		
of Specia	I Journals. Teaching of Dep	oreciation.	Management. Specific Teaching		
Teaching	Accruals (and reversing	entries).	Methods for Economic and Business		
Testing a	nd evaluating in Accounting		Management. Use of Teaching Aids		
			Learning and Teaching Suppor		
			Materials. Questioning during the		
			Lesson.		
	outcomes: This module wi		Module outcomes: This module wil		
	o develop competencies to		prepare learners to develor		
	counting and be well-ground		competencies to effectively teach		
	e, skills, values, principles		accounting and be well-grounded in		
	cedures relevant to the		the knowledge, skills, values		
subject	learning area, phase of		principles, methods and procedures		
	nal or occupational prac		relevant to the discipline, subject		
	will, among other things nts in reflecting on	different	learning area, phase of study		
participar	nts in reflecting on es to teaching and learr		professional or occupational practice The module will, among other things		
	es to teaching and lean		ground participants in reflecting or		
	e appropriate to the special		different approaches to teaching and		
ooug	appropriate to the special		learning. The participants will have ar		
			understanding of the knowledge		
			appropriate to the specialization.		
Method	of delivery: Full Time		Method of delivery: Full Time		
Assessm		odule is	Assessment modes: This module is		
	by means of examination		assessed by means of		
	,		examination		
Module	Semester 1: EPLO311	NQF	Semester 2: EPLO312 NQF		
code:-		level:	level:		
Title: Me	thod of Life Orientation		Title: Method of Life Orientation		
	Introduction to professiona	al studies:	Content: Reflection on the role of the		
	er in the classroom; principle		school community, stress and conflic		
	practice; classroom mar		management, leadership and team		
	ion and discipline, lesson		work, the principles of good teaching		
teaching			classroom management, organization		
			Classicon management, organization		
	3		and discipline and lesson planning in		

		1		
			relation to their school ex	
			and parental involvement. I both instructional and as	
			strategies to accommodate	
			with special needs.	
	outcomes: To introduce st		Module outcomes: To b	
	al teaching strategies and		reflect on teaching and	
	note the development of environments through the o		strategies used in South classrooms in order to de	
effective	classroom manageme		students' understanding of	
	onal practices	one and	between theory and practice	
			explore the issues of	
			education in schools.	
	of delivery: Full Time		Method of delivery: Full Tir	
Assessm		odule is	Assessment modes: This	
assessed	by means of examination		assessed by mean examination	ns of
Module	Semester 1: ESMT311	NQF	Semester 2: ESMT312	NQF
code:-		level:		level:
	thematics Method		Title: Mathematics Method	
	Mathematics: definitions,		Content: Generics of	teaching,
	e, planning for mathemation ssessment in mathematics	cs lesson,	classroom practice, Strate teaching Mathematics, Know	
types or a	ssessment in mathematics		Teaching Mathematics and	
			Learning Programmes	
			Mathematics	
Module	outcomes: To demons	trate the	Module outcomes: To be	e able to
	ding of the fields of knowle	dge which	select and use appropriate	
underpin l	Mathematics		and learning strategies and	
			variety of these with emp	
Mothodo	f delivery: Full Time		multi step and non-routine p Method of delivery: Full Tir	
		odule is	Assessment modes: This	
	by means of examination		assessed by mean	
Module code:-	Semester 1: ESMN311	NQF level:	Semester 2: ESMN312	NQF level:
	nior Phase Natural Science		Title: Senior Phase Natura	
Content:	Teaching skills in the Life	Sciences	Method Content: Forms of ass	essment.
	Life Science classroo		baseline, diagnostic, forma	
	, field work and envi		summative.	
	, policy documents, learning	g theories,		
	and lesson presentation.			
	outcomes: To equip stud		Module outcomes: To d	
	e and skills needed to at Intermediate and Seni		competent educator in as practices in the Intermed	
levels.	at intermediate and Sem	UI FIIASE	Senior Phase classes.	iiaic aiiu
	f delivery: Full Time		Method of delivery: Full Tir	me
	•	odule is	Assessment modes: This	
	by means of examination		assessed by mean examination	ns of
Module code:-	Semester 1: ESTM311	NQF level:	Semester 2: ESTM312	NQF level:
	chnology Method	ICVCI.	Title: Technology	Method
inie. Tet	Amology Method		(Intermediate Phase)	Meniou
Content:	Understanding policy do	ocuments.		chnology:
	nal approaches (behaviou		projects and case	studies;
	vism), planning for		assessment.	
			· · · · · · · · · · · · · · · · · · ·	

	y and relationship betwee	n science		
and techr	nology. outcomes: To prepare pi	rocpoctive	Module outcomes: To	develop
	y education teachers to		specialist skills and com	
	nt in teaching methods of tea		relevant to the teaching, lear	
competer	it in teaching methods of tec	omiology.	assessment of technology e	
			in the GET Band.	ducation
Method o	of delivery: Full Time		Method of delivery: Full Tin	ne
		odule is	Assessment modes: This r	
	by means of examination		assessed by mean	
	,		examination	
Module	Semester 1: EEMS311	NQF	Semester 2: EEMS312	NQF
code:-		level:		level:
Title: Me	thod of Social Sciences	-	Title: Method of Social Scie	nces
Content:			Content:	
– Tea	ching skills in Social Science	ces	 Geography teaching ar 	nd
Mar	naging the Social Sciences	classroom	learning approaches	
	able to conduct practical's		 Content breakdown for 	
- The	relationship between the th	ree stage	Geography in schools	
of	planning when developing	Learning	 Assessment in Geogra 	phy
Pro	grammes;		 Subject Development 	
	o o	strategies,	 Role of Geography in the 	he new
	hods and techniques;		South Africa	
	ching and learning resource			
-	ective lessons and activities	to ensure		
	ners participation;			
	signing and presenting	Social		
	ences lessons;			
	fessional facilitation of	f Social		
	ences (Geography section)		Madula automos The si	41-1-
	outcomes: The aim of this		Module outcomes: The air	
	tudents with practical skills in wledge to teach effectively		module is to equip stude practical skills in teachi	
	vieuge to teach ellectively	III Social		iliq allu
Scioncoc				
Sciences			knowledge to teach effect Social Sciences	
	of delivery: Full Time		Social Sciences.	ctively in
Method o	of delivery: Full Time	odule is	Social Sciences. Method of delivery: Full Tin	ctively in
Method o	ent modes: This m	odule is	Social Sciences. Method of delivery: Full Tim Assessment modes: This r	ne nodule is
Method o			Social Sciences. Method of delivery: Full Tim Assessment modes: This r	ne nodule is
Method o	ent modes: This m	NQF	Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean	ne nodule is
Method of Assessmassessed Module code:-	bent modes: This m by means of examination Semester 1:EESS411		Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean examination Semester 2: ELZN312	ne module is of NQF level:
Method of Assessmassessed Module code:-	ent modes: This m by means of examination	NQF	Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Meti	ne module is of NQF level:
Method of Assessmassessed Module code:-	bent modes: This makes by means of examination Semester 1:EESS411 man Rights Issues	NQF	Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Met Content: Reviewing and	ne module is of NQF level: hod 3B reading/
Method of Assessmassessed Module code:- Title: Hu Content: - Uni	sent modes: This man by means of examination. Semester 1:EESS411 man Rights Issues versal declaration of human	NQF level:	Social Sciences. Method of delivery: Full Tin Assessment modes: This rassessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Met Content: Reviewing and viewing and critical analysis	ne module is of NQF level: hod 3B reading/ of fiction
Method of Assessmassessed Module code:- Title: Hu Content: - Uni	bent modes: This man by means of examination Semester 1:EESS411 man Rights Issues	NQF level:	Social Sciences. Method of delivery: Full Tin Assessment modes: This rassessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Met Content: Reviewing and viewing and critical analysis (literacy narrative in prose	ne module is is of NQF level: hod 3B reading/ of fiction or verse.
Method of Assessmassessed Module code:- Title: Hu Content: - Uni - Hur - Glo	sent modes: This man by means of examination Semester 1:EESS411 man Rights Issues versal declaration of human han rights issues in south A bal human rights issues	NQF level:	Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Meti Content: Reviewing and viewing and critical analysis (literacy narrative in prose Interpret and implement the	ne module is as of NQF level: hod 3B reading/ of fiction or verse, a national
Method of Assessmassessed Module code:- Title: Hu Content: - Uni - Hur - Glo	sent modes: This man by means of examination Semester 1:EESS411 man Rights Issues versal declaration of human man rights issues in south A	NQF level:	Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Met Content: Reviewing and viewing and critical analysis (literacy narrative in prose in Interpret and implement the language curriculum policies	ne module is of NQF level: hod 3B reading/ of fiction or verse. e national s relevant
Method of Assessmassessed Module code:- Title: Hu Content: - Uni - Hur - Glo	sent modes: This man by means of examination Semester 1:EESS411 man Rights Issues versal declaration of human han rights issues in south A bal human rights issues	NQF level:	Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Met Content: Reviewing and viewing and critical analysis (literacy narrative in prose of Interpret and implement the language curriculum policies for IsiZulu additional	ne module is as of NQF level: hod 3B reading/ of fiction or verse. a national is relevant language
Method of Assessmassessed Module code:- Title: Hu Content: - Uni - Hur - Glo	sent modes: This man by means of examination Semester 1:EESS411 man Rights Issues versal declaration of human han rights issues in south A bal human rights issues	NQF level:	Social Sciences. Method of delivery: Full Tin Assessment modes: This rassessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Meti Content: Reviewing and viewing and critical analysis (literacy narrative in prose el Interpret and implement the language curriculum policies for IsiZulu additional education. Selecting the	ne module is so of NQF level: hod 3B reading/ of fiction or verse. enational serelevant language relevant
Method of Assessmassessed Module code:- Title: Hu Content: - Uni - Hur - Glo	sent modes: This man by means of examination Semester 1:EESS411 man Rights Issues versal declaration of human han rights issues in south A bal human rights issues	NQF level:	Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Met Content: Reviewing and viewing and critical analysis (literacy narrative in prose Interpret and implement the language curriculum policies for IsiZulu additional education. Selecting the strategies, styles and appro	ne module is as of NQF level: hod 3B reading/ of fiction or verse. a national a relevant language relevant taches to
Method of Assessmassessed Module code:- Title: Hu Content: - Uni - Hur - Glo	sent modes: This man by means of examination Semester 1:EESS411 man Rights Issues versal declaration of human han rights issues in south A bal human rights issues	NQF level:	Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Meti Content: Reviewing and viewing and critical analysis (literacy narrative in prose Interpret and implement the language curriculum policies for IsiZulu additional education. Selecting the strategies, styles and appro IsiZulu additional language even	ne module is no of NQF level: hod 3B reading/ of fiction or verse. In an analysis relevant language relevant anches to ducation.
Method of Assessmassessed Module code:- Title: Hu Content: - Uni - Hur - Glo	sent modes: This man by means of examination Semester 1:EESS411 man Rights Issues versal declaration of human han rights issues in south A bal human rights issues	NQF level:	Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Met Content: Reviewing and viewing and critical analysis (literacy narrative in prose in Interpret and implement the language curriculum policies for IsiZulu additional education. Selecting the strategies, styles and appro IsiZulu additional language e Language learning. Critical an	NQF level: hod 3B reading/ of fiction or verse. e national a relevant language relevant vaches to ducation. nalysis of
Method of Assessmassessed Module code:- Title: Hu Content: - Uni - Hur - Glo	sent modes: This man by means of examination Semester 1:EESS411 man Rights Issues versal declaration of human han rights issues in south A bal human rights issues	NQF level:	Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Meti Content: Reviewing and viewing and critical analysis (literacy narrative in prose of language curriculum policies for IsiZulu additional education. Selecting the strategies, styles and appro IsiZulu additional language educanguage learning. Critical a the language learning p	nemodule is so of NQF level: hod 3B reading/ of fiction or verse. a national language relevant language relevant naches to ducation. nalysis of orograms.
Method of Assessmassessed Module code:- Title: Hu Content: - Uni - Hur - Glo	sent modes: This man by means of examination Semester 1:EESS411 man Rights Issues versal declaration of human han rights issues in south A bal human rights issues	NQF level:	Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Met Content: Reviewing and viewing and critical analysis (literacy narrative in prose in Interpret and implement the language curriculum policies for IsiZulu additional education. Selecting the strategies, styles and appro IsiZulu additional language e Language learning. Critical an	nemodule is so of NQF level: hod 3B reading/ of fiction or verse. a national language relevant language relevant naches to ducation. nalysis of orograms.
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Method of Assessmassessed Module code:- Title: Hu Content: - Uni: - Hur: - Glo - Hist	sent modes: This man by means of examination Semester 1:EESS411 man Rights Issues versal declaration of human han rights issues in south A bal human rights issues	NQF level: rights frica	Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Meti Content: Reviewing and viewing and critical analysis (literacy narrative in prose Interpret and implement the language curriculum policies for IsiZulu additional education. Selecting the strategies, styles and appro IsiZulu additional language elarning. Critical at the language learning. Critical at the language learning p IsiZulu writing, design and pr skills	ne module is as of NQF level: hod 3B reading/ of fiction or verse. In a national is relevant language relevant vaches to ducation. nalysis of orograms. resenting
Method d Assessm assessed Module code:- Title: Hu Content: - Uni - Hur - Glo - Hist	sent modes: This man by means of examination Semester 1:EESS411 man Rights Issues versal declaration of human rights issues in south A bal human rights issues torical issues in the south All torical issues in the south All torical issues in the south All torical issues in the south All torical issues in the south All torical issues in the south All torical issues in the south All torical issues in the south All torical issues in the south All torical issues.	NQF level: rights frica frican designed	Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Meti Content: Reviewing and viewing and critical analysis (literacy narrative in prose interpret and implement the language curriculum policies for IsiZulu additional education. Selecting the strategies, styles and appro IsiZulu additional language e Language learning. Critical at the language learning p IsiZulu writing, design and p IsiZulu writing, design and p IsiZulu writing, design and p IsiZulu writing, sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and sesign and sesign and sesign and sesign and sesign and sesign and sesign and sesign and sesign and sesign and sesign and sesign and se	ne module is as of NQF level: hod 3B reading/ of fiction or verse. In a national is relevant language relevant vaches to ducation. nalysis of orograms. resenting
Method d Assessm assessed Module code:- Title: Hu Content: - Uni - Hur - Glo - Hist	sent modes: This man by means of examination Semester 1:EESS411 man Rights Issues versal declaration of human rights issues in south A bal human rights issues torical issues in the south Affinity of the south Affini	NQF level: rights frica frican designed: of Human	Social Sciences. Method of delivery: Full Tin Assessment modes: This r assessed by mean examination Semester 2: ELZN312 Title: IsiZulu Language Meti Content: Reviewing and viewing and critical analysis (literacy narrative in prose interpret and implement the language curriculum policies for IsiZulu additional education. Selecting the strategies, styles and appro IsiZulu additional language e Language learning. Critical at the language learning p IsiZulu writing, design and p IsiZulu writing, design and p IsiZulu writing, design and p IsiZulu writing, sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and p IsiZulu writing sesign and sesign and sesign and sesign and sesign and sesign and sesign and sesign and sesign and sesign and sesign and sesign and sesign and se	ne module is is of NQF level: hod 3B reading/ of fiction or verse. In actional is relevant language relevant vaches to ducation, nalysis of programs. The resenting lisiZulu curricular

	demonstrate understanding		relevant methods, principle	
	s and competencies rec		techniques and approaches to IsiZu	
	0	istory in	additional language education as	а
	mediate and senior phase		whole.	
-	increase content know	3		
	eral and South African histo	ory.	Mothed of delivery Full Time	
	f delivery: Full Time ent modes:		Method of delivery: Full Time Assessment modes: This module	io
ASSESSIII	ent modes.			of
			examination	Oi
Module	Semester 1:ESBS411	NQF	Semester 2:ELGN312 NQF	
code:-		level:	level:	
	Sciences (Biological Syste	ems)	Title: English Language Method 3B	В
	Cell structure and function,	-	Content: Application of tradition	
	n, circulation, excretion, rep		methods in simulated classroo	
	keletal system.		environment. Application of mode	
-			Communicative methods. Application	
			of CAPS in simulated classroo	
				nd
			integration of language teaching	
			principles, techniques, style at	
			approaches (text-base communicative and genre based	
			Intensive review of learning style	
			visual, auditory, kinaesthetic, tact	
			and aural and oral learning style	
			Evaluation of lessons by peer	
			Advanced designing of lesson plan	
			Advanced designing of subje	ect
			frameworks and work schedules	
Madula				
	outcomes: To develop		Module outcomes: To enable t	
understan	ding of how the hum	an body	students to present effective lesso	ns
understan functions	ding of how the hum and how life choices impact	an body	students to present effective lesso at schools or micro -teachi	ns ing
understan functions	ding of how the hum	an body	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen	ns ing it's
understan functions	ding of how the hum and how life choices impact	an body	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer	ns ing it's rs-
understan functions	ding of how the hum and how life choices impact	an body	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enab	ing it's rs- ole
understan functions	ding of how the hum and how life choices impact	an body	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enable students to integrate various teachi	ing it's rs- ole ng
understan functions	ding of how the hum and how life choices impact	an body	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enable students to integrate various teachi methods techniques principles a approaches seamlessly in a lesso	ing it's rs- ole ing ind on.
understan functions	ding of how the hum and how life choices impact	an body	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enab students to integrate various teachi methods techniques principles a approaches seamlessly in a lesso Reviewing with the designing	ing it's rs- ole ing ind on.
understan functions	ding of how the hum and how life choices impact	an body	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peel lessons and their own. To enable students to integrate various teachi methods techniques principles a approaches seamlessly in a lesso Reviewing with the designing subject framework, work schedu	ing it's rs- ole ing ind on.
understan functions and susta	ding of how the hum and how life choices impact inable living.	an body	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enable students to integrate various teachi methods techniques principles a approaches seamlessly in a lessor Reviewing with the designing subject framework, work scheduland lesson plans	ing it's rs- ole ing ind on.
understan functions and susta	ding of how the hum and how life choices impact inable living.	an body	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enable students to integrate various teachi methods techniques principles a approaches seamlessly in a lessor Reviewing with the designing subject framework, work scheduland lesson plans Method of delivery: Full Time	ing it's rs- ole ing ind on.
understan functions and susta and susta Method of Assessm	ding of how the hum and how life choices impact inable living. If delivery: Full Time ent modes:	an body on health	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enable students to integrate various teachi methods techniques principles a approaches seamlessly in a lessor Reviewing with the designing subject framework, work scheduland lesson plans Method of delivery: Full Time Assessment modes:	ing it's rs- ole ing ind on.
understan functions and susta Method c Assessm Module	ding of how the hum and how life choices impact inable living.	an body on health	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enable students to integrate various teachi methods techniques principles a approaches seamlessly in a lessor Reviewing with the designing subject framework, work scheduland lesson plans Method of delivery: Full Time Assessment modes: Semester 2:ELZN412 NQF	ins ing it's rs- ole ng ind on. of ule
Method of Assessm Module code:-	ding of how the hum and how life choices impact inable living. If delivery: Full Time ent modes: Semester 1:ELZN411	an body on health	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enable students to integrate various teachi methods techniques principles a approaches seamlessly in a lessor Reviewing with the designing subject framework, work scheduland lesson plans Method of delivery: Full Time Assessment modes: Semester 2:ELZN412 NQF level: 7	ns ing it's rs- ole ing ind on. of ule
Method of Assessm Module code:-	ding of how the hum and how life choices impact inable living. If delivery: Full Time ent modes: Semester 1:ELZN411	NQF level: 7	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enable students to integrate various teachi methods techniques principles a approaches seamlessly in a lesson Reviewing with the designing subject framework, work scheduland lesson plans Method of delivery: Full Time Assessment modes: Semester 2:ELZN412 NQF level: 7 Title: IsiZulu Language Education 4	ins ing it's rs- ole ing ind on. of ule
Method of Assessm Module code:- Title: Isiz	ding of how the hum and how life choices impact inable living. If delivery: Full Time ent modes: Semester 1:ELZN411 Julu Language Education 4/ Theories of language a	NQF level: 7	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enable students to integrate various teachi methods techniques principles a approaches seamlessly in a lessor Reviewing with the designing subject framework, work scheduland lesson plans Method of delivery: Full Time Assessment modes: Semester 2:ELZN412	ing ing it's rs- ole ing ind ion. of ule
Method of Assessm Module code:- Title: Isiz Content: versus	ding of how the hum and how life choices impact inable living. If delivery: Full Time ent modes: Semester 1:ELZN411 Zulu Language Education 4/ Theories of language a theories of language	NQF level: 7	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enat students to integrate various teachi methods techniques principles a approaches seamlessly in a lesso Reviewing with the designing subject framework, work scheduard lesson plans Method of delivery: Full Time Assessment modes: Semester 2:ELZN412 NQF level: 7 Title: IsiZulu Language Education 4 Content: Intensive review of simp complex and compound sentence	ing ing it's rs- ole ing ind on. of ule
Method of Assessm Module code:- Title: Isiz Content: versus Exploration	ding of how the hum and how life choices impact inable living. If delivery: Full Time ent modes: Semester 1:ELZN411 Culu Language Education 4/ Theories of language a theories of language n of the factors causing b	NQF level: 7	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enat students to integrate various teachi methods techniques principles a approaches seamlessly in a lesso Reviewing with the designing subject framework, work scheduand lesson plans Method of delivery: Full Time Assessment modes: Semester 2:ELZN412 Title: IsiZulu Language Education 2 Content: Intensive review of simp complex and compound sentence Analysis of idiomatic expressions as	ins ing int's rs- ble ng ind on. of ule
Method of Assessm Module code:- Title: Isiz Content: versus Exploratio language	ding of how the hum and how life choices impact inable living. If delivery: Full Time ent modes: Semester 1:ELZN411 Lulu Language Education 4/ Theories of language a theories of language of the factors causing t learning. Evaluation of appr	NQF level: 7 Acquisition learning. oarriers to oaches to	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enable students to integrate various teachi methods techniques principles a approaches seamlessly in a lessor Reviewing with the designing subject framework, work scheduland lesson plans Method of delivery: Full Time Assessment modes: Semester 2:ELZN412 NQF level: 7 Title: IsiZulu Language Education 4 Content: Intensive review of simp complex and compound sentence Analysis of idiomatic expressions a figures of speech. Application	ins ing it's rs- ble ng nd on. of ule
Method of Assessm Module code:- Title: Isiz Content: versus Exploratio language materials	ding of how the hum and how life choices impact inable living. If delivery: Full Time ent modes: Semester 1:ELZN411 Culu Language Education 4/ Theories of language a theories of language n of the factors causing b	NQF level: 7 Acquisition learning. oraches to include the control of the control	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enable students to integrate various teachi methods techniques principles a approaches seamlessly in a lessor Reviewing with the designing subject framework, work scheduland lesson plans Method of delivery: Full Time Assessment modes: Semester 2:ELZN412 NQF level: 7 Title: IsiZulu Language Education 4 Content: Intensive review of simp complex and compound sentence Analysis of idiomatic expressions at figures of speech. Application morphology, semantics, phonolo and syntax in the teaching of IsiZu	ons ing it's rs- ole ng and on. of ule 7
Method of Assessm Module code:- Title: Isiz Content: versus Exploratio language materials role of cul personalit	ding of how the hum and how life choices impact inable living. If delivery: Full Time ent modes: Semester 1:ELZN411 Culu Language Education 4/ Theories of language at theories of language in of the factors causing bearning. Evaluation of appr development. A critical reveture in language learning. Ty in language learning (se	NQF level: 7 A acquisition learning. parriers to oaches to iew of the he role of lf-esteem,	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enat students to integrate various teachi methods techniques principles a approaches seamlessly in a lesso Reviewing with the designing subject framework, work scheduard lesson plans Method of delivery: Full Time Assessment modes: Semester 2:ELZN412 NQF level: 7 Title: IsiZulu Language Education A Content: Intensive review of simp complex and compound sentence Analysis of idiomatic expressions at figures of speech. Application morphology, semantics, phonolo and syntax in the teaching of IsiZulanguage. Use of IsiZulu language	ons ing it's rs- ole ng and on. of ule 7
Method of Assessm Module Content: versus Exploratio language materials role of cul personalit courage, i	ding of how the hum and how life choices impact inable living. If delivery: Full Time ent modes: Semester 1:ELZN411 Lulu Language Education 4/ Theories of language at theories of language in of the factors causing bearning. Evaluation of appr development. A critical reveture in language learning. Ty in language learning (se isk-taking, anxiety and empact in a control of the c	NQF level: 7 A acquisition learning. parriers to oaches to iew of the he role of lf-esteem, pathy).	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enat students to integrate various teachi methods techniques principles a approaches seamlessly in a lesso Reviewing with the designing subject framework, work schedulard lesson plans Method of delivery: Full Time Assessment modes: Semester 2:ELZN412 NQF Ievel: 7 Title: IsiZulu Language Education of Content: Intensive review of simp complex and compound sentence Analysis of idiomatic expressions at figures of speech. Application morphology, semantics, phonolo and syntax in the teaching of IsiZulanguage. Use of IsiZulu language communication	ons ing it's rs- ole ng and on. of ule 7
Method of Assessm Module code:- Title: Isiz Content: versus Exploratio language materials role of cul personalit courage, I Module	ding of how the hum and how life choices impact inable living. If delivery: Full Time ent modes: Semester 1:ELZN411 Lulu Language Education 4/ Theories of language at theories of language on of the factors causing be dearning. Evaluation of appredevelopment. A critical revenue in language learning of the inanguage learning. To in language learning is isk-taking, anxiety and empoutcomes: To expose	NQF level: 7 Acquisition learning. parriers to oaches to iew of the he role of lf-esteem, pathy).	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enable students to integrate various teachi methods techniques principles a approaches seamlessly in a lesson Reviewing with the designing subject framework, work scheduland lesson plans Method of delivery: Full Time Assessment modes: Semester 2:ELZN412 NQF level: 7 Title: IsiZulu Language Education and Content: Intensive review of simple complex and compound sentence Analysis of idiomatic expressions and figures of speech. Application morphology, semantics, phonolo and syntax in the teaching of IsiZulanguage. Use of IsiZulu language communication Module outcomes: To enri	ons ing it's rs- cole ng and on. of ule
Method of Assessm Module code:- Title: Isiz Content: versus Exploratio language materials role of cul personaliti courage, i Module educators	ding of how the hum and how life choices impact inable living. If delivery: Full Time ent modes: Semester 1:ELZN411 Culu Language Education 4/ Theories of language at theories of language in of the factors causing the learning. Evaluation of approdevelopment. A critical reverse in language learning. Ty in language learning (se isk-taking, anxiety and empoutcomes: To expose to the psychology of	NQF level: 7 A acquisition learning. oraches to include the role of lifesteem, orathy). Student language	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peel lessons and their own. To enable students to integrate various teachimethods techniques principles a approaches seamlessly in a lesson Reviewing with the designing subject framework, work scheduland lesson plans Method of delivery: Full Time Assessment modes: Semester 2:ELZN412 NQF Title: IsiZulu Language Education Analysis of idiomatic expressions an figures of speech. Application morphology, semantics, phonolo and syntax in the teaching of IsiZulanguage. Use of IsiZulu language communication Module outcomes: To enristudents with academic linguis	ons ing it's rs- cole ing and on. of ule welle, ess. and of gy ulu in
Method of Assessm Module code: Title: Isiz Content: versus Exploratio language materials role of cul personalit courage, I Module educators learning.	ding of how the hum and how life choices impact inable living. If delivery: Full Time ent modes: Semester 1:ELZN411 Lulu Language Education 4/ Theories of language at theories of language on of the factors causing be dearning. Evaluation of appredevelopment. A critical revenue in language learning of the inanguage learning. To in language learning is isk-taking, anxiety and empoutcomes: To expose	NQF level: 7 A acquisition learning. parriers to coaches to ciew of the the role of lf-esteem, pathy). Student language parriers to	students to present effective lesso at schools or micro -teachi laboratory. To enable the studen educators to critique their peer lessons and their own. To enable students to integrate various teachi methods techniques principles a approaches seamlessly in a lesson Reviewing with the designing subject framework, work scheduland lesson plans Method of delivery: Full Time Assessment modes: Semester 2:ELZN412 NQF level: 7 Title: IsiZulu Language Education and Content: Intensive review of simple complex and compound sentence Analysis of idiomatic expressions and figures of speech. Application morphology, semantics, phonolo and syntax in the teaching of IsiZulanguage. Use of IsiZulu language communication Module outcomes: To enri	insing it's rs-ole ng ind on. of ole of ole of ole of ole ole ole ole ole ole ole ole ole ole

language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning		education. To review intensively the linguistic patterns, principles and structures underpinning the lsiZulu			
Mathada	f delivery Full Time		language Method of delivery: Full Time		
	f delivery: Full Time ent modes:		Assessment modes:		
Module	Semester 1:ELGN411	NQF	Semester 2:ELGN412	NQF	
code:-	Semester 1.ELGN411	level:	Semester 2.LLGN412	level:	
	glish Language Education 4		Title: English Language I 4B		
	Theories of language a		Content: Intensive review		
versus theories of language learning. Exploration of the factors causing barriers to		complex and compound s			
			Analysis of idiomatic expres		
0 0	learning. Evaluation of appr development. A critical rev		figures of speech. Appli morphology, semantics, r		
	ture in language learning. T		and syntax in the teaching		
	y in language learning (se		language. Use of English la		
	isk-taking, anxiety and emp		communication.	guage	
	outcomes: To expose		Module outcomes: To	o enrich	
educators	to the psychology of	language	students with academic	linguistic	
	To familiarize them with b		knowledge of English an		
	learning and well as th		analytic skills of literally		
	learning. To equip student		education. To review inten-		
	rial development skills. Exp ance of culture in language		linguistic patterns, princip		
the import	ance of culture in language	learning.	structures underpinning the English language.		
Method o	f delivery: Full Time		Method of delivery: Full Ti	me	
	ent modes:		Assessment modes:		
			Assessificiti filoues.		
Module	Semester 1:EESA411	NQF	Semester 2:EESA412	NQF	
Module code:-		NQF level:	Semester 2:EESA412	level:	
Module code:- Title: Acc	counting Education 4A	-	Semester 2:EESA412 Title: Accounting Education	level:	
Module code:-	counting Education 4A Content: Analysis and	-	Semester 2:EESA412 Title: Accounting Education Content: Ratio analysis: cur	level: n 4B rrent ratio;	
Module code:- Title: Acc	counting Education 4A Content: Analysis and interpretation of financial	-	Semester 2:EESA412 Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable	level: n 4B rrent ratio; le ratio,	
Module code:- Title: Acc	counting Education 4A Content: Analysis and interpretation of financial statements and notes	-	Semester 2:EESA412 Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership.	level: rent ratio; le ratio, s: current	
Module code:- Title: Acc	counting Education 4A Content: Analysis and interpretation of financial statements and notes GAAP principles	level:	Semester 2:EESA412 Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership: accounts; profit sharin	level: rent ratio; le ratio, s: current	
Module code:- Title: Acc	counting Education 4A Content: Analysis and interpretation of financial statements and notes	level:	Semester 2:EESA412 Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership accounts; profit sharin appropriation accounts;	level: n 4B rrent ratio; le ratio, s: current g ratio; financial	
Module code:- Title: Acc	counting Education 4A Content: Analysis and interpretation of financial statements and notes GAAP principles	level:	Semester 2:EESA412 Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership: accounts; profit sharin	rent ratio; le ratio, s: current g ratio; financial mpany as	
Module code:- Title: Acc	counting Education 4A Content: Analysis and interpretation of financial statements and notes GAAP principles	level:	Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership accounts; profit sharin appropriation accounts; statements. Companies: coaform of enterprise; shareholders; share	rrent ratio; le ratio, s: current g ratio; financial mpany as ares and capital:	
Module code:- Title: Acc	counting Education 4A Content: Analysis and interpretation of financial statements and notes GAAP principles	level:	Title: Accounting Education Content: Ratio analysis: curacid-test ratio, profitable leverage ratio. Partnership: accounts; profit sharin appropriation accounts; statements. Companies: coaform of enterprise; shareholders; share authorized share capital, iss	rrent ratio; le ratio, s: current g ratio; financial mpany as ares and capital: ued share	
Module code:- Title: Acc	counting Education 4A Content: Analysis and interpretation of financial statements and notes GAAP principles	level:	Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership: accounts; profit sharin appropriation accounts; statements. Companies: co a form of enterprise; share authorized share capital, iss capital, share values (par an	level: n 4B rrent ratio; le ratio, s: current g ratio; financial mpany as ares and capital: ued share ad non-par	
Module code:- Title: Acc	counting Education 4A Content: Analysis and interpretation of financial statements and notes GAAP principles	level:	Title: Accounting Education Content: Ratio analysis: curacid-test ratio, profitable leverage ratio. Partnership: accounts; profit sharin appropriation accounts; statements. Companies: coaform of enterprise; share holders; share authorized share capital, iss capital, share values (par an value shares), recordin	level: 1 4B Trent ratio; le ratio, s; current g ratio; financial mpany as ares and capital: ued share id non-par g share	
Module code:- Title: Acc	counting Education 4A Content: Analysis and interpretation of financial statements and notes GAAP principles	level:	Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership accounts; profit sharin appropriation accounts; statements. Companies: co a form of enterprise; shareholders; share authorized share capital, iss capital, share value shares), recordin transactions. Tax on co	level: n 4B rrent ratio; le ratio, s: current g ratio; financial mpany as ares and capital: ued share id non-par g share ompanies:	
Module code:- Title: Acc	counting Education 4A Content: Analysis and interpretation of financial statements and notes GAAP principles	level:	Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership accounts; profit sharin appropriation accounts; statements. Companies: coaform of enterprise; shareholders; share authorized share capital, iss capital, share values (par an value shares), recordin transactions. Tax on cor recording provisional tax; p	level: n 4B rrent ratio; le ratio, s: current g ratio; financial mpany as ares and capital: ued share id non-par g share prompanies: provisional	
Module code:- Title: Acc	counting Education 4A Content: Analysis and interpretation of financial statements and notes GAAP principles	level:	Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership: accounts; profit sharin appropriation accounts; statements. Companies: coaform of enterprise; shareholders; share authorized share capital, iss capital, share values (par an value shares), recordin transactions. Tax on correcording provisional tax; ptax payments. The	level: n 4B rrent ratio; le ratio, s: current g ratio; financial mpany as ares and capital: ued share id non-par g share ompanies:	
Module code:- Title: Acc	counting Education 4A Content: Analysis and interpretation of financial statements and notes GAAP principles	level:	Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership: accounts; profit sharin appropriation accounts; statements. Companies: coaform of enterprise; shareholders; share authorized share capital, iss capital, share values (par an value shares), recordin transactions. Tax on correcording provisional tax; ptax payments. The	level: n 4B rrent ratio; le ratio, s: current g ratio; financial mpany as ares and capital: ued share id non-par g share ompanies: orrovisional financial statement;	
Module code:- Title: Acc	counting Education 4A Content: Analysis and interpretation of financial statements and notes GAAP principles	level:	Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership accounts; profit sharin appropriation accounts; statements. Companies: coa form of enterprise; shareholders; share authorized share capital, iss capital, share value shares), recordin transactions. Tax on correcording provisional tax; pax apyments. The statements: income subalance sheet, notes to statement, objective of	level: n 4B rrent ratio; le ratio, s: current g ratio; financial mpany as ares and capital: ued share id non-par g share mpanies: orovisional financial statement; financial	
Module code:- Title: Acc 1. 2. 3.	Content: Analysis and interpretation of financial statements and notes GAAP principles Companies –Cash flow st	level:	Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership- accounts; profit sharin appropriation accounts; statements. Companies: co a form of enterprise; shareholders; share authorized share capital, iss capital, share values (par an value shares), recordin transactions. Tax on cor recording provisional tax; ptax payments. The statements: income subalance sheet, notes to statement, objective of financial statements.	level: n 4B rrent ratio; le ratio, s: current g ratio; financial mpany as ares and capital: ued share id non-par g share ompanies: crovisional financial statement; financial annual	
Module code:- Title: Acc 1. 2. 3.	Content: Analysis and interpretation of financial statements and notes GAAP principles Companies –Cash flow statements.	tatement e ability to	Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership accounts; profit sharin appropriation accounts; statements. Companies: co a form of enterprise; shareholders; share authorized share capital, iss capital, share values (par an value shares), recordin transactions. Tax on correcording provisional tax; ptax payments. The statements: income shalance sheet, notes to statement, objective of financial statements. To end	level: n 4B rrent ratio; le ratio, s: current g ratio; financial mpany as ares and capital: ued share id non-par g share ormpanies: provisional financial statement; financial annual hance the	
Module code:- Title: Acc 1. 2. 3.	Content: Analysis and interpretation of financial statements and notes GAAP principles Companies –Cash flow statements. To enhance the cally record and process	tatement a ability to financial	Title: Accounting Education Content: Ratio analysis: curacid-test ratio, profitable leverage ratio. Partnership: accounts; profit sharin appropriation accounts; statements. Companies: co a form of enterprise; share authorized share capital, iss capital, share values (par an value shares), recordin transactions. Tax on corecording provisional tax; pax payments. The statements: income shalance sheet, notes to statement, objective of financial statements. Module outcomes: To enlability to systematically residual.	level: n 4B rrent ratio; le ratio, s: current g ratio; financial mpany as ares and capital: ued share id non-par g share ompanies: provisional financial statement; financial annual chance the	
Module code:- Title: Acc 1. 2. 3. Module of systematic information	Content: Analysis and interpretation of financial statements and notes GAAP principles Companies –Cash flow statements. To enhance the cally record and process in in appropriate books of	tatement e ability to financial accounts	Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership: accounts; profit sharin appropriation accounts; statements. Companies: co a form of enterprise; share holders; share authorized share capital, iss capital, share values (par an value shares), recordin transactions. Tax on correcording provisional tax; ptax payments. The statements: income sebalance sheet, notes to statement, objective of financial statements. Module outcomes: To end ability to systematically reprocess financial inform	level: n 4B rrent ratio; le ratio, s: current g ratio; financial mpany as ares and capital: ued share ad non-par g share provisional financial statement; financial annual hance the	
Module code:- Title: Acc 1. 2. 3. Module o systematic informatio among stu	Content: Analysis and interpretation of financial statements and notes GAAP principles Companies –Cash flow statements –Cash flow st	tatement e ability to financial accounts	Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership accounts; profit sharin appropriation accounts; statements. Companies: co a form of enterprise; shareholders; share authorized share capital, iss capital, share value shares), recordin transactions. Tax on correcording provisional tax; pax payments. The statements: income shalance sheet, notes to statement, objective of financial statements. Module outcomes: To enlability to systematically reprocess financial inform appropriate books of accour	level: n 4B rrent ratio; le ratio, s: current g ratio; financial mpany as ares and capital: ued share id non-par g share ompanies: provisional financial statement; financial annual thance the coord and nation in this among	
Module code:- Title: Acc 1. 2. 3. Module o systematic informatio among stu	Content: Analysis and interpretation of financial statements and notes GAAP principles Companies –Cash flow statements. To enhance the cally record and process in in appropriate books of	tatement e ability to financial accounts	Title: Accounting Education Content: Ratio analysis: cur acid-test ratio, profitable leverage ratio. Partnership: accounts; profit sharin appropriation accounts; statements. Companies: co a form of enterprise; share holders; share authorized share capital, iss capital, share values (par an value shares), recordin transactions. Tax on correcording provisional tax; ptax payments. The statements: income sebalance sheet, notes to statement, objective of financial statements. Module outcomes: To end ability to systematically reprocess financial inform	level: n 4B rrent ratio; le ratio, s: current g ratio; financial mpany as ares and capital: ued share id non-par g share ompanies: provisional financial statement; financial annual thance the coord and nation in this among	

Assessm	ent modes:		Assessment modes:		
Module code:-	Semester 1:EESB411	NQF level:	Semester 2:EESB412 NQF level:		
Title: Bus	siness Management 4A	•	Title: Business Management 4B		
Content:			Content: The problem of Pr	roductivity	
The proble	em of Productivity in South A	Africa. The	in South Africa. The Business		
	Enterprise as an Object of S		Enterprise as an Object of S		
Enterprise		ironment.	Enterprise and	Business	
	ent of Small and Med es (SMEs). Management		Environment. Management and Medium-sized E	or Small nterprises	
	nal Environment. Cost		(SMEs). Management	in the	
Quantitative Relationships in the Operating Unit		International Environment. Cost			
Optimal Size of the Operating Unit and		Analysis. Quantitative Rela	ationships		
Enterpris	_		in the Operating Unit. Optim	al Size of	
			the Operating Unit and Ente	rprise	
	outcomes: This module wi		Module outcomes:		
	develop competencies to		This module will prepare le		
	ounting and be well-ground e, skills, values, principles,		develop competencies to teach accounting and		
	edures relevant to the		grounded in the knowledge		
	learning area, phase of		values, principles, method		
	nal or occupational prac		procedures relevant to the	discipline,	
	will, among other things		subject learning area, phase		
participan		different	professional or occupationa		
	es to teaching and learr ts will have an understand		The module will, among oth ground participants in refl		
	e appropriate to the special		different approaches to tea		
momoag	s appropriate to the opeoids	Zation.	learning. The participants wi		
			understanding of the k		
			appropriate to the specializa		
	f delivery: Full Time		Method of delivery: Full Ti	me	
	ent modes:		Assessment modes:		
Module code:-	Semester 1:EESC411	NQF level:	Semester 2:EESC412	NQF level:	
Title: Clir	natology		Title: Geomorphology		
	Climatology		Content: Geomorphology		
	eral atmospheric circulation	٦.	Material of the earth's crust The litheaphage and plate.		
	uds and clouds formation;		 The lithosphere are 	nd plate	
	rmodynamics;		tectonics		
	ospheric energy balance; general circulation of the se	a. 4h a	 Introduction: the significance of understanding soils 		
	isphere;	Juliem	Soil Resources:		
	ospheric circulation and we	ather	Soil Resources:✓ Soil formation,		
	Southern Africa;		 ✓ Soil properties, 		
	e weather-producing proce	sses and	✓ Soil processes,		
,	ems;		✓ Soil classification✓ South African So		
	ather systems producing we	and dry	✓ Soil erosion.	nio,	
spel	is; ather forecasting in Souther	n Africa	✓ Soil conservation	n	
	outcomes: To introduce st		Module outcomes: To	o equip	
	spheric circulation of the		students with competer	- 1-1	
hemisphe	re particularly in Southern	Africa. It	understanding the interrela	ationships	
	critical way of thinking		between human and the		
atmosphe		seasonal	environment. It offers a critic		
cnaracteri	stics and weather forecasting	ng.	S .	nospheric	
			processes, geomorpholo hydrological processes.	gy and	
Method o	f delivery: Full Time		Method of delivery: Full Tir	ne	
	. acarony. i all fillio				

A			1	Assessment of the	1
		ent modes:	NOT	Assessment modes:	NOT
Mod		Semester 1:EESE411	NQF	Semester 2:EESE412	NQF
code		namin Edua (* 44	level:	Title: France 1 F.L. 1	level:
litle		onomics Education 4A		Title: Economics Education	
		itent:		Content: International	<u>Trade</u> :
1.		fect competition.		Reasons for Interpretation	
	-	Demand for the product.		supply side analysis; dem	
	_	Supply curve of the firm.		analysis; integration of der supply. International	
	-	Long term equilibrium of t		Exchange rates; exchange	
	-	Impact of changes in the	e scale of	system; development of	
2.	Mor	production.		system and financial rand; b	
۷.	IVIOI	netary Policy	aliau	payments. Protection: Argur	
	_	Objectives of Monetary Po		protection; tariffs and tariffs	
	_	Monetary Policy Instrume	nis.	general agreement on ta	
	_	Money Supply targets. The problems with the Po	liov		economic
3.	- Don	nand for and Supply of Mon		integration: theory of custor	ms union,
٥.	_	Demand for Money.	ey.	market expansion, scale be	
	_	Supply of Money.		competition savings, invest	
	_	Equilibrium in the Money i	market	risks; labour, natural resou	
4.		ancial institutions.	mainet.	entrepreneurship; regional	
٦.	_	South African Reserve Ba	nk	integration. International Tra	
	_	Commercial Banks.	ariik.	importance of Internation	
		Land and Agricultural Ban	, k	Policy; the General Agree	
		Industrial Development Co		Tariffs and Trade; South Trade Policy; reform of Inter-	
		(IDC).	orporation	Trade Policy, reloint of life	emalionai
	_	(- /	elopment	Trade Policy	
		Corporation(SBDC)	Ciopinicit		
5.	Fisc	al Policy.			
•	_	Fiscal Policy as a concept	t.		
	_	Fiscal Policy Instruments.			
	_	Co-coordinating Fisca			
		Monetary Policies			
		outcomes: To equip stud		Module outcomes: To	enhance
		e and skills to address th		students' understanding of the	,
		in Economics. To equip stud			Economic
		engaging critically with	economic	p	ofield of
		nd principles		International Trade.	
		of delivery: Full Time		Method of delivery: Full Time	
		ent modes:		Assessment modes:	
Mod code	e:-	Semester 1:EPEC411	NQF level:	Semester 2:EPEC412	NQF level:
Title	: Life	e Orientation Civic Education	n	Title: Life Orientation Guidance	Career
Con	tent:	Civic Education, Componen	ts of Civic	Content: Introduction to t	he global
	cation			economy; theories of	•
Cons	stituti	on, Rights and responsil			lue-based
		Creating a human rights		multicultural approach to	career
		humans rights, Civic edu	ucation in	counselling and advocacy	
scho	ols.			development for learners wi	•
				needs; assessment in	
				counselling; using inform	
					elopment;
				preparing for work	
		outcomes: To equip stud		Module outcomes: To	
		ledge, skills and disposition		students to the fields of	
		consible citizens who partic		information, career educa	,
ın a	aemo	ocratic society. To assist st	udents to	career counselling so as to e	
				establishment of various	
					173

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	nd the Constitution that repre and needs of all South Afric		effective educational strategies dedicated to the study of careers. To	
intorosts t	and needs of all coult / line	ans.	ensure the relevance of the career	
			educator in the school.	
Method o	of delivery: Full Time		Method of delivery: Full Time	
	ent modes:		Assessment modes:	
Module	Semester 1:ESPB411	NQF	Semester 2: ESPB412	NQF
code:-		level:		level:
Title: Life	Sciences Education		Title: Life Sciences	(Cellular
			processes and introdu	iction to
0	The -tt	DNA	genetics)	
	The structure and replication		Content: To enhance the understanding of the	
function of RNA, protein synthesis, theory of		composition of tissues of p		
evolution, biotechnology and genetic engineering.		appreciate structural adapta		
ongoo	.9.		in roots, stems, leaves and	
Module (outcomes: To equip stud	dents with		Continuous
practical s	skills needed to facilitate eff	fectively in	formative assessment	through
the life sc	ience classes		participation in class, as	
			(academic and profession	
				summative
			assessment through exami November	mations in
Method o	of delivery: Full Time		Method of delivery: Full Ti	ime
	ent modes:		Assessment modes:	1110
	Semester 1:ESMT411	NQF	Semester 2:ESMT412	NQF
code:-		level:		level:
Title: Ma	thematics Calculus (Differe	ntiation)	Title: Ma	athematics
			Calculus(Integration)	
	Cell structure and function,			emonstrate
	n circulation excretion rel			
	respiration, circulation, excretion, reproductive system, skeletal system.		understanding of integra	ation and
system, s	keletal system.		transcendental function.	
system, s Module	keletal system. outcomes: To develop	students	transcendental function. Module outcomes: C	Continuous
system, si Module understan	keletal system. outcomes: To develop iding of how the hum	students nan body	transcendental function. Module outcomes: Control formative assessment	Continuous through
system, si Module understan functions	keletal system. outcomes: To develop	students nan body	transcendental function. Module outcomes: Commative assessment participation in class, as	Continuous through signments
system, si Module understan functions	keletal system. outcomes: To develop ding of how the hum and how life choices impact	students nan body	transcendental function. Module outcomes: Control formative assessment participation in class, as (academic and profession presentations,	Continuous through signments onal) and summative
system, si Module understan functions	keletal system. outcomes: To develop ding of how the hum and how life choices impact	students nan body	transcendental function. Module outcomes: Control formative assessment participation in class, as (academic and professic presentations, assessment through exami	Continuous through signments onal) and summative
system, si Module understan functions and susta	keletal system. outcomes: To develop iding of how the hum and how life choices impact inable living	students nan body	transcendental function. Module outcomes: Control formative assessment participation in class, as (academic and professic presentations, assessment through examinations).	Continuous through signments onal) and summative inations in
system, si Module understan functions and susta	keletal system. outcomes: To develop iding of how the hum and how life choices impact inable living	students nan body	transcendental function. Module outcomes: Control formative assessment participation in class, as (academic and profession presentations, assessment through examin November Method of delivery: Full Times.	Continuous through signments onal) and summative inations in
system, si Module understan functions and susta Method c Assessm	keletal system. outcomes: To develop ding of how the hum and how life choices impact inable living of delivery: Full Time ent modes:	students nan body t on health	transcendental function. Module outcomes: Commative assessment participation in class, as (academic and profession presentations, assessment through examin November Method of delivery: Full Tile Assessment modes:	Continuous through signments onal) and summative inations in
system, si Module understan functions and susta Method of Assessm Module	keletal system. outcomes: To develop iding of how the hum and how life choices impact inable living	students nan body t on health	transcendental function. Module outcomes: Control formative assessment participation in class, as (academic and profession presentations, assessment through examin November Method of delivery: Full Times.	Continuous through signments onal) and summative inations in
system, si Module understan functions and susta Method c Assessm Module code:-	keletal system. outcomes: To develop iding of how the hum and how life choices impact inable living of delivery: Full Time ent modes: Semester 1:EESH411	students nan body t on health NQF level:	transcendental function. Module outcomes: Control formative assessment participation in class, as (academic and professic presentations, assessment through exami November Method of delivery: Full Tile Assessment modes: Semester 2:EESH412	Continuous through signments onal) and summative inations in
Method of Assessm Module understan functions and susta	keletal system. outcomes: To develop ding of how the hum and how life choices impact inable living of delivery: Full Time ent modes:	students nan body t on health NQF level:	transcendental function. Module outcomes: Control formative assessment participation in class, as (academic and professic presentations, assessment through exami November Method of delivery: Full Ticksessment modes: Semester 2:EESH412 Title: Heritage Studies	Continuous through signments onal) and summative inations in time
Method of Assessm Module Method of Assessm Module code: Title: the Content:	weletal system. outcomes: To develop ding of how the hum and how life choices impact inable living of delivery: Full Time ent modes: Semester 1:EESH411 Changing World and Ideole	students nan body t on health NQF level: ogies	transcendental function. Module outcomes: Contential function. Module outcomes: Contential function. formative assessment participation in class, as (academic and professic presentations, assessment through exami November Method of delivery: Full Ti Assessment modes: Semester 2:EESH412 Title: Heritage Studies Content: Heritage Studies interdisciplinary field of se	Continuous through signments onal) and summative inations in time NQF level: es is an study that
Method of Assessm Module code:- Title: the Content:	weletal system. outcomes: To develop ding of how the hum and how life choices impact inable living of delivery: Full Time ent modes: Semester 1:EESH411 Changing World and Ideol Orientation to the module	students nan body t on health NQF level: ogies concepts,	transcendental function. Module outcomes: Control formative assessment participation in class, as (academic and professic presentations, assessment through exami November Method of delivery: Full Ticksessment modes: Semester 2:EESH412 Title: Heritage Studies	Continuous through signments onal) and summative inations in time NQF level: es is an study that
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Method of Assessm Module code:- Title: the Content: Some of orientation French R and the tr and imper World War The Sovie The Global Module develop in related to students underlying underlying module	weletal system. outcomes: To develop ding of how the hum and how life choices impact inable living of delivery: Full Time ent modes: Semester 1:EESH411 Changing World and Ideolo Orientation to the module for the basic Historical ins, ideologies etc. The Evolution. The Industrial fransformation of society. Corricilism - The Scramble for Air I – Nationalist Tensions. et Union. World War II. al Age since 1945. outcomes: The module outcomes: The	students an body to n health NQF level: ogies concepts, fira of the Revolution plonization Africa. aims to the themes to equip dynamics	transcendental function. Module outcomes: Of formative assessment participation in class, as (academic and professic presentations, assessment through exami November Method of delivery: Full Title: Heritage Studies Content: Heritage Studies Content: Heritage Studies interdisciplinary field of stakes a critical look at the preserve, present and par heritage. History and Herinterrelated; one cannot be without the other. Module outcomes: The aim of the module i firstly, to develop an awa	Continuous through signments continuous through signments continuous continuo

Method of delivery: Full Time						
Method of delivery: Full Time						
Assessment modes Semester 1:EESG411 NQF level: Title: Water Resources Management Title: Population Geography	Method o	f delivery: Full Time			Time	
Module Semester 1:EESG411 NQF level: Title: Vegulation Geography					TIITIC	
Itele: Water Resources Management			NQF		NQF	
Content: - Hydrology and water resources (drainage basin system); - Introduction to water resources and hydrology; - The river catchment: general concepts, catchments as integrated hydrological systems, identifying catchment boundaries; - Water quality & water resource quality; - Groundwater: the hidden resource; - Rainfall patterns and runoff in South Africa. Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography education. Method of delivery: Full Time - Assessment modes: Module Semester 1:ESDF411 NQF level: Title: Technology Education Content: Knowledge, design and application of machines, introduction, application and basic programming in robotics. Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Content: Water and the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems.	code:-		level:		level:	
- Hydrology and water resources (drainage basin system); - Introduction to water resources and hydrology; - The river catchment: general concepts, catchments as integrated hydrological systems, identifying catchment boundaries; - Water quality & water resource quality; - Groundwater: the hidden resource; - Rainfall patterns and runoff in South Africa. Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography education. Method of delivery: Full Time - Assessment modes: Module Semester 1:ESDF411 NQF level: Title: Technology Education Content: Knowledge, design and application of machines, introduction, application and basic programming in robotics. Module outcomes: To develop students understanding of the principles underpinning of machines, introduction, application and the polication of the concept of citizenship; history of South African treads in citizenship education: the Puk, USA and RSA; Citizenship education: the Puk, USA and RSA; Citizenship education: the Puk, USA and RSA; Citizenship education: the Puk, USA and RSA; Citizenship education: the Puk, USA and RSA; Citizenship education: the Puk, USA and RSA; Citizenship education: the Puk, USA and RSA; Citizenship education: the Puk, USA and RSA; Citizenship education: the Puk, USA and RSA; Citizenship education: the Puk, USA and RSA; Citizenship education: the Puk, USA and RSA; Citizenship education: the Puk, USA and RSA; Citizenship education in post-apartheid South African schools. Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To equip the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To equip the principles underpinning of machines and mechanical components and the	Title: Wa	iter Resources Managemen	t	Title: Population Geograp	ohy	
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The river catchment: general concepts, catchments as integrated hydrological systems, identifying catchment boundaries; Water quality & water resource quality; Groundwater: the hidden resource; Rainfall patterns and runoff in South Africa. Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography education. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Module Semester 1:ESDF411 NQF level: Title: Technology Education Content: Knowledge, design and application of machines, introduction, application and basic programming in robotics. Title: Life Orientation: Citizenship Education: Content: Knowledge, design and application of machines, introduction, application and basic programming in robotics. Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To enable trends in citizenship education: the new 'patriotism' or 'cosmopolitanism'; the future of citizenship education in South African schools. Module outcomes: To enable trends in citizenship education in South African schools. Module outcomes: To enable trends in citizenship education in Post-apartheid South Africa and in other democracies around the world; to provide an en	hydrology;			position of		
systems, identifying catchment boundaries; - Water quality & water resource quality; - Groundwater: the hidden resource; - Rainfall patterns and runoff in South Africa. Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography education. Method of delivery: Full Time	 The river catchment: general concepts, 					
boundaries; Water quality & water resource quality; Groundwater: the hidden resource; Rainfall patterns and runoff in South Africa. Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography education. Method of delivery: Full Time Assessment modes: Module Semester 1:ESDF411 NQF level: Title: Technology Education Content: Knowledge, design and application of machines, introduction, application and basic programming in robotics. Title: Life Orientation: Citizenship Education Content: Lefinition of the concept of citizenship; instory of South African citizenship education: the UK, USA and RSA; Citizenship education in post-apartheid South Africa; Modern trends in citizenship education: the UK, USA and RSA; Citizenship education: the new 'patriotism' or 'cosmopolitanism'; the future of citizenship education in South African schools. Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To equip students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To equip students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To equip students with competencies relating to population dynamics, cultural environment where students can evaluate modern trends in citizenship education and understand its relevance to present day South Africa. Method of delivery: Full Time Assessment modes: Instructional			logical			
- Water quality & water resource quality; - Groundwater: the hidden resource; - Rainfall patterns and runoff in South Africa. Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography education. Method of delivery: Full Time Assessment modes: Module Semester 1:ESDF411 NQF level: Title: Technology Education Content: Knowledge, design and application of machines, introduction, application and basic programming in robotics. Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Method of delivery: Full Time Assessment modes: Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To enable students to think critically and logically about the development of the concept of citizenship in the future of citizenship of uncomes: To enable students to think critically and logically about the development of the concept of citizenship in critically and logically about the development of the concept of citizenship over the years in South Africa and in other democracies around the world; to provide an environment where students can envaluate modern trends in citizenship education and understand its relevance to present day South Africa. Method of delivery: Full Time Assessment modes: Instructional				 Sources of demogra 	phic data	
- Groundwater: the hidden resource; - Rainfall patterns and runoff in South Africa. Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography education. Method of delivery: Full Time		•	quality:			
Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography education. Method of delivery: Full Time						
Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography education. Method of delivery: Full Time Assessment modes: Module code:- Title: Technology Education Content: Knowledge, design and application of machines, introduction, application and basic programming in robotics. Content: Knowledge, design and application of machines, introduction, application and basic programming in robotics. Content: Whow the defivery: Full Time between the decaption of machines introduction, application and basic programming in robotics. Content: Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To equip students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To equip students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems. Module outcomes: To equip to population of population of the concept of citizenship over the years in South Africa and in other democracies around the world; to provide an environment where students can evaluate modern trends in citizenship education and understand its relevance to present day South Africa. Method of delivery: Full Time Assessment modes: Instructional	- Rair	nfall patterns and runoff in S	South			
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methods include lectures, small group	Assessm	ent modes:		Assessment modes:	nstructional	
				methods include lectures,	small group	

			discussions, independent learning and research.
	Semester 1:EPPD411	NQF	Semester 2: NQF
code:-		level:	level:
Title: Li	fe Orientation Personal a	nd Social	Title:
Developm	ent		
Content:	The content to be covered	ed aim at	Content:
	g positive attitudes and		
	and social aspects. Mair		
	pasic ways to achieve		
	s, independence and succe		
	cation Skills, Personal	,	
	and Appearance, Under and Emotions, Ways to		
	Feelings and Emo		
	nent of self-esteem		
	nip, Problem Solving Skil		
	ntal Health, Drug Educatio		
	ucation, and School		
Programn	ne.		
Module	outcomes: The purpose	of this	Module outcomes:
module is	to introduce the student to t	he origins	
	cognition, the evolving se	lf-concept	
and searc	h for identity in children.		
Method o	f delivery: Full Time		Method of delivery: Full Time
Assessm	ent modes:		Assessment modes:

FED.13.2.3. MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION - EBDIS3 FED13.2.3.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelor of E Education				
Module code	Descriptive name	Credits	NQFL	Pre/Co requisite
ELLL111	Academic Literacy 1A (Language)	80	5	NONE
EFIT111	Ideologies and trends in Education	08	6	NONE
ESPS111	Natural Science and Technology 1A (Process Skills, Technology and Society)	12	6	NONE
ESPC111	Natural Science and Technology 1C (Physical and Chemical properties of Matter)	12	6	NONE
ESMT111	Mathematics 1A(Algebra)	12	6	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	6	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
ESGC112	Natural Science and Technology 1B (Graphic and Communication Design)	12	6	NONE
ESMM112	Natural Science and Technology 1D (Mechanics and Mechanical Systems)	12	6	NONE
ESMT112	Mathematics 1B(Figures and Shapes)	12	6	NONE
EPDL211	Human Development & Learning	08	6	NONE
ESEE211	Natural Science and Technology Education 2A(Energy and Energy Transfers)	12	6	ESPS111
ESTE211	Natural Science and Technology 2C (The Earth and Chemical Processes)	12	6	ESPC111

ESMT211					
ESWS212	ESMT211		12	6	ESMT111
ESEM212 Natural Science and Technology 12 6 ESMT112	ECTL212	Teaching & Learning Strategies	08	6	NONE
ESEM212 Natural Science and Technology Education 2D(Electromagnetism) 12 6 ESMT112 ESMT212 Mathematics 2B (Vector, Algebra and Matrices) 12 6 ESMT112 EALM311 School Leadership & Management 08 7 NONE ECAE311 Assessment in Education 08 7 NONE ESMN311 Natural Science Method 3A 12 7 ESPS111 ESGC112 ESPC111 ESGC112 ESPC111 ESGC112 ESPC111 ESMT111 ESMT112 ESSC112 ESPS111 ESSC112 ESSC112 ESSC112 ESSC112 ESSC112 ESSC112 ESSC112 ESSMT112 ESMT112 ESMT111 ESMT111<	ESWS212		12	6	ESMM112
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ECAE311	ESMT212	Mathematics 2B (Vector, Algebra and	12	6	ESMT112
ESMN311	EALM311	School Leadership & Management	08	7	NONE
ESGC112	ECAE311	Assessment in Education	08	7	NONE
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ESGC112	EFMS312	Assessment in Education	08	7	NONE
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Electronics)	EFMS312 ESTM312 ESMT312 ESMT312 ESMN312 EPIE411 ECTP411 ESCB411	Assessment in Education Natural Science Method 3A Technology Method 3A Mathematics Method 3A Inclusive Education Studies Theory & practice of curriculum development Physical Science 4A (Chemical Bonding & Kinetics) Life Sciences 4A: Practical Biological Concepts	08 08 08 08 08 08 16 12	7 7 7 7 7 7	NONE NONE SPS111 ESPS111 ESGC112 ESPC111 ESMT111 ESMT112 ESPS111 ESGC112 ESPC111 ESMT112 ESPC111 ESMT111 ESMT111 ESMT111 ESMT112 NONE NONE ESTE211 ESTE211
ESBS411 Life Sciences (Biological Systems) 12 7 ESTE211	EFMS312 ESTM312 ESMT312 ESMT312 ESMN312 EPIE411 ECTP411 ESCB411 ESCB411 ESDF411	Assessment in Education Natural Science Method 3A Technology Method 3A Mathematics Method 3A Inclusive Education Studies Theory & practice of curriculum development Physical Science 4A (Chemical Bonding & Kinetics) Life Sciences 4A: Practical Biological Concepts Technology 4A	08 08 08 08 08 16 12 12	7 7 7 7 7 7 7	NONE NONE ESP\$111 ESGC112 ESPC111 ESMT111 ESMM112 ESMT112 ESP\$111 ESGC112 ESPC111 ESMT111 ESMT111 ESMT111 ESMT111 ESMT111 ESMT111 ESMT111 ESMT111 ESMT112 NONE NONE ESTE211 ESTE211 ESEE211 ESEE211 ESEE211 ESEMZ12
	EFMS312 ESTM312 ESMT312 ESMT312 ESMN312 EPIE411 ECTP411 ESCB411 ESCB411 ESDF411 ESMT411	Assessment in Education Natural Science Method 3A Technology Method 3A Mathematics Method 3A Inclusive Education Studies Theory & practice of curriculum development Physical Science 4A (Chemical Bonding & Kinetics) Life Sciences 4A: Practical Biological Concepts Technology 4A Mathematics 4A:Differential Calculus Physical Science (Advanced	08 08 08 08 08 08 16 12 12 12	7 7 7 7 7 7 7 7	NONE NONE ESP\$111 ESGC112 ESPC111 ESMT111 ESMM112 ESP\$111 ESP\$111 ESPC111 ESMT111 ESMT111 ESMT111 ESMT111 ESMT111 ESMT111 ESMT111 ESMT111 ESMT112 NONE NONE ESTE211 ESTE211 ESEE211 ESEE211 ESEE211 ESEM212 ESMT211

ESIT411	Technology (ICT Technologies)	12	7	ESEE211
ESMM411	Mathematics 4A: (Statistics)	12	7	ESMT211
EAMS412	Management of School Systems &Extra-curricular Activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	7	NONE
ESCR412	Physical Science 4B	12	7	ESTE211
ESPG412	Life Sciences 4B :Cellular Processes and Genetics	12	7	NONE
ESEC412	Technology 4B (Electronic Circuits, Components and Sensors)	12	7	ESTE211 ESEM212
ESMT412	Mathematics 4B: Integral Calculus	12	7	ESMT211 ESMT212
ESMP412	Physical Science 4B (Modern Physics)	12	7	ESEM212
ESBP412	Life Sciences 4B (Biological process in plants)	12	7	ESWS212
ESAT412	Technology 4B (Advanced technology design)	12	7	ESEM212
ESMM412	Mathematics Transformational Geometry	12	7	ESMT211
ETSE100	School Experience 1	16	7	NONE
ETSE200	School Experience 1	32	7	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED13.2.3.2 QUALIFICATION NAME: BACHELOR OF EDUCATION: IP AND SP (MATHS SCIENCE AND TECHNOLOGY) EBDIS 3

First semester			First semester			First semeste	r		First semester		
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr_	Module code	Core/	Cr 🖊
	Ancillary/	#		Ancillary/	1		Ancillary/			Ancillary/	/
ELLL111	С	08	EPDL211	С	98	EALM311	С	08	EPIE411	С	08
EFIT111	С	08	ESEE211	С	12	ECAE311	С	08	ECTP411	С	16
ESPS111	С	1/	ESTE211	С	12	ESMN311	С	12	Any two of the fo	llowing:	
ESPC111	С	12	ESMA211	С /	12	ESTM311	C /	12	ESCB411	E	2
ESMA111	С	12				ESMA311	C /	12	ESPB411	E	12
									ESDF411	E	12
	/								ESMA411	E	12
	/			/					Any one of the fo	ollowing:	
									ESAE411	E /	12
	/								ESBS411	E /	12
									ESIT411	E /	12
									ESMM411	E /	12
Total 1st		52	Total 1st		44	Total 1st		52	Total 1st		48
Year Level 1			Year level 2			Year level 3			Year level 4		
Second			Second			Second			Second semester		
Module code	Co <mark>r</mark> re/	Cr	Module code	Cor <mark>e</mark> /	Cr	Module code	Corel	Cr	Module code	Core/	Cr
	ncillary/			Aricillary/			Angillary/			Ancillary/	
ESCL112	/ c	08	ECTL212	/ C	08	EDSE312	/ C	08	EAMS412	/ C	08
EPHA112	C	08	ESWS212	C	12	EFMS312	/ C	08	EPRE412	/ C	08
ESGC112	C	12	ESEM212	C	12	ESTM312	/ C	08	Any two of the fo	llowing:	-
ESMM112	С	12	ESMA212	С	12	ESMA312	С	08	ESCR412	/ E	12
ESMA112	С	12	/			ESMN312	С	08	ESPG412	E	12
			/						ESEC412	Е	12
			/						ESMA412	Е	12
									Any one of the fo	llowing:	
									ESMP412	E	12
/									ESBP412	Е	12
									ESAT412	E	12
									ESMM412	Е	12
Total 2nd semester		52	Total 2 nd		44	Total 2nd		40	Total 2 nd semester		40
T T			7		1	ear Modules					
Year Level 1			Year level 2			Year level 3			Year le4		
E7SE100	С	16	E\$TE200		32	SE300		32	ETSE40		32
ear module		16	year module		32	Year module		32	Year module credits		32
Total year level 1		120	otal year level 2		120	Total year level		124	Total year level 4		120
Total credits for	the curriculum										484

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED13.2.3.3 MODULE CONTENT AND OUTCOMES FOR -EBDIS3

INTERMIDIATEAND SENIOR PHASE (MATHEMATICS, SCIENCE AND TECHNO-SEMESTER COURSES					
Module code:-	Semester 1: ESPS111	NQF level	Semester 2: ESGC112 NQ leve		
	atural Science and Tecl kills, Technology and Societ	hnology y)	Title: Natural Science and T (Graphic and Communication		
Content: Process skills: Measurements, observations; etc. exponential notation, precision and accuracy, significant figures. Writing of scientific reports. Defining concepts of technology and technology education within the national curriculum. Understanding the technological process and sub processes (design process). The interdisciplinary nature of technology			Content: Drawing and interpretation of graphs. Reading of different scales. Conversion of units. Flow charts and cyclic diagrams. The development of communication technology a historical perspective. Purpose and elements of communication. The skills of graphic communication design. The skills of graphic communication design. Two-and-three. Dimensional drawing techniques including – freehand sketching, line types, block method, shading, drawing instruments, orthographic projection, isometric drawing, oblique, perspective, sections, exploded views, signs and symbols, monograms, procedure charts, scales, dimensioning. Aesthetics – proportion, area division, spatial relationships, related shapes, stylization, colours, texture. Ergonomics-anthropometry		
understand necessary science know the studen process an	outcomes: To develop staining a range of process skills for engaging in the procowledge construction and to use understanding of technol product, and to appreciate of technology for society.	that are cess of develop logy as	Module outcomes: To develop students' graphic communication and design skills.		
Method of	delivery: Full Time		Method of delivery: Full Time		
Assessme assessed b	py means of	ule is	assessment.		
Module code:-	Semester 1: ESPC111	NQF level	Semester 2: ESMM112	NQF level:	
	atural Science and Tecl and Chemical Properties of M	hnology latter	Title: Natural Science and Technology (Mechanics and Mechanical Systems)		
	Matter and materials. Cl Chemical bonding. Proper	hemical rties of	Content: Mechanics (kinematics and dynamics): Motion. Force, work and power. Momentum.		
			Mechanical systems and concepts: Different types of motion in mechanical systems, conversion of motion and force. Knowledge of nature and function		

Module outcomes: To develop st understanding of chemical and properties of matter and how materia these properties can be processed products.	of: wheels; axles; gears; pulleys; cranks; cams; levers; clutches, coupling; bearings; screws. Knowledge of speed ratios; mechanical advantage; moments. Module outcomes: To develop students' understanding of principles underpinning motion, functioning of machines and mechanical components and the application of this knowledge in the design of mechanical systems		
Method of delivery: Full Time		Method of delivery: Full Tim	е
Assessment modes: This mod assessed by means of examination		Assessment modes: This assessed by means of 50% assessment. 50% assessment.	
Module Semester 1: ESMA111 code:-	NQF level	Semester 2: ESMA112	NQF level:
Title: Mathematics 1A (Algebra)		Title: Mathematics 1A (Fi Shapes)	gures and
1. Numbers and number concepts Fractions Percentage Exponents Ratio and proportion Time 2. Mensuration Angles Polygons Prisms, pyramids and spheres Volume 3. Logarithms Properties and laws of logarithms Logarithmic expressions Logarithmic equations Applications of logarithms Absolute value and inequalities Linear, quadratics and rational inequalities Linear, quadratics and rational inequalities Absolute value equations and inequalities Algebraic expressions and equation Rationalizing Partial fractions Factor and remainder theorems Long divisions and synthetic divisi		1 Matrices - Basic operations - Determinants - Minors and cofactors 2 Geometry - Analytic geometry - Circle geometry 2 Linear programming 3 Trigonometry - Pythagoras rule and Py identities - Sine and cosine formula - Area of any triangle - Compound angles - Sum to product formula - Graphs of trig functions - Trigonometric equations 4 Transformations - Reflection - Enlargement - Rotation - Translation - Shear and stretch	e

Module outcomes: On successful completion Module outcomes: On successful of the module, students should be able to ... completion of the module, students should be able to ... Demonstrate basic understanding of mathematical concepts. Demonstrate knowledge and understanding of geometrical Identify, describe and classify the world concepts. through two-dimensional and three-Apply geometrical concepts to dimensional objects. solve problems in mathematics. Apply mathematical knowledge and Transform geometrical shapes skills in solving problems in various and graphs. contexts. Demonstrate competence in using technology efficiently and effectively in mathematics. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module Assessment modes: assessed by means of:-Lectures (face to face, limited Lectures (face to face, limited interaction interaction or technologically or technologically mediated) mediated) Practicals (laboratory work, applying and Practicals (laboratory work, investigating theoretical knowledge, applying and investigating development of experimental theoretical knowledge. techniques) development of experimental Tutorials: individual groups of 30 or less techniques) Tutorials: individual groups of 30 Syndicate groups or less Practical workplace experience (experiential learning/work-based Syndicate groups Practical workplace experience learning etc.) Other (specify): Tests and Examination (experiential learning/work-based learning etc.) Other (specify): Tests and Examination Semester 2: ESWS212 NQF Module Semester 1: ESEE211 NQF code:level level: Natural Science and Title: Natural Science and Technology Title: Technology (Energy and Energy Transfers) (Waves, Sound and Light) Content: Temperature of the Zeroth law of Content: Waves, sound and light; thermodynamics, Heat, the kinetic theory of geometrical optics, spectacles/lenses, gases, molecular model of an ideal gas, response and coordination, Senses and interpretation of temperature, energy flow and nervous systems, hormones energy conservation, nuclear coal-fired, solar, wind, wave, geo-thermal. Module outcomes: To develop students' Module outcomes: To develop understanding of energy transfer in chemical, students' understanding of waves, biological sound and light and their contribution to physical, processes technological systems. life and technological advancement. Method of delivery: Full Time Method of delivery: Full Time This module Assessment modes: This module is Assessment modes: is assessed by means of assessed by means examination.....

Module code:-	Semester 1: ESTE211	NQF level	Semester 2: ESEM212	NQF level:	
	ural Science and Technology cal Processes	/ (Earth	Title: Natural Science and T	echnology	
Buffers, Ea	Concepts of a mole, acids Bas irth and beyond, Ecosystem, s, Water cycle, Carbon cyc icle.	Human	Content: Electricity and magnetism, circuit concepts and components, control devices, output devices, control logic and rectification.		
understand	outcomes: To develop st ding of chemical processes a set of related systems.		Module outcomes: To students' understanding of ele magnetic properties of m practical application of electric	atter and	
Method of	delivery: Full Time		Method of delivery: Full Tim	е	
Assessme assessed b	ent modes: This mode by means of	ule is	Assessment modes: This massessed by means of exami		
Module code:-	Semester 1: ESMA211	NQF level	Semester 2: ESMA212	NQF level:	
Title: M functions)	athematics 2A (Set, theorem	ry and	Title: Mathematics 2B (Vector and Matrices)	or, Algebra	
subsets, Al of Venn di	system and exercises, se gebra of sets, Assignment on lagrams Cartesian product of ble sets, Set theory intro Functions.	Content: Instructional methods include lectures, group discussions, independent learning and research/study projects			
on the theo the mather formal met	n pre-service teachers, kno ory of sets. This module empl matical theory of sets. This shods of proof and applied p hniques related to sets.	hasizes entails	Module outcomes: To develop students understanding of matrices and vectors algebra. Solving systems of equations, matrices, Crammer's rule, vectors in 2D and 3D.		
Method of	delivery: Full Time		Method of delivery: Full Time		
assessmer professiona	ent modes: Continuous format the through participation in cla assignments (academic and al) and presentations, summa through examinations in Ju	Assessment modes: This module is assessed by means of examination			
Module code:-	Semester 1: ESTM311	NQF level	Semester 2: ESTM312	NQF level:	
Title: Tecl	nnology Method		Title: Technology Method (Intermediate Phase)		
Content: Understanding policy documents, instructional approaches (behaviourism and constructivism), planning for teaching technology and relationship between science and technology.			Content: Teaching technology: projects and case studies; assessment.		

Module outcomes: To prepare prospective technology education teachers to become competent in teaching methods of technology.			Module outcomes: To develop specialist skills and competences relevant to the teaching, learning and assessment of technology education in the GET Band.		
Method of	delivery: Full Time		Method of delivery: Full Tim	е	
Assessme assessed b	nt modes: This model by means of	ule is	Assessment modes: This assessed by	module is	
Module code:-	Semester 1: ESMA311	NQF level	Semester 2: ESMA312	NQF level:	
Title: Math	nematics Method		Title: Mathematics Method		
Content: Mathematics: definitions, purpose and scope, planning for mathematics lesson, types of assessment in mathematics.			Content: Generics of teaching, classroom practice, Strategies for teaching Mathematics, Knowledge for Teaching Mathematics and Designing Learning Programmes for Mathematics.		
Module ou	tcomes:		Module outcomes:		
	trate the understanding of th ge which underpin Mathemat		To be able to select and use appropriate teaching and learning strategies and apply a variety of these with emphasis on multi step and non-routine problems.		
Method of	delivery: Full Time		Method of delivery: Full Time		
assessmer assignmen	nt modes: Continuous fo tt through participation in ts (academic and profession ns, summative assessment in ns in June.	class, al) and	Assessment modes: Continuous formative assessment through participation in c lass, assignments (academic and professional) and presentations, summative assessment through examinations in November.		
Module code:-	Semester 1: ESMN311	NQF level	Semester 2: ESMN312	NQF level:	
Title: Seni	or Phase Natural Science M	ethod	Title: Senior Phase Natural Science Method		
Managing laboratory, education, planning an	policy documents, learning the descent presentation.	s and nmental heories,	Content: Forms of assessment: baseline, diagnostic, formative, and summative.		
Module outcomes: To equip students' with knowledge and skills needed to effectively facilitate at Intermediate and Senior Phase levels.			Module outcomes: To develop a competent educator in assessment practices in the Intermediate and Senior Phase classes.		
Method of	delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed by means of			Assessment modes: This module is assessed by		
Module code:-	Semester 1: ESIT411	NQF level	Semester 2:ESPG412	NQF level:	

	hnology(ICT Technologies)		Title: Life Sciences Education		
Content: and interne	Computer fundamentals, Met.	icrosoft	Content: To develop specialist skills and competences relevant to the teaching, learning and assessment of technology education in the GET Band.		
Module outcomes: To develop students' knowledge, understanding and skills of the role of ICT in technology education and to apply these skills in the facilitation of technology education for the GET Band.			Module outcomes: Continuous formative assessment test, assignments, class presentation; summative assessment through examinations in November.		
	delivery: Full Time		Method of delivery: Full Tim	е	
Assessme	ent modes:		Assessment modes:		
Module code:-	Semester 1: ESCB411	NQF level	Semester 2: ESEC412	NQF level:	
Title: Phys	sical Sciences Education (Ch	emical)	Title: Technology (Electroni components and sensors)	c Circuits,	
properties	amics, chemical kinetics, d	nemical	Content: Control circuits and devices, logic controls, rectification, circuit design, circuit construction and soldering, circuit testing		
Module outcomes: To develop students understanding of advanced chemistry principles and practical skills.		Module outcomes: To enhance students in understanding of complex electronic circuits, components and sensors and gain practical skills in designing and making of electronic circuits.			
Method of	delivery: Full Time		Method of delivery: Full Time		
Assessme	ent modes:		Assessment modes:		
Module code:-	Semester 1: ESPB411	NQF level	Semester 2: ESBP412	NQF level:	
Title: Life	Sciences Education		Title: Life Sciences (Cellular Processes and introduction to Genetics)		
Content: The structure and replication of DNA, function of RNA, protein synthesis, theory of evolution, biotechnology and genetic engineering.		Content: Reproductive patents and diversity, patterns of structure and function, indigenous and alien plants in our environment.			
Module outcomes: To equip students with practical skills needed to facilitate effectively in the life science classes		Module outcomes: To enhance the students understanding of the cellular composition of tissues of plants and appreciate structural adaptation seen in roots, stems, leaves and fruits.			
Method of	delivery: Full Time		Method of delivery: Full Time		
Assessme	ent modes:		Assessment modes: This module is assessed by means of continuous formative assessment through participation in class, assignments		

			(academic and professional) and presentations, summative assessment through examinations		
Module code:-	Semester 1: ESDF411	NQF level	Semester 2: ESMP412 NQF level:		
Title : Tec	hnology Education		Title: Life Sciences (Cellular Processes and introduction to Genetics)		
machines,	Knowledge, design and applic introduction, application and ng in robotics.		Content: Reproductive pa diversity, patterns of struc- function, indigenous and alie our environment.	cture and n plants in	
understand machines a application	putcomes: To develop s ding of the principles underpit and mechanical components of this knowledge to desi chanical systems.	nning of and the	Module outcomes: To en students understanding of the composition of tissues of pappreciate structural adaptation roots, stems, leaves and fruits	he cellular plants and on seen in	
Method of	delivery: Full Time		Method of delivery: Full Tim	ne	
Assessme	ent modes:		Assessment modes: This module is assessed by means of Instructional methods include lectures, group discussions, independent learning and research/study projects.		
Module code:-	Semester 1: ESMA411	NQF level	Semester 2: ESMA412 NQF level:		
Title: Math	nematics Calculus (Differenti	ation)	Title: Mathematics Calculus(Integration)		
respiration	Cell structure and function, dig , circulation, excretion, repro eletal system.		Content: To demonstrate understanding of integration and transcendental function.		
understand and how	Module outcomes: To develop students understanding of how the human body functions and how life choices impact on health and sustainable living		Module outcomes: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November		
Method of	delivery: Full Time		Method of delivery: Full Time		
	nt modes:		Assessment modes:		
Module code:-	Semester 1: ESAE411	NQF level	Semester 2: ESAT412	NQF level:	
Title: Phys Electronics	sical Science Education (Adv s)	anced	Title: Technology Education (Advanced Technology)		
Content: Fluid mechanics analogy electronics, digital electronics			Content: Mechanical, civil, electrical and perspective drawing, computer aided design.		

Module outcomes: To develop students understanding of advanced physics and electronic concepts			Module outcomes: To enhance students understanding and application of complex mechanical, civil and electrical engineering, graphics and design as necessary for the complexion of technological process.		
Method of	delivery: Full Time		Method of delivery: Full Time		
Assessme	nt modes:		Assessment modes:		
Module code:-	Semester 1: ESMM411	NQF level	Semester 2: ESMM412 NQF level:		
	Sciences (Cellular Process n to Genetics)	ses and	Title: Mathematics (Financial Mathematics)		
patterns of	Content: Reproductive patents and diversity, patterns of structure and function, indigenous and alien plants in our environment		Content: To develop students' understanding of financial mathematics.		
Module outcomes: To enhance the students understanding of the cellular composition of tissues of plants and appreciate structural adaptation seen in roots, stems, leaves and fruits.			Module outcomes: To develop students' understanding of financial mathematics.		
Method of	delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November		Assessment modes:			

FED13.2.3.4 MODULE CONTENT AND OUTCOMES FOR - EBDIS3

INTERMIDIATE AND SENIOR PHASE - YEAR MODULES

	INTERMIDIATE AND SENIOR THASE - TEAR MODULES					
Mod	dule code:-	Year Level 4: ESMA400		NQF level: 7		
Title	: MATHEMA	TICS EDUCATION 4	•			
Con	tent:					
1.	Mathematic	s teaching and learning in school				
_	 Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence-based solutions 					
2.		research in Mathematics				
-		research in Mathematics to:				
		and process information				
		te sources of information				
		ss complex problems applying evidence-b r-driven arguments	ased solution	ons and		
3.		evelopment of pedagogical content knowle	edge in Mat	thematics		
_		stemology of Mathematics with Mathemati	•			
_	Addressing	alternative pre- and misconceptions	·			

- 4. Curriculum policies in Mathematics
- Critique curriculum policies in Mathematics
- 5. Reflection on teaching and learning experiences in Mathematics

Module outcomes:

On successful completion of the module, students will be able to...

- Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Mathematics
- Demonstrate the competence needed to use action research in Mathematics
- Reflect on teaching and learning experiences in Mathematics
- Critique curriculum policies in Mathematics

Demonstrate the competence needed to link the epistemology of Mathematics to Mathematics practice.

Method of delivery: Full Time

Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques). Tutorials: individual groups of 30 or less

Syndicate groups. Practical workplace experience (experiential learning/work-based learning etc.)

Other (specify): Tests and Examination

Module code:- Year Level 4: ELZL400

Title: IsiZulu Home Language Education 4

1. IsiZulu Home Language teaching and learning in school

- Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence based solutions
- 2. Classroom research in IsiZulu Home Language
- Use Action research in IsiZulu Home Language to:
 - ✓ gather and process information
 - √ validate sources of information
 - $\checkmark \hspace{0.5cm}$ address complex problems applying evidence based solutions an theory driven arguments

3. Advanced development of pedagogical content knowledge in IsiZulu Home Language

- Link epistemology of IsiZulu Home Language with IsiZulu practices
- Addressing alternative pre- and mis-conceptions
- 4. Curriculum policies in IsiZulu Home Language
- Critique curriculum policies in IsiZulu Home Language
- 5. Reflection on teaching and learning experiences in IsiZulu Home Language

Module outcomes:

- Use elementary statistical information to critically reflect on teaching and learning, and assessment processes in IsiZulu Home Language
- Demonstrate competence to use action research in IsiZulu Home Language
- Reflect on teaching and learning experiences in IsiZulu Home Language
- Critique curriculum policies in IsiZulu Home Language
- Demonstrate competence to link epistemology of IsiZulu with IsiZulu Home Language practices.

NQF level: 7

Method of delivery: Full Time

Assessment modes: This module is assessed by means of examination......

FED.13.2.4. LIFE ORIENTATION AND LANGUAGE EDUCATION - EBDIS4 FED.13.2.4.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelor o Education	f Education: Intermediate and Senio	or - Life or	ientation and	l Language
Module code	Descriptive name	Credits	NQFL	Pre/Co requisite
ELLL111	Academic Literacy 1A (Language)	08	5	NONE
EFIT111	Ideologies & trends in Education	08	6	NONE
ESML111	Mathematical Literacy 1A	08	5	NONE
EPIP111	Life Orientation: Introduction to Psychology 1A	16	6	NONE
ELZN111	isiZulu Language Education 1A	16	6	NONE
ELGN111	English Language Education 1A	16	6	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
ESML112	Mathematical Literacy 1B	08	5	NONE
EPIP112	Life Orientation: Introduction to Psychology 1B	16	6	NONE
ELZN112	isiZulu Language Education 1B	16	6	NONE
ELGN112	English Language Education 1B	16	6	NONE
EPDL211	Human Development & Learning	08	6	NONE
EPPM211	Life Orientation 2A: Physical and Motor Development	16	6	EPIP111
ELZN211	isiZulu Language Education 2A	16	6	ELZN111

ELGN211	English Language Education 2A	16	6	ELGN111
ECTL212	Teaching & Learning Strategies	08	6	NONE
EPHE212	Life Orientation: Health Education	16	6	EPIP112
ELZN212	isiZulu Language Education 2B	16	6	ELZN112
ELGN212	English Language Education 2B	16	6	ELGN112
EALM311	School Leadership & Management	08	6	NONE
ECAE311	Assessment in Education	08	6	NONE
EPLO311	Life Orientation Method 3A	16	7	EPIP111
ELZN311	isiZulu Language Method 3A	16	7	ELZN111 ELZN112
ELGN311	English Language Method 3A	16	7	ELGN111 ELGN112
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EPLO312	Life Orientation Method 3B	12	7	EPIP112
ELZN312	isiZulu Language Method 3B	12	7	ELZN111 ELZN112
ELGN312	English Language Method 3B	12	7	ELGN111 ELGN112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE
EPSP411	Life Orientation: Social and Personal Development	12	7	EPPM211
EPEC411	Life Orientation: Civic Education	12	7	EPPM211
ELZN411	isiZulu Language Education 4A	12	7	ELZN211
ELGN411	English Language Education 4A	12	7	ELGN211

EAMS412	Management of School Systems & Extra-curricular activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	7	NONE
EPEC412	Life Orientation: Career Guidance	12	7	EPHE212
EPCE412	Life Orientation: Citizenship Education	12	7	EPHE212
ELZN412	isiZulu Language Education 4B	12	7	ELZN212
ELGN412	English Language Education 4B	12	7	ELGN211
ETSE100	School Experience 1	16	7	NONE
ETSE200	School Experience 1	32	7	ETSE100
ETSE300	School Experience 3	32	7	ETSE200
ETSE400	School Experience 4	32	7	ETSE300

FED.13.2.4.2 Qualification Name: Bachelor of Education: Intermediate and Senior – Life Orientation and Language EBDIS 4

First semester			First semester			First semester			First semester		
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
	Ancillary/	4		Ancillary/	4		Ancillary/	4		Ancillary/	7
ELLL111		08	EPDL211		08 /	EALM311		08	EPIE411		08
EFIT111		ø 8	EPPM211		16	ECAE311		08/	ECTP411		1 /6
ESML111		/08	Choose any of t	he following:-	/	EPLO311		1/6	EPSP411		/12
EPIP111	/	16	ELZN211		/ 16	Choose any of t	he following:-	/	EPEC411		12
Choose any of	the following	. .	ELGN211	/	16	ELZN311		16	Choose any of t	the following:	
ELZN111		16		/		ELGN311	/	16	ELZN411		12
ELGN111		16					/		ELGN411	/	12
Total 1st semester		56	Total 1st semester		40	Total 1st semester		48	Total 1st semester		60
Year Level 1			Year level 2			Year level 3			Year level 4	/	
Second	/		Second			Second			Second		
semester ESCL112		08	semester ECTL212		08	semester EDSE312		08	semester EAMS412	/	08
EPHA112	/	08	EPHE212	/	16	EFMS312	/	08	EPRE412	/	08
ESML112		08	Choose any of	ho following:	10	EPLO312	/	12	EPEC412	/	12
EPIP112		16	ELZN212	ne ioliowing	16	Choose any of	ho following:		EPCE412	/	12
Choose any of th	o following:	10	ELGN212		16	ELZN312	ine following	12	Choose any of t	ho following:-	12
ELZN112	e following:-	16	/		10	ELGN312		12	ELZN412	life following	40
ELGN112		16	/			/		12	ELGN412		12
Total 2 nd		56	Total 2 nd		40	Total 2 nd		40	Total /2 nd		12 52
semester		20	semester		40	semester		40	semester		52
/			/		Year M	lodules					
Year Level 1			Year level 2			Year level 3			Year Jevel 4		
TSE100	С	16	ESTE200		32	ETSE300		32	ETSE400		32
Year module credits		16	Year module credits		32	ear module credits		32	Year module credits		32
Total year level 1		128	Total year level 2		112	Total year level 3		120	Total year level 4		144
Total credits for	the curriculun	n									504

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.2.4.3 MODULE CONTENT AND OUTCOMES FOR EBDIS4

INTERMIDIATEAND SENIOR PHASE : EMS AND LANGUAGE EDUCATION - STUDY PERIOD ONE - SEMESTER COURSES					
Module code:-	Semester 1: ESML111	NQF level:	Semester 2: ESML112	NQF level:	
Title: Mat	hematical Literacy 1A		Title: Mathematical Literacy 2	2B	
Content: Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae		Content: Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae			
Module Outcomes: To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.		Module Outcomes: To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.			
Method of	f delivery: Full Time		Method of delivery: Full time	е	
assessme assignmer	Assessment modes: Continuous assessment through tests and assignments and a final examination at the end of the semester.		Assessment modes: Continuous assessment through tests and assignments and a final examination at the end of the semester.		
Module code:-	Semester 1: EPIP111	NQF	Semester 2: EPIP112	NQF	
Title: Life Orientation: Introduction to Psychology 1A		level:		level:	
	Orientation: Introduction		Title: Life Orientation: Introduto Psychology 1B	level:	
Psycholog Content: practice of introduction psychology neuroscier and percellearning;	Orientation: Introduction of the of the following study not and backgroun or spychological respection; states of conscion memory; intelligence and language.	on to ry and y units: nd to esearch; ensation usness;	to Psychology 1B Content: Reflection and inte of the theory and practice following study units: motivati emotion; sexuality and gender To introduce students to aspects of the psychodevelopment of children adolescents so as to presponsible management	level: action egration on the ion and r; various ological and promote t of notional al and in	

needs of learners as both individuals and groups within the same classroom.					
Method of	f delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed by means of examination			Assessment modes: This m is assessed by means of examination	odule	
Module code:-	Semester 1: ELZN111	NQF level:	Semester 2: ELZN112	NQF level:	
Title: IsiZ	ulu Language Educatio	on 1A	Title: IsiZulu Language Educ 1A	cation	
Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.			Content: Development of attitudes in student-educators the acquisition of reading, view thinking skills. Exposition to the of prose, short stories, novels essay and drama. The grounding in the essential literation.	through ving and ne study s, formal horough	
educators General reference	Nutcomes: To equip with basic knowle Linguistics with to Syntax, Morr and Phonology.		Module Outcomes: To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.		
Method of delivery: Full Time			Method of delivery: Full time		
	-			C	
reflective v	ent modes: Cor assessment on in class, assignment vriting; Summative assignmentations in June.		Assessment modes: Con	ntinuous through nments, nmative	
formative Participation reflective v	assessment on in class, assignment vriting; Summative asso	through nts, and	Assessment modes: Conformative assessment participation in class, assignand reflective writing; Sun assessment through examina	ntinuous through nments, nmative	
formative Participation reflective withrough ex Module code:-	assessment on in class, assignmen vriting; Summative asso aminations in June. Semester 1:	through hts, and essment NQF level:	Assessment modes: Conformative assessment participation in class, assignand reflective writing; Sun assessment through examina June.	through nments, nmative ations in	
formative Participation reflective withrough ex Module code:- Title: Eng Content: Morphology	assessment on in class, assignmen vriting; Summative asso aminations in June. Semester 1: ELGN111	NQF level: on 1A Syntax, onology	Assessment modes: Conformative assessment participation in class, assignand reflective writing; Sun assessment through examinad June. Semester 2: ELGN112 Title: English Language Edu 1A Content: Development of attitudes in student-educators the acquisition of reading, view thinking skills. Exposition to the of prose, short stories, novels	tritinuous through nments, nmative ations in NQF level: cation critical through wing and ne study s, formal horough	

Method of	f delivery: Full Time		Method of delivery: Full time		
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November.		
Module code:-	Semester 1: EPPM211	NQF level:	Semester 2: EPHE212		
Title: Lif Motor Dev	ie Orientation: Physic elopment	cal and	Title : Life Orientation: Education	Health	
Content: Forms of motion; linear and angular kinetics; fluid mechanics, movement analysis. Aspects concerning physical activities for persons with motor/physical deficiencies and/or disabilities. Classification, characteristics, movement needs and injury prevention of prevalent disorders/disabilities.			Content: The need for health education in schools, Role of a teacher in coordinated school health programs, Physical health and fitness, Infectious and non-infectious diseases, Safety and prevention, Social and emotional health, Sexuality education, Substance abuse, Aging, Dying and Death, Environmental health, Consumer Health.		
module is grounding kinesiology is also the in the body function duselected conditions	toutcomes: The aim to give learners the ne for the further st vand sport bio mechanis study of the following study of the following sy with specific attention uring activity: An introdumovement disorders affecting the human boations to human moven	udy of sm. This systems to their uction to s and ody and	Module outcomes: The main purpose of the module is to provide Life Orientation teachers with knowledge, skills and attitudes necessary to promote health and wellness, prevent diseases among young people and children and provide them with basic understanding of the major principles behind physical activity, health promotion and adherence to exercise (e.g. nutrition, wellness, fitness assessment).		
Method of	delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed by means of examination			Assessment modes: This module is assessed by means of continuous formative assessment through assignments, tests, portfolios, long essays/research paper presentations, and summative assessment through examinations and take home tasks will be used in the program. Summative examination and tasks will be internally moderated.		
Module code:-	Semester 1: ELZN211	NQF level:	Semester 2: ELZN212	NQF level:	
Title: IsiZ	ulu Language Educatio	on 2A	Title: IsiZulu Language Educ 2B	ation	

Content: Development of listening and speaking skills. Understanding of types of spoken text: informative, persuasive, entertaining and instructive texts. Preparation for a speech delivering. Understanding the essentials of Communication process: message, its sender and its receiver. Module Outcomes: To equip student-			Content: Creative writing. Dramatization of stories: play reading, script writing and poetry reading. Responding to films without words. Discussion of books. Understanding various types of stories: adventure, family, misery and historical stories. Understanding parts of a good story, plot, setting, characters, conflict, mood, theme and symbolism. Module Outcomes: To enrich			
identification	with essential skills on and interpretation of a texts and speeches.		student educators with Language Comp communication and thinking sk	IsiZulu etence, ills.		
Method of	f delivery: Full Time		Method of delivery: Full time	Э		
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.				
Module code:-	Semester 1: ELGN211	NQF level:	Semester 2: ELGN212	NQF level:		
Title: Eng	lish Language Educati	on 2A	Title: English Language Educ 2B	cation		
Content:			Content:			
in th - Facil	principles of commun e classroom. itating language learnin sroom.		 Introduction to literature studies. Poetry Novels 			
	eloping listening to impro municative competence		 Short stories 			
mea	oving the speaking skill ns of enhancing municative competence					
prop adve	cal analysis of language aganda, cartoons, ertisements					
with esser English La could app	Module Outcomes: To equip students with essential skills and knowledge in English Language Education so that they could apply these practically to the teaching-learning situation.		Module Outcomes: To provide students with skills and knowledge to analyze literary texts.			
Method of	f delivery: Full Time		Method of delivery: Full time			
			Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in			

through ex	aminations in June.		June.		
Module code:-	Semester 1: EPLO311	NQF level:	Semester 2: EPLO312	NQF level:	
Title: Met	hod of Life Orientation	•	Title: Method of Life Oriental	ion	
Content: Introduction to professional studies; the learner in the classroom; principles of good teaching practice; classroom management, organization and discipline, lesson planning; teaching strategies.			Content: Reflection on the role of the school community, stress and conflict management, leadership and team work, the principles of good teaching, classroom management, organization and discipline and lesson planning in relation to their school experience; and parental involvement. To modify both instructional and assessment strategies to accommodate learners with special needs.		
Module outcomes: To introduce students to the general teaching strategies and principles that promote the development of authentic learning environments through the creation of effective classroom management and organizational practices			Module outcomes: To bu reflect on teaching and strategies used in South classrooms in order to deel students' understanding of between theory and practic explore the issues of special ed in schools.	African coen the link ce. To	
Method of	delivery: Full Time		Method of delivery: Full Time		
	ent modes: This modes by means of examinati		Assessment modes: This module is assessed by means of examination		
Module code:-	Semester 1: ELZN311	NQF level:	Semester 2: ELZN312	NQF level:	
Title: IsiZ	ulu Language Method	3A	Title: IsiZulu Language Meth	od 3B	
Content: Exploration of traditional teaching methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative teaching methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Exploration of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Preparation for a speech delivery. Application of these teaching methods in the micro- teaching laboratory. Design IsiZulu subject framework, work schedule and lesson plans.		Content: Reviewing and reading/ viewing and critical analysis of fiction (literacy narrative in prose or verse. Interpret and implement the national language curriculum policies relevant for IsiZulu additional language education. Selecting the relevant strategies, styles and approaches to IsiZulu additional language education. Language learning. Critical analysis of the language learning programs. IsiZulu writing, design and presenting skills			
educators of the re	atcomes: To empower with the knowledge are elevant methods, pries approaches to t	nd skills nciples,	Module outcomes: To expose students to Additional language cu	lsiZulu urricular	

leiZulu o	s a EAL (Eirst ac	ditional	knowledge skills and values:	and the	
IsiZulu as a FAL (First additional language).			knowledge, skills and values; and the relevant methods, principles, techniques and approaches to IsiZulu additional language education as a whole.		
Method of	f delivery: Full Time		Method of delivery: Full Time	е	
Assessment modes: This module is assessed by means of Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		Assessment modes: This module is assessed by means of examination			
Module code:-	Semester 1: ELGN311	NQF level:	Semester 2: ELGN312	NQF level:	
Title: Eng	lish language Method	3A	Title: English Language Meth	nod 3B	
weaknessed Method Exploration methods. // of languitechniques based, cor Exploration auditory, ki oral learni speech dimethod in Design a framework plans.	Analyses of CAPS. Expander of Manalyses of CAPS. Expander etaching proceeding and approaches of learning styles: inesthetic, tactile and an elivering. Application the micro- teaching labing present end present English, work schedule and	gth and inslation Method. Method. Method. Inicative ploration inciples, so (text-based). Visual, ural and in for a of this protection of the sound o	communicative and genre Intensive review of learning visual, auditory, kinesthetic, tac aural and oral learning Evaluation of lessons by Advanced designing of lessor	issroom modern blication issroom and eaching e and -based, based). styles: ctile and styles. peers. In plans. subject	
Module Outcomes: To empower student educators with the knowledge and skills of the relevant methods, principles, techniques approaches to teaching English as a FAL (First additional language).		Module Outcomes: To enable the students to present effective lessons a schools or micro -teaching laboratory. To enable the student's educators to critique their peers- lessons and their own. To enable students to integrate various teaching methods techniques principles and approaches seamlesslin a lesson. Reviewing with the designing of subject framework, world schedule and lesson plans.			
Method of	f delivery: Full Time		Method of delivery: Full time	Э	
formative participation reflective	assessment on in class, assignmer	nmative	Method of delivery: Full time Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		

Module code:-	Semester 1: EPEC411	NQF level:	Semester 2: EPEC412	NQF level:	
Title: Life	Orientation Civic Edu	cation	Title: Life Orientation Career Guidance		
Content: Civic Education, Components of Civic Education, Aspects of democracy, the Constitution, Rights and responsibilities of citizens. Creating a human rights culture, Protecting humans rights, Civic education in schools.			Content: Introduction to the global economy; theories of career development; value-based multicultural approach to career counselling and advocacy; career development for learners with special needs; assessment in career counselling; using information to facilitate career development; preparing for work		
Module outcomes: To equip students with civic knowledge, skills and dispositions in order to be responsible citizens who participate fully in a democratic society. To assist students to understand the Constitution that represents the interests and needs of all South Africans.			Module outcomes: To introduce students to the fields of career information, career education, and career counselling so as to ensure the establishment of various types of effective educational strategies dedicated to the study of careers. To ensure the relevance of the career educator in the school.		
Method of	f delivery: Full Time		Method of delivery: Full Tim	е	
Assessme	ent modes:		Assessment modes:		
Module code:-	Semester 1: EPSP411	NQF level:	Semester 2: EPCE412	NQF level:	
Title:		•	Title: Life Orientation: Citizer Education	nship	
Content:			Content: Definition of the cor citizenship'; ancient and concepts of citizenship; imp of citizenship; history of South citizenship (1910-1996); Intentrends in citizenship educatio UK, USA and RSA; Citi: education in post-apartheid Africa; Modern trends in citizeducation: the new 'patriot 'cosmopolitanism'; the fut citizenship education in South schools.	modern ortance African national on: the zenship South zenship ism' or ure of	
Module of	utcomes:		Module outcomes: To in students to the conce citizenship/citizenship educa enable students to think critic. logically about the developr the concept of citizenship o years in South Africa and i democracies around the wiprovide an environment students can evaluate moder in citizenship education	tion; to ally and nent of ver the n other orld; to where n trends	

		understand its relevance to present day South Africa			
Method o	of delivery: Full Time	:	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of examination			Assessment modes: This module is assessed by means of continuous formative assessment test, assignments, class presentation; summative assessment through examinations in November.		
Module code:-	Semester 1: ELZN411	NQF level: 7	Semester 2: ELZN412	NQF level: 7	
Title: Isiz	Zulu Language Educa	ition 4A	Title: IsiZulu Language Ed 4B	ucation	
Content: Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of approaches to materials development. A critical review of the role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).			Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of IsiZulu language. Use of IsiZulu language in communication.		
Module Outcomes: To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.			Module Outcomes: To enrich students with academic linguistic knowledge of IsiZulu and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the IsiZulu language		
Method o	of delivery: Full Time	,	Method of delivery: Full ti	me	
Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			
Module code:-	Semester 1 ELGN411	: NQF level:	Semester 2: ELGN412	NQF level:	
Title: En	glish Language Educ	ation 4A	Title: English Language Ed	ducation	
Content: Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of approaches to materials development. A critical review of the role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and			4B Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.		

empathy).	
Module Outcomes: To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.	Module Outcomes: To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.
Method of delivery: Full Time	Method of delivery: Full time
Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June	Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.

FED.13.2.5. SOCIAL SCIENCES AND LANGUAGE - EBDIS5 FED.13.2.5.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelor of	f Education: Intermediate and Senior - So	cial Sciences	and Lang	uage
Module	Descriptive name	Credits	NQFL	Pre/Co
ELLL111	Academic Literacy 1A (Language)	08	5	NONE
EFIT111	Ideologies & trends in Education	08	6	NONE
ESML111	Mathematical Literacy 1A	08	5	NONE
EESG111	Introduction to Geography	16	6	NONE
ELZN111	isiZulu Language Education 1A	16	6	NONE
ELGN111	English Language Education 1A	16	6	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
ESML112	Mathematical Literacy 1B	08	5	NONE
ECHS112	Historical Studies	16	6	NONE
ELZN112	isiZulu Language Education 1B	16	6	NONE
ELGN112	English Language Education 1B	16	6	NONE
EPDL211	Human Development and Learning	08	6	NONE
EESH211	Development of political institutions	16	6	ECHS112
ELZN211	isiZulu Language Education 2A	16	6	ELZN111
ELGN211	English Language Education 2A	16	6	ELGN111
ECTL212	Teaching & Learning Strategies	08	6	NONE
EESG212	Environmental Studies	16	6	EESG111
ELZN212	isiZulu Language Education 2B	16	6	ELZN111
ELGN212	English Language Education 2B	16	6	ELGN111
EALM311	School Leadership & Management	80	7	NONE
ECAE311	Assessment in Education	80	7	NONE
EEMS311	Method of Social Sciences 3A	16	7	ECHS112

ELZN311	isiZulu Language Method 3A	16	7	ELZN111
ELGN311	English Language Method 3A	16	7	ELGN111
EDSE312	Society, Educational Law & School	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EEMS312	Method of Social Sciences 3B	12	7	ECHS112
ELZN312	isiZulu Language Method 3B	12	7	ELZN111
ELGN312	English Language Method 3B	12	7	ELGN111
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP41	Theory & Practice of Curriculum	16	7	NONE
ELZN411	isiZulu Language 4A	12	7	ELZN211
ELGN411	English Language Education 4A	12	7	ELGN211
EESS411	Human Rights Issues	08	7	EESS111
				EESS112
EESC411	Climatology	08	7	EESG212
EESH411	The Changing World and Ideologies	08	7	EESH211
EESG411	Water Resources Management	08	7	EESG211
EAMS412	Management of School Systems &	08	7	NONE
EPRE412	Introduction to Research in Education	08	6	NONE
ELZN412	isiZulu Language Education 4B	12	7	ELZN211
ELGN412	English Language Education 4B	12	7	ELGN211
EESS412	South Africa in Historical Perspective	08	7	EESS111
EESC412	Geomorphology	08	7	EESG212
EESH412	Heritage Studies	08	7	EESH211
EESG412	Population Geography	08	7	EESG111
				FFSG112

FED.13.2.5.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: INTERMEDIATE AND SENIOR (SOCIAL SCIENCE AND LANGUAGE) EBDIS5

First semester			First semester			First semester			First semester		
Module code	Core/	Cr	Module code	Core/	Cr 👍	Module code	Core/	Cr 🚄	Module code	Core/	Cr_
	Ancillary/	7		Ancillary/			Ancillary/			Ancillary/	
ELLL111	С	08	EPDL211	С	08/	EALM311	С	08	EPIE411	С	98
EFIT111	С	08	EESH211	С	1/6	ECAE311	С	08 /	ECTP411	С	/16
ESML111	C	08	Choose any of the foll	owing:-	/	EEMS311	С	16	Choose any of t	he following:-	/
EESG111	C	16	ELZN211	E	16	Choose any of the	following:-		ELZN411	E	12
Choose any of the follo	wing:-		ELGN211	E /	16	ELZN311	E	/ 16	ELGN411	E /	12
ELZN111	E	16				ELGN311	E	16	Choose any of t	he following:	,
ELGN111	E/	16							EESS411	E /	08
									EESC411	E /	08
									EESH411	E /	08
									EESG411	E /	80
Total 1st semester		56	Total 1st		40	Total 1st		48	Total 1st		44
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second			Second			Second		
ESCL112	С	80	ECTL212	C	80	EDSE312	C/	08	EAMS412	C/	08
EPHA112	С	80	EESG212	C	16	EFMS312	9	08	EPRE412	¢	08
ESML112	С	80	Choose any of the	ne following:-		EEMS312	/ C	12	Choose any of the	føllowing:-	
ECHS112	С	16	ELZN212	E	16	Choose any of the fol	owing:-		ELZN412	E	12
Choose any of the follo	wing:-		ELGN212	Ш	16	ELZN312	E	12	ELGN412	E	12
ELZN112	E	16				ELGN312	E	12	Choose any of the	following:-	,
ELGN112	E	16							EESS412	E	80
									EESC412	E	80
									EESH412	E	80
									EESG412	E	80
Total 27 th semester		56	Total 2 nd		40	Total 2 nd		40	Total 2 nd		36
					Year Modu	<u> </u>					
Year Level 1			Year level 2			Year level 3			Year Jevel 4		
ETSE100	С	16	FSTE200		32	ETSE300		32	ETSE400		32
Year module credits		16	Year module		32	Year module		32	Year module		32
Total year level 1		128	Total year level		112	⊭otal year level		120	Total year		112
Total credits for the curri	culum										472

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.2.5.3. MODULE CONTENT AND OUTCOMES FOR EBDIS5

INTERMI	DIATEAND SENIOR DHASE	· FMS AND	LANGUAGE EDUCATION- SEMESTER			
COURSE		. LIVIS AND	LANGUAGE EDUCATION- SEINESTER			
Module code:-	Semester 1: ESML111	NQF level:	Semester 2: ESML112 NQF level:			
Title: Mo	thematical Literacy 1A		Title: Mathematical Literacy 2B			
		<u> </u>				
Content: Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae			Content: Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae			
Module Outcomes: To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.			Module Outcomes: To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.			
Method o	of delivery: Full Time		Method of delivery: Full time			
through	tests and assignments a continuous tests and assignments a continuous at the end of the semester.		Assessment modes: Continuous assessment through tests and assignments and a final examination at the end of the semester.			
Module code:-	Semester 1: EESG111	NQF level:	Semester 2: ECHS112 NQF level:			
Title: Inti	roduction to Geography		Title: Historical Studies			
Content:	The nature and scope of Social	al Sciences	Content:			
•Represe	ntation of the earth on maps ar	nd map use	 The study of History within the 			
•Population	on growth and economic develo	opment	Social Sciences - Current thinking and practice in			
•The cond	cept of development and sustai	inability	Historical Studies			
•Sustaina	ble development as geographi	cal concept	The Leaning and scope of HistoryThe importance of History as a			
•Impact o	f development and conservation	n	discipline and its value as a school subject			
•Global e	nvironmental problems		 The integration of knowledge, 			
•Geographical techniques (analysis and interpretation of maps, photograph and statistics)		skills, values and attitudes in the teaching and learning of History in schools Objectivity and subjectivity in the interpretation of Historical knowledge Evidence and sources in the study of History				
			 Local History and Historical 			

Module outcomes: To introduce sturelationship between people, and between devironment. It also equips studer insight underlying scientific principles at the world. Method of delivery: Full Time Assessment modes: This module is means of examination	Module outcomes: - To orientate students to history as a field of study and as a component of Social Sciences - To introduce students to the transformed vision for History teaching and learning in schools Method of delivery: Full Time Assessment modes: This module is assessed by means of:- - Formative: 50% ✓ Written academic assignment = 10% ✓ Activities and Tasks = 10% ✓ Project = 10% ✓ Test = 20% - Summative: 50% Written			
	Luce	Examinations		
Module code:- Semester 1: ELZN111	NQF level:	Semester 2: ELZN112	NQF level:	
Title: IsiZulu Language Education 1A		Title: IsiZulu Language Ed	ucation 1A	
Content: The rules of Syntax, Semantics and Phonology and their i teaching of a language. Module Outcomes: To equip student-e	ducators with	Content: Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term Module Outcomes: To give students		
basic knowledge of General Linguistics reference to Syntax, Morphology, Se Phonology.		essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.		
Method of delivery: Full Time		Method of delivery: Full time		
Assessment modes: Continuou assessment through Participation assignments, and reflective writing; assessment through examinations in Jun	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			
Module Semester 1: ELGN111 code:-	NQF level:	Semester 2: ELGN112	NQF level:	
Title: English Language Education 1A		Title: English Language Ed	ducation 1A	
Content: The rules of Syntax, Semantics and Phonology and their i teaching of a language.	Content: Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the			

	essential literary term		
Module Outcomes: To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.	Module Outcomes: To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.		
Method of delivery: Full Time	Method of delivery: Full time		
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	formative assessment through		
Module Semester 1: EESH211 NQF level:	Semester 2: EESG212 NQF level:		
Title: Development of Political Institutions	Title: Environmental Studies		
Content:	Content:		
 Orientation to module Significant institutions within society The Greek and Roman Political Experience The early Stone and Iron Age societies in Southern Africa Transition to Modern Age Political Categories Modern Political Developments Political developments in South Africa 	 Environmental education Definitions, aims and goals of Environmental Education (EE) EE as a response to the environmental crisis History of EE at an international and local level EE approaches and methods; Learner support material development; Practical project: Participatory environmental education Environmental resources and environmental protection What is a natural resource? Mineral and energy resources Settlement geography Settlement patterns, including internal structures of settlements and location patterns in South Africa and elsewhere; Factors affecting settlement patterns, including physical, environmental, social, political and economic 		
Module outcomes: To equip students with knowledge and analytical skills required in the study of the Development of Political Institutions. To introduce students to a variety of Political Institutions and their role in the development of communities and societies.	To teach and guide students of diverse backgrounds to knowledge and		

Method o	f delivery: Full Time	Method of delivery: Full Time			
Assessment modes: This module is assessed by means of			Assessment modes: This module is assessed by means of:- - Written academic assignment= 5% - Oral presentation=5% - Task and activities=10% - Project=10% - Practical=10% - tests =20%		
Module code:-	Semester 1: ELZN211	NQF level:	Semester 2: ELZN212	NQF level:	
Title: Isiz	Zulu Language Education 2A		Title: IsiZulu Language Ed	ucation 2B	
Content: Development of listening and speaking skills. Understanding of types of spoken text: informative, persuasive, entertaining and instructive texts. Preparation for a speech delivering. Understanding the essentials of Communication process: message, its sender and its receiver.			Content: Creative writing. Dramatization of stories: play reading, script writing and poetry reading. Responding to films without words. Discussion of books. Understanding various types of stories: adventure, family, misery and historical stories. Understanding parts of a good story; plot, setting, characters, conflict, mood, theme and symbolism.		
essential s	Outcomes: To equip student-e skills for the identification and int id written texts and speeches.	Module Outcomes: To enrich student educators with IsiZulu Language Competence, communication and thinking skills.			
Method o	f delivery: Full Time		Method of delivery: Full time		
Assessme assessme assignme assessme	nt through participation	in class, Summative	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		
Module code:-	Semester 1: ELGN211	NQF level:	Semester 2: ELGN212	NQF level:	
Title: En	glish Language Education 2A		Title: English Language Ed	ducation 2B	
Content: The principles of communication in the classroom. Facilitating language learning in the classroom. Developing listening to improve communicative competence. Improving the speaking skill as a means of enhancing communicative competence. Critical analysis of language: propaganda, cartoons, advertisements			Content: - Introduction to literature studies. - Poetry - Novels - Short stories		

Module Outcomes: To equip students with esse skills and knowledge in English Language Education that they could apply these practically to the teac learning situation.	on so with skills and knowledge to analyze
Method of delivery: Full Time	Method of delivery: Full time
assessment through participation in classignments, and reflective writing; Summ assessment through examinations in June.	reflective writing; Summative assessment through examinations in June.
Module code:- Semester 1: EEMS311 NQF level:	Semester 2: EEMS312 NQF level:
Title: Method of Social Sciences	Title: Method of Social Sciences
Content:	Content:
Teaching skills in Social SciencesManaging the Social Sciences classroom	1. Geography teaching and learning approaches
 able to conduct practical's The relationship between the three stages planning when developing Lear 	ge of schools 2. Content breakdown for Geography in schools
Programmes; Teaching and learning strategies, methods	3. Assessment in Geography
techniques;	4. Subject Development
 Teaching and learning resources; Effective lessons and activities to en learners participation; Designing and presenting Social Scie lessons: 	Africa
 Professional facilitation of Social Scie (Geography section) 	
Module outcomes: The aim of this module equip students with practical skills in teaching knowledge to teach effectively in Social Science	and module is to equip students with practical
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assesse means of examination	assessed by means of This module will make use continuous as well as summative assessment to evaluate skills, knowledge and attitudes attained in class. One of the assessment tasks will involve the school based evaluation where students will simulate and reflect on the teaching experiences. The following methods and strategies will be used assess for the achievement of intended competencies. – Assignment,
	project,individual activities,

			 presentation 		
			 Classroom presentati examinations 	on	
Module	Semester 1: ELZN311	NQF	Semester 2: ELZN312 NQF level:		
code:-	Semester 1. ELZN311	level:			
Title: IsiZ	Zulu Language Method 3A		Title: IsiZulu Language Me	ethod 3B	
together of Grammar Method. teaching r language approache based). Ekinesthetic Preparatic teaching r Design Isi lesson pla		Content: Reviewing and reading/ viewing and critical analysis of fiction (literacy narrative in prose or verse. Interpret and implement the national language curriculum policies relevant for IsiZulu additional language education. Selecting the relevant strategies, styles and approaches to IsiZulu additional language education. Language learning. Critical analysis of the language learning programs. IsiZulu writing, design and presenting skills			
with the kr principles	Outcomes: To empower stude nowledge and skills of the releve , techniques approaches to tea (First additional language).	ant methods,	Module Outcomes: To expose students to IsiZulu Additional language curricular knowledge, skills and values; and the relevant methods, principles, techniques and approaches to IsiZulu additional language education as a whole.		
Method o	of delivery: Full Time		Method of delivery: Full time		
Assessme assessme assignme assessme	ent through participation	in class, Summative	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November		
Module code:-	Semester 1: ELGN311	NQF level:	Semester 2: ELGN312	NQF level:	
Title: Eng	glish language Method 3A		Title: English Language M	ethod 3B	
Content: Exploration of traditional methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Exploration of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Preparation for a speech delivering. Application of this method in the micro- teaching laboratory. Design and present English subject framework, work schedule and lesson plans.			Content: Application methods in simulated environment. Application Communicative methods. CAPS in simulated environment. Application at of language teaching techniques, style and appleased, communicative and Intensive review of learning auditory, kinesthetic, tactile oral learning styles. Evaluat by peers. Advanced designing frameworks and work scheduler.	of modern Application of classroom nd integration principles, roaches (text- genre based). styles: visual, and aural and ion of lessons ning of lesson g of subject	

Module Outcomes: To empower student educators with the knowledge and skills of the relevant methods, principles, techniques approaches to teaching English as a FAL (First additional language).			Module Outcomes: To enable the students to present effective lessons at schools or micro -teaching laboratory. To enable the student's educators to critique their peers- lessons and their own. To enable students to integrate various teaching methods techniques principles and approaches seamlessly in a lesson. Reviewing with the designing of subject framework, work schedule and lesson plans.		
Method o	of delivery: Full Time			Method of delivery: Full	time
		in cla Summa	ass,	Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	
Module	Semester 1: ELZN411	NQF	Ser	mester 2: ELZN412	NQF level:
code:-		level: 7			7
Title: Isiz	Zulu Language Education 4A			Title: IsiZulu Language Ed	ducation 4B
causing be approached of the role personalit	f language learning. Exploration parriers to language learning. It es to materials development. A c e of culture in language learning y in language learning (self-este n, anxiety and empathy).	Evaluatior critical rev g. The role	of iew e of	complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of IsiZulu language. Use of IsiZulu language in communication.	
the psych them with theories educators	Module Outcomes: To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.			Module Outcomes: To enrich students with academic linguistic knowledge of IsiZulu and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the IsiZulu language	
Method o	of delivery: Full Time			Method of delivery: Full time	
Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		Assessment modes: Eva quality of lessons presente formative assessment participation in class, assi reflective writing; Summative through examinations in Jun	ed. Continuous t through ignments, and ve assessment		
Module code:-	Semester 1: ELGN411	NQF level:		Semester 2: ELGN412	NQF level:
Content: theories or	glish Language Education 4A Theories of language acquis flanguage learning. Exploration parriers to language learning. I	of the fac	tors	Title: English Language Education 4B Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and	

approaches to materials development. A critical review of the role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).			figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.			
Module Outcomes: To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.			Module Outcomes: To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.			
Method o	of delivery: Full Time		Method of delivery: Full ti	ime		
Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June			Assessment modes: Eva quality of lessons presented formative assessment participation in class, assig reflective writing; Summative through examinations in Jun	d. Continuous through gnments, and e assessment		
Module code:-	Semester 1: EESS411	NQF level:	Semester 2: EESS412	NQF level:		
Title: Hu	man Rights Issues	Title: Human Rights Issues		Title: English Language Education 4B		
Content: - Universal declaration of human rights - Human rights issues in south Africa - Global human rights issues - Historical issues in the south African						
– Uni – Hur – Glo	nan rights issues in south Afric bal human rights issues	a	Content: Intensive review complex and compound Analysis of idiomatic expr figures of speech. Ap morphology, semantics, ph syntax in the teaching language. Use of English communication.	I sentences. ressions and oplication of honology and of English		
- Unit - Hur - Glo - Hist - Student et - Tou less - Tou com of h - Tou	nan rights issues in south Afric bal human rights issues	andesigned for uman Rights the skills and sful teaching or phase	complex and compound Analysis of idiomatic expi figures of speech. Ap morphology, semantics, ph syntax in the teaching language. Use of English	sentences. ressions and polication of phonology and of English language in arrich students knowledge of ytic skills of To review ic patterns,		
- Unir - Hur - Glo - Hist Module student ed - To de come of he come of he come of sources.	nan rights issues in south Africated human rights issues in the south Africated issues in the south Africated issues in the south Africated issues in the south Africated issues in the south Africated issues in the south Africated issues in the south Africated issues in the south Africated issues in the south Africated issues in the south Africated issues in the south Africated in the south Africated in the south Africated issues in the south Africated in	andesigned for uman Rights the skills and sful teaching or phase	complex and compound Analysis of idiomatic expligures of speech. Apmorphology, semantics, pt syntax in the teaching language. Use of English communication. Module outcomes: To en with academic linguistic kenglish and critical analiterally texts in education intensively the linguistic principles and structures	I sentences. ressions and oplication of honology and of English language in rich students knowledge of ytic skills of n. To review ic patterns, underpinning		

			assessment through examinations in June.			
Module code:-	Semester 1: EESC411	NQF level:	Semester 2: EESC412 NQF level			
Title: Cli	matology		Title: Geomorphology			
Content:	Climatology		Content: Geomorphology			
– Ger	neral atmospheric circulation.		Material of the earth's crust The lithosphere and plate tectonics.			
- Clo	uds and clouds formation;		 Introduction: the significance of 			
– The	ermodynamics;		understanding soils - Soil Resources:			
- Atm	nospheric energy balance;		✓ Soil formation,			
	e general circulation of the south nisphere;	ern	✓ Soil properties,			
	nospheric circulation and weathe	or 0.40r	✓ Soil processes,			
	ithern Africa;	ei ovei	✓ Soil classification,			
	ge weather-producing processe	s and	✓ South African Soils,			
,	tems;		✓ Soil erosion,			
	ather systems producing wet an	✓ Soil conservation				
– We	ather forecasting in Southern Af	rica.				
Module outcomes: To introduce students to the atmospheric circulation of the southern hemisphere particularly in Southern Africa. It offers a critical way of thinking about atmospheric processes, seasonal characteristics and weather forecasting.			Module outcomes: To equip students with competencies of understanding the interrelationships between human and their natural environment. It offers a critical way of thinking about atmospheric processes, geomorphology and hydrological processes.			
Method o	of delivery: Full Time		Method of delivery: Full Time			
Assessm	ent modes:		Assessment modes:			
Module code:-	Semester 1: EESH411	NQF level:	Semester 2: EESH412 NQF level:			
Title: the	Changing World and Ideologic	es	Title: Heritage Studies			
Content: Orientation to the module Some of the basic Historical concepts, orientations, ideologies etc. The Era of the French Revolution. The Industrial Revolution and the transformation of society. Colonization and imperialism - The Scramble for Africa.			Content: Heritage Studies is an interdisciplinary field of study that takes a critical look at the way we preserve, present and participate in heritage. History and Heritage are interrelated; one cannot be perceived without the other.			
World War I – Nationalist Tensions.						
The Sovie	et Union. World War II.					
The Glob	al Age since 1945.					
depth stu	Dutcomes: The module aims to dy of some of the themes related order to equip students with a	ated to world	Module outcomes:			

into the dynamics underlying some of the major developments and changes in History. Method of dollyary: Full Time			The aim of the module is twofold: firstly, to develop an awareness of heritage and its role in nurturing and enriching the development of a society and secondly to engage with some of the currently breaking debates in the field.		
Method of delivery: Full Time			Method of delivery: Full Ti	ime	
Assessment modes:			Assessment modes:		
Module code:-	Semester 1: EESG411	NQF level:	Semester 2: EESG412	NQF level:	
Title: En	glish Language Education 4B		Title: English Language Ed	ducation 4B	
compoun expression morpholo teaching	Intensive review of simple, of sentences. Analysis on and figures of speech. A gy, semantics, phonology and of English language. Use in communication.	idiomatic pplication of syntax in the	Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.		
Module outcomes: To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.			Module outcomes: To en with academic linguistic k English and critical analyliterally texts in education intensively the linguistiprinciples and structures the English language.	knowledge of ytic skills of n. To review ic patterns,	
Method o	of delivery: Full Time		Method of delivery: Full Time		
Method of delivery: Full Time Assessment modes: This module is assessed by means of Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			Assessment modes: Thi assessed by means of Eva quality of lessons presented formative assessment participation in class, assigneflective writing; assessment through example.	luation of the d. Continuous through gnments, and Summative	

FED.13.3. FOUNDATION PHASE PROGRAMME PHASING OUT-EBEDEF FED.13.3.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelor of Education: Early Childhood Development and Foundation Phase					
Module code	Descriptive name	Credits	NQFL	Pre/Co requisite	
ELLL111	Academic Literacy 1A (Language)	08	5	NONE	
EFIT111	Ideologies and trends in Education	80	6	NONE	
ELLZ111	Language, Literacy & Communication 1A (HL isiZulu)	16	5	NONE	
EEHS111	Human & Social Sciences 1A (History)	08	5	NONE	
ESFN111	Numeracy, Natural Science, & Technology Education 1A	16	5	NONE	
ESCL112	Academic Literacy 1B (Computer Literacy)	80	5	NONE	
EPHA112	HIV/AIDS Education	80	6	NONE	
ELLG112	Language, Literacy & Communication 1B (1st Add. Lang English)	16	5	NONE	
EEHS112	Human & Social Sciences 1B (Geography)	08	5	NONE	
ESFN112	Numeracy, Natural Science, & Technology 1B	16	5	NONE	
EPDL211	Human Development and Learning	08	6	NONE	
EFPL211	Foundation Phase Studies (Literacy 2A)	12	6	ELLZ111 or ELLG112 and ELLZ01A or ELLG01B	
EFPN211	Foundation Phase Studies (Numeracy 2A)	12	6	esfn111 or esfn01A	

				and
				ESFN112
				or
				ESFN01B
EFPS211	Foundation Phase Studies 2A(Life Skills)	12	6	EEHS111
	State,			or
				EEHS01A
				and
				EEHS112
				or
				EEHS01B
ECTL212	Teaching and Learning Strategies	08	6	NONE
EFPL212	Foundation Phase Studies (Literacy 2B)	12	6	ELLZ111
	ŕ			
EFPN212	Foundation Phase Studies (Numeracy 2B)	12	6	ESFN112
	(Numeracy 2B)			
EFPS212	Foundation Phase Studies 2B (Life	12	6	EEHS112
	Skills)			
EALM311	School Leadership and Management	08	6	NONE
ECAE311	Assessment in Education	80	6	NONE
EFPL311	Foundation Phase Studies (Literacy 3A)	80	6	EFPL211
	37.17			EFPL212
				and
				ELLZ02A
				or
				ELLG02B
EFPN311	Foundation Phase Studies	08	6	ESFN111
	(Numeracy 3A)			
EFPS311	Foundation Phase Studies (Life Skills	08	6	EEHS111
	3)			-

EDSE312	Society Education Law and School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EFPL312	Foundation Phase Studies (Literacy 3A)	08	7	ELLG112
EFPN312	Foundation Phase Studies (Numeracy 3B)	08	7	ESFN112
EFPS312	Foundation Phase Studies (Life Skills 3)	08	7	EEHS112
EPIE411	Inclusive Education Studies	08	7	
ECTP411	Theory and Practice of Curriculum Development	16	7	
EFPL411	Foundation Phase Studies (Literacy 4A)	08	7	
EFPN411	Foundation Phase Studies (Numeracy 4A)	08	7	
EFPS411	Foundation Phase Studies (Life Skills 4)	08	7	
EAMS412	Management of School Systems and Extra-curricular Activities	08	7	
EPRE412	Introduction to Research in Education	80	7	
EFPL412	Foundation Phase Studies (Literacy 4B)	08	7	
EFPN412	Foundation Phase Studies (Numeracy 4B)	08	7	
EFPS412	Foundation Phase Studies (Life Skills 4	08	7	
ETSE100	School Experience 1	16	5	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE200
ETSE400	School Experience 4	32	7	ETSE300

FED.13.3.2 QUALIFICATION NAME: B. ED EARLY CHILDHOOD DEVELOPMENT AND FOUNDATION PHASE. QUALIFICATION CODE: EBEDEF

First semester			First semester			First semester			First semester		
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
	Ancillary/			Ancillary/			Ancillary/			Ancillary/	
ELLL111	С	8	EPDL211	С	08	EALM311	С	8	EPIE411	С	08
EFIT111	С	08	EFPL211	c /	12	ECAE311	С	08	ECTP411	С	16
ELLZ111	С /	16	EFPN211	C /	12	EFPL311	С /	08	EFPL411	C /	08
EEHS11	С /	80	EFPS211	C	12	EFPN311	C /	80	EFPN411	c /	08
ESFN111	c /	16				EFPS311	c /	08	EFPS411	c /	08
Total 1st		56	Total 1st	/	44	Total 1st		40	Total 1st		48
Year Level 1	/		Year level 2	/		Year level 3	/		Year level 4	/	
Second			Second			Second			Second		
Old Module	Core	Cr	Old Module	Core/	Cr	Old Module	Core/	Cr	Old Module	Core/	Cr
ESCL112	/ c	08	ECTL212	/ C	08	EDSE312	/ C	08	EAMS412	/ c	08
EPHA112	C	08	EFPL212	/ c	12	EFMS312	/ C	08	EPRE412	C	08
ELLG112	С	16	EFPN212	/ c	12	EFPL312	/ C	08	EFPL412	С	08
EEHS112	С	08	EFPS212	/ c	12	EFPN312	/ c	08	EFPN412	С	08
ESFN112	С	16		С		EFPS312	С	08	EFPS412	С	08
Total 2 nd		56	Total 2 nd		44	Total 2 nd		40	Total 2nd		40
Year Modules									/		
Year Level 1			Year level 2			Year level 3			Year level 4		
ETS/E100	С	16	ETSE200		32	ETSE300		32	ETSE400		32
Year module		16	Year module		32	Year module		32	Year module		32
F			×						/		
Total year level		128	Total year		120	Total year		112	Total year		120
Total credits f	or the curriculu	m									

Students registered for ETSE300 should not register for any year 1st, 2nd or 4th year modules in the 2nd semester

FED.13.3.3 MODULE OUTCOMES FOR EBEDEF

	CHILDHOOD DEVELOPMEN ER COURSES	DUNDATION PHASE TEA	CHING -		
Module	Semester 1: ELLZ111	NQF	Semester 2: ELLG112	NQF	
code:-		level: 5		level: 5	
Title: Language, Literacy and Communication 1A (HL IsiZulu)			Title: Language, Literacy and Communication 1B (1st Add Language English)		
spoken/ Recogniz Defining IsiZulu se analysis. written Application	Identifying and processing w speech sound of IsiZulu L ing and handling IsiZulu mo and classifying IsiZulu wo intence classification, constru Classification of IsiZulu spo discourse into texts and in of the NCS principles t structure and use.	Content: Identify and process English written and spoken speech. Recognize and handle English morphemes. Define and classify English words/lexis. Classify and construct and analyse different kinds of sentences. Classify English discourses into texts and genres; and apply the NCS (National Curriculum Statement) principles to English language structures and use.			
Module o	utcomes:		Module outcomes:		
educators		skills and	By the end of the module, students should be equipped with: - with linguistic knowledge and communication skills that will enable them to, facilitate their own academic learning, and teach effectively in the Foundation Phase.		
Method o	of delivery: Full Time		Method of delivery: Full Time		
by means presentat written a written te examinati	ent modes: This module is of formative group assessmetions and displays = 10%. It cademic essay(s) = 20%. It est =20%. Summative formation = 50%.	nt through Formative Formative al written	Assessment modes: This module is assessed by means of formative group assessment through presentations and displays = 10%. Formative written academic essay(s) = 20%. Formative written test =20%. Summative formal written examination = 50%.		
Module	Semester1:EEHS111	NQF	Semester 2: EEHS112	NQF	
code:-		level: 5		level: 5	
Title: Hur	nan and Social Sciences 1A (History)	Title: Human And Social Sciences 1B (Geography)		
Content: Elements of history. History, empath, facts, truth, and interpretation history as a science history and morality, objectivity and causation in history. Value history. Approached strategies. Cultures and economy. Stone age people. Retief Confrontation. Value of various source material.			Content: The nature and school Geography. Geography teaching. principle of good Gteaching and learning environment, teaching	Effective Basic eography ng aids	

Project and assignments, essay writing. Local facts, note teaching and note history, historical excursions and museum visits. making, worksheet, diagrams and Lesson planning, teaching, questioning in history sketches, outdoor experience. subject policies, dailv plan evaluation and assessment. Module outcomes: Module outcomes: The module prepares the students to develop By the end of the module, students competencies to effectively teach history and be should be equipped with: -ability to apply their knowledge of Weather well grounded in knowledge, values, skills, principles, methods and procedures relevant to and Environment aspects. It also the discipline it shows the important role in the aims to inform the student on how issues related to transformation the learning area, Geography communities, social science involves the study of reflects in our daily lives change and development in society, promoting the methodology in which skills, concept and attitudes play a dominant role. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module Assessment modes: This module is assessed is assessed by means of formative by means of formative group assessment through presentations and displays = 10%. Formative aroup assessment through written academic essay(s) = 20%. Formative presentations and displays = 10%. written test =20%. Summative formal written Formative written academic essav(s) examination = 50%. = 20%. Formative written test = 20%. Summative formal written examination = 50%. Semester 2: ESFN112 Module Semester1:ESFN111 NQF NQF code:level: 5 level: 5 Sciences Title: Numeracy, Natural Sciences Title: Numeracy, Natural and Technology Education 1A And Technology Education 1B Content: The content focus is on Numbers and Content: The technological number systems. Integers. Fractions. process as a problem solving Percentage, Decimals, Exponents and the process. The integration of literacy Cartesian plane in the technological process. Life Science concepts for Foundation Phase learners. Module outcomes: Module outcomes: The aim of this module is to provide a foundation This module is aimed at introducing of basic mathematics for Foundation Phase teacher educators in preparation for the topics covered in the Foundation Phase curriculum and also as background information to be applied in the Natural Science and Technology aspect of the module

Method of delivery: Full Time

Foundation phase student teachers to the science and technological process, with a focus on the integration of literacy, numeracy, creativity and science concepts within a problem based context which is solved by following the technological process. A project approach is taken to solve the problem and the solution is communicated in a design folio which incorporates aspects of graphic communication

Method of delivery: Full Time

Assessment modes: This module is assessed Assessment modes: This module by means of continuous assessment includes a assessed by means of continuous formative assessment test, assignment and an exam which will be written at the end of the semester through online activities which provide instantaneous feedback. These online assessment tasks are counted as a small percentage of the CASS mark. Summative assessment includes an individual test and a design folio completed as a group. Module Semester 1: EFPL211 NQF Semester 2: EFPL212 NQF code:level: 6 level: 6 Title: : Foundation Phase Studies (Literacy 2A) Title: Foundation Phase Studies (Literacy 2B) Content: -Content: Reading, viewing, and thinking skills Introduction to Literature Reading/ viewing and critically analysing fiction Analysing Prose: a short story/Novel/Riddles. Rhymes. (Literary narrative in prose or verse Songs Interpreting and employing Analysing Drama/Play approaches to prose, short story. essay formal and informal essay, **Analysing Poetry** novel, poetry and drama study Concept to be mastered in Diction Literature Reading/ viewing and critically Developing resources analysing non-fiction Traditional Literature Unpacking the Curriculum Planning and lesson design Module outcomes: Module outcomes: By the end of the module, students should be By the end of the module, students equipped with: - with isiZulu reading, viewing, should be equipped with: - with thinking skills and values that with enable them to English reading, viewing, thinking interpret, employ approaches to literary text skills and values that will enable analysis and criticism. them to facilitate their own English academic learning and home language education. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed Assessment modes: This module by means of formative assessment through tests, is assessed by means of formative assignments, teaching journals, attendance and through tests. assessment participation and summative assessment through assignments, teaching journals, an internally moderated final examination. attendance and participation and summative assessment through an internally moderated final

examination.

Madala	Semester1:EFPN211	NQF	Semester 2: EFPN212	NOF		
Module code:-	Semester1:EFPN211	level: 6	Semester 2: EFPN212	NQF level: 6		
code:-		level: 6		ievei: 6		
Title: Fou	ndation Phase Studies (Nume	eracy 2A)	Title: : Foundation Phase Studies(Numeracy 2B)			
Content: Developing numeracy, emergent numeracy, theories underpinning the teaching of Numeracy, The notion of different kinds of knowledge, the notion of mathematical proficiency, the associated sequence of teaching activities, play as a strategy to teach mathematics, the role of problem solving, organizing the numeracy classroom			Content: Number operations and relationships, rational counting activities, developing a strong sense of number, representation of numbers through symbols and the interpretation of symbols, patterns, unpacking the mathematics Curriculum (CAPS), planning, developing resources, assessment in mathematics (number operations, relationships, patterns).			
Module o	utcomes:		Module outcomes:			
By the end of the module, students should be equipped with: - easy grasping of strategies of teaching numeracy to young children. Students will also be introduced to methods of organizing a numeracy classroom.			By the end of the module, students should be equipped with: - content needed to teach numeracy. Students will be introduced to planning presentation and assessing learners in numeracy.			
Method o	of delivery: Full Time		Method of delivery: Full Time			
by means assignme participation	ent modes: This module is of formative assessment thronts, teaching journals, attend on and summative assessmen lly moderated final examination	ough tests, lance and nt through	Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.			
Module	Semester1:EFPS211	NQF	Semester 2: EFPS212	NQF		
code:-		level: 6		level: 6		
Title: : Fo	undation Phase Studies 2A (I	Life Skills)	Title: Foundation Phase Studies 2B (Life Skills)			
Content: Matter and materials. Planet earth and beyond. Scientific and technological process skills. The process of enquiry. Unpacking the curriculum (CAPS), planning and design of lessons, developing resources, and assessing science and technology in the foundation			being, personal development, social development, social health, emotional health, relationships with			
Module o	utcomes:		Module outcomes:			
	nd of the module, students s with: - with basic knowle		By the end of the module, students should be equipped with: -			

methodology for life skills in the foundation phase. Some science content knowledge as well as science and technology process skills will be developed, as well as teaching, planning and assessment of science and technology in the foundation phase.

understanding of personal and social problems and the impact these issues have in the lives of individuals.

Method of delivery: Full Time

Method of delivery: Full Time

Assessment modes: This module is assessed by means of continuous formative assessment through online activities which provide instantaneous feedback. These online assessment tasks are counted as a small percentage of the CASS mark. Summative assessment includes an individual test and an inquiry based lesson plan as a group (This lesson planning assignment is linked to the second year teaching practice module).

Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.

Module Semester 1: EFPL311 code:-

NQF level: 6

level: 7

NQF

Semester 2: EFPL312

Title: Foundation Phase Studies (Literacy 3A

Title: Foundation Phase Studies (Literacy 3B

Content: Reading and viewing, views on reading readiness programme, Behaviourist and Psycholinguistic, views, reading methods and approaches, balanced reading approaches, arranging a reading corner, unpacking the Curriculum, planning and lesson design, assessment of reading and viewing, parental involvement in the teaching of reading

Content: Writing, developing writing, types of text, assessing writing, handwriting, the development of writing, approaches to the teaching of handwriting, unpacking the curriculum, planning and lesson design, assessing of writing and handwriting.

Module outcomes:

Module outcomes:

By the end of the module, students should be equipped with: - knowledge of curriculum policy. Students will learn to teach reading and phonic, different approaches to teach reading as well as planning presenting and assessing learners in the Foundation phase.

By the end of the module, students should be equipped with: - writing and handwriting skills and also empower them with the strategies of teaching and assessing these skills to young learners

Method of delivery: Full Time

Method of delivery: Full Time

Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.

Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.

Module	Semester1:EFPN311	N
ode:-		le

NQF level: 6 Semester 2: EFPN312 NQF level: 7

Title: Fou	Indation Phase Studies (Nume	eracy 3B)	Title: Foundation Phase Studies (Numeracy 3B)		
Content: Space and shape (Geometry), the van Hiele levels of geometric reasoning and related teaching, language in the teaching of Mathematics, integrating Mathematics with Language and Life Skills, unpacking the mathematics Curriculum (CAPS), planning, developing resources, assessment in mathematics.			Content: Measurement, of the mathematics (CAPS) (Measurement), developing resources, measurement.	Curriculum planning,	
Module o	utcomes:		Module outcomes:		
By the end of the module, students should be equipped with: - understanding of geometry and the teaching of geometric concepts and to enable the cross-curricular integration of mathematics through working with contexts.			By the end of the module, students will be able to develop content knowledge of the concept of measurement to be used as the foundation upon which pedagogical content knowledge will be built.		
Method o	of delivery: Full Time		Method of delivery: Full	Time	
Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.			Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.		
Module Semester1:FFPS311 NQF			examination.		
Module	Semester1:EFPS311	NQF	Semester 2: EFPS312	NQF	
code:-		level: 6		NQF level: 7	
code:-	Semester1:EFPS311 Indation Phase Studies (Life S	level: 6		level: 7	
Content: social w strategies curriculum	ndation Phase Studies (Life S Beginning knowledge. Pers ell-being. Creative arts. F and assessment. Unpac	level: 6 Skills 3) conal and Principles,	Title: Foundation Phase (Life Skills 3) Content: Physical expression of development programs motor development programs childhood. Standards for education. Physical activities. Skill activities nutrition and safety expression succession of the standard safety expression of the	level: 7 e Studies education. elopment. physical . Gross in early r physical education s. Health education. HIV/AIDS ntegration ith other	
Content: social w strategies curriculur resource	ndation Phase Studies (Life S Beginning knowledge. Pers ell-being. Creative arts. F and assessment. Unpac n (CAPS) planning, ass	level: 6 Skills 3) Sonal and Principles, sking the	Title: Foundation Phase (Life Skills 3) Content: Physical ender of development programs motor development childhood. Standards for education. Physical activities. Skill activities nutrition and safety enducation. In physical education. In physical education with subject. Planning lesson	level: 7 e Studies education. elopment. physical . Gross in early r physical education s. Health education. HIV/AIDS ntegration ith other	

teaching and assessing the components of Life Skills education.			strategies, planning, presentation and assessment skills.		
Method o	of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination			Assessment modes: Thi is assessed by means of assessment through assignments, teaching attendance and particips summative assessment the internally moderated examination	formative tests, journals, ation and nrough an	
Module code:-	Semester1:EFPN411	NQF level: 7	Semester 2: EFPN412	NQF level: 7	
Title: Fou	Indation Phase Studies (Nume	eracy 4A)	Title: Foundation Phase (Numeracy 4B)	e Studies	
integrated handling. (CAPS), p	,	ent, Data Curriculum sson plan, sment of	Content: Mathematic Research, challenges teaching of numeracy, att a good numeracy recording of numeracy ac	in the tributes of teacher,	
students and skills focusing	butcomes: By the end of the should be equipped with: - ks for the teaching of ma on measurement, data han istics in an integrated STEM a	nowledge thematics dling and	Module outcomes: Thi prepares the students for mathematics, critiquing articles and identifying proneed to be investigated. The will also equip stude knowledge on the qualities teacher.	esearch in research blems that his module ents with	
Method o	of delivery: Full Time		Method of delivery: Full	Time	
by means assignment participation	ent modes: This module is s of formative assessment through ints, teaching journals, attending on and summative assessmentally moderated final examination	ough tests, lance and nt through	Assessment modes: This module is assessed by means of examination,.		
Module code:-	Semester 1: EFPL411	NQF level: 7	Semester 2: EFPL412 NQF level: 7		
Title: Fou	indation Phase Studies (Litera	acy 4A)	Title: Foundation Phase Studies (Literacy 4B)		
Content:			Content:		
– Lan scie	ndation of Language Teaching guage knowledge (Linguistics a ntific study of the language) cription of Language as a syste	as a	Phonics, language structuse, children literature, and research, dealing with diversity in the Foundation Language in Education Policy 1985 (1995).	language linguistic on Phase,	

hun	nan communication)				
– The	grammar of language				
– Lan	guage lessons				
 Graphic and semantic organisers 					
 Drawing and graphic presentation 					
– Thir	nking and reasoning, use of poe	etry			
– Unp	packing the Curriculum				
- Pla	nning and lesson design				
– Tra	ditional literature/				
- Ass	essing thinking and reasoning.				
Module o	outcomes:		Module outcomes:		
By the end of the module, students should be equipped with: - ability to use the language to think and reason, interpreting pictures, drawings, and other graphic presentations. The module will also prepare them to teach this skill in the Foundation Phase.			By the end of the module, students should be able to: mediate learning through the correct usage of grammar. Students will be developed in selecting literature that is age appropriate and will also prepare them teach literature to Foundation Phase learners.		
Method o	of delivery: Full Time		Method of delivery: Full	Time	
by means assignme participati	ent modes: This module is s of formative assessment thro nts, teaching journals, attend on and summative assessmen ally moderated final examination	ugh tests, ance and nt through	Assessment modes: This is assessed by means of assessment through assignments, teaching reflections, attendance participation and sassessment through an moderated final examination.	formative tests, journals, e and ummative internally	
Module					
	Semester1:EFPS411	NQF	Semester 2: EFPS412	NQF	
code:-	Semester1:EFPS411	NQF level: 7	Semester 2: EFPS412		
	Semester1:EFPS411 Indation Phase Studies (Life S	level: 7	Semester 2: EFPS412 Title: Foundation Phase (Life Skills 4B)	NQF level: 7	
Content: in the co creating organizin Managem Phase, education		level: 7 anguages approach, assroom, elopment, oundation Sexuality	Title: Foundation Phase	NQF level: 7 Studies Inform the location in anning a cion in the Making Human	
Content: in the co- creating organizin- Managem Phase, education Promoting	Teaching mathematics and lantext of life skills, Thematic afree play tables in the cig at heme table, resource devient of HIV/AIDS in the Ficife skills and HIV/AIDS, in the Foundation Phase	level: 7 anguages approach, assroom, elopment, oundation Sexuality	Title: Foundation Phase (Life Skills 4B) Content: Principles that it teaching of physical education phase. Plesson for physical education phase. equipment from waste. muscle and skeletal	NQF level: 7 Studies Inform the location in anning a cion in the Making Human	

teaching using a thematic approach to teach Mathematics and Languages	
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessed by means of formative assessment through tests, assignments, teaching journals, attendance and participation and summative assessment through an internally moderated final examination.	Assessment modes: This module is assessed by means of continuous formative assessment through online activities which provide instantaneous feedback. These online assessment tasks are counted as a small percentage of the CASS mark. Summative assessment includes an individual test and a physical education lesson presentation.

FED.13.3.4 MODULE CONTENT AND OUTCOMES FOR EBEDEF

EARLY CHILDHOOD DEVELOPMENT AND FOUNDATION PHASE - YEAR COURSES

Module code:- Year Level 1: ETSE100 NQF level: 5

Title: School Experience 1

Content: Learning from practice (observation and simulated classroom practice/ lesson demonstrations) (Practical and subject pedagogical knowledge).

Module outcomes: This module aims to expose students to the school experience from the perspective of a teacher, in the care of a school mentor

Method of delivery: Full Time

Assessment modes: This module is assessed during the school based professional practicum orientation week in August/September, the school prepares a confidential report on the student teacher's attitude and professional conduct, which is submitted to the coordinator

Module code:- Year Level: ETSE200 NQF level: 6

Title: School Experience 2

Content: Learning in practice (lesson demonstrations/ simulated classrooms and observation with limited lessons in teaching two subjects/ university based and school based) (practical knowledge and subject pedagogical knowledge).

Module outcomes:

The purpose of this module is to give students the opportunity to critical observe and creatively reflect on the school experience.

Method of delivery: Full Time

Assessment modes: In their 2nd year, B Ed students undergo home school based professional practicum for 2 weeks in the first semester, and for 1 week in the second semester during the recess week. A school Observation Journal, with a collection of assignments and practical activities will be used as an observation instrument. Reflections on themes/presentations based on the students' observation experiences are made as well as reflective essays written on observed experiences. The focus is on how to improve the observed experiences for future implementation

Module code:- Year Level 3: ETSE300 NQF level: 7

Title: School Experience 3

Content: Work Integrated Learning. Conducting of all classroom activities in addition to teaching of lessons from two subjects school -based (practical and subject content pedagogical knowledge). Students will be able to plan, prepare and implement a lesson, learning from and through experience.

Module outcomes:

The aim is for the student to have the opportunity to be exposed to a whole range of experiences, and be able to develop the knowledge, skills and values required of a professional and passionate teacher. Students will develop a variety of teaching-assessment strategies, methods and essential teaching skills.

Method of delivery: Full Time

Assessment modes: This module is assessed by means of a 6-week cluster based professional practicum in the second semester. Lecture and mentor evaluations. Peer and self-assessment

Module code:-	Year Level 4: ETSE400	NQF level: 7

Title: : School Experience 4

Content: School based teaching practice (3 weeks) subject mentor university supervised + action research (reflecting on own practice and that of the mentors (practical/ subject content pedagogical/ situational knowledge).

Module outcomes:

The aim is to let the student develop and produce a high quality action research based portfolios of evidence

Method of delivery: Full Time

Assessment modes: This module is assessed by means of a portfolio based on a Teaching and Learning Committee —approved framework linking theory and experiences, formative assessment principles, rubric-assessed, submitted before the end of October and externally examined.

FED.13.5 EBDIS MODULES OFFERED IN OTHER FACULTIES NB: PLEASE REFER TO 2020 ARTS, FCAL, FSA HANDBOOKS FOR: OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: LIST OF EBEDEF AND EBDIS COMMON MODULES AND THEIR OUTCOMES

	EBEDE	F AND EBDIS	S COMMON M	ODULES	
EBEDEF	EBDIS 1	EBDIS 2	EBDIS 3	EBDIS 4	EBDIS 5
ELLL111	ELLL111	ELLL111	ELLL111	ELLL111	ELLL111
EFIT111	EFIT111	EFIT111	EFIT111	EFIT111	EFIT111
EPHA112	EPHA112	EPHA112	EPHA112	EPHA112	EPHA112
ESCL112	ESCL112	ESCL112	ESCL112	ESCL112	ESCL112
EPDL211	EPDL211	EPDL211	EPDL211	EPDL211	EPDL211
ECTL212	ECTL212	ECTL212	ECTL212	ECTL212	ECTL212
ECAE311	ECAE311	ECAE311	ECAE311	ECAE311	ECAE311
EALM311	EALM311	EALM311	EALM311	EALM311	EALM311
EDSE312	EDSE312	EDSE312	EDSE312	EDSE312	EDSE312
EPIE411	EPIE411	EPIE411	EPIE411	EPIE411	EPIE411
EFMS312	EFMS312	EFMS312	EFMS312	EFMS312	EFMS312
ECTP411	ECTP411	ECTP411	ECTP411	ECTP411	ECTP411
EPRE412	EPRE412	EPRE412	EPRE412	EPRE412	EPRE412
EAMS412	EAMS412	EAMS412	EAMS412	EAMS412	EAMS412

FED.14. POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

Postgraduate Certificate in Education (PGCE) is summarised below for the convenience of prospective student teachers. <u>However, students should not neglect consulting the PGCE handbook of the Faculty of Education for complete information.</u>

FED.14.1. NATURE AND AIMS OF THE PGCE

The PGCE serves as a professional 'capping' qualification for candidates who have completed an appropriate 360 or 480 credits Bachelor's degree and would like to join the education profession. With this certificate an educator can teach from Grade 7 to Grade 12.

FED.14.2. DURATION OF STUDIES

The minimum duration of the study is one (1) year and the maximum duration is two (2) years.

FED.14.3. METHOD OF DELIVERY

This qualification can be taken only full-time. Contact the Faculty of Education for more information.

FED.14.4. ADMISSION REQUIREMENTS

A first university degree or relevant qualification of at least 360 credits with two recognised school subjects in that qualification. Students must also be able to take two (2) methodologies in order to obtain the PGCE qualification. The curriculum of the certificate must be structured as follows:

Recognised school subject/learning area at level 3 + recognised school subject/learning area at level 2. Students must enrol for the methodologies of the subject in which he/she obtained the highest qualification. It is compulsory for PGCE students to do their WIL in a high school (Gr 8 -12)

FED.15. QUALIFICATION NAME: POST GRADUATE CERTIFICATE IN EDUCATION.

FED.15.1. EPGFT1 (FET) AND EPGFS2 (SP & FET)

First semester	First semester					
Module code	Core/Ancillary/Elective	Cr	Pre/Co			
			re-requisite			
3DST101	С	8	NONE			
3DST121	С	8	NONE			
3DCO101	С	8	NONE			
3GPE101	С	8	NONE			
Total 1st semester		32				
Second semester						
Module code (PIPELINES)	Core/Ancillary/Elective	Cr	Pre/Co re-requisite			
3DST102	С	8	NONE			
3DST122	С	8	NONE			
Total 1st semester		16				
Year Modules						
Module code (PIPELINES)	Core/Ancillary/Elective	Cr	Pre/Co re-requisite			
3LCA100	С	8	NONE			
3LCZ100	С	8	NONE			
3LCS100	С	8	NONE			
3SIC100	С	8	NONE			
3LTL100	С	8	NONE			
Subject Education 1	Е	10	At least 24 Credits at NQF level 7 for an FET subjects			
Subject Education 2	Е	10	At least 24 Credits at NQF level 7 for an FET subjects			
3PSE101	С	8	NONE			
Subject Education 1	Е	10	At least 24 Credits at NQF level 7 for an FET subjects			
Subject Education 2	Е	10	At least 24 Credits at NQF level 7 for an FET subjects			
3EPSE102	С	8	NONE			
Total Year level credits		96				
Overall Total of Credits		144				
			000			

FED.15.1.1. MODULE LIST WITH NQF LEVELS AND CREDITS - EPGFT1 & EPGSF2

Old Module code New Module code Descriptive name code Credits NQFL EMAC101 3MAC101 Accounting Education A (FETT) 10 7 EMAC 102 3MAC 102 Accounting Education B(FETT) 10 7 EMAF 101 3MAF 102 Afrikaans Language Education B(FETT) 10 7 EMAF 102 3MAF 102 Afrikaans Language Education B(FETT) 10 7 EMBS 101 3MBS 101 Business Studies Education A (FETT) 10 7 EMBS 102 3MBS 102 Business Studies Education B (FETT) 10 7 EMCS 101 3MCS 101 Computer Application A (FETT) 10 7 EMCS 102 3MCS 102 Computer Application A (FETT) 10 7 EMEC 101 3MEC 102 Economics Education A (FETT) 10 7 EMEC 102 3MEC 102 Economics Education A (FETT) 10 7 EMGD 101 Engineering Graphic Design Education A (FETT) 10 7 EMGD 102 3MGD 102 Engineering Graphic Design Education A (FETT) <td< th=""><th colspan="5">Electives Modules for EPGFT1 and EPGSF2</th></td<>	Electives Modules for EPGFT1 and EPGSF2				
EMAC 102 3MAC 102 Accounting Education B(FETT) 10 7 EMAF101 3MAF101 Afrikaans Language Education A(FETT) 10 7 EMAF102 3MAF102 Afrikaans Language Education B(FETT) 10 7 EMBS101 3MBS101 Business Studies Education A (FETT) 10 7 EMBS102 3MBS102 Business Studies Education B (FETT) 10 7 EMCS101 3MCS101 Computer Application Technology Education A (FETT) 10 7 EMCS102 3MCS102 Computer Application B (FETT) 10 7 EMEC101 3MEC102 Economics Education A (FETT) 10 7 EMEC102 3MEC102 Economics Education A (FETT) 10 7 EMGD101 3MGD101 Engineering Graphic Design Education A (FETT) 10 7 EMGD102 3MGD102 Engilish Home language Education A (FETT) 10 7 EMEN101 3MEN102 English Home language Education A (FETT) 10 7 EMEF102 3MEN102 English 1st Additional Langu			Descriptive name	Credits	NQFL
EMAF101 3MAF101 Afrikaans Afrikaans Language Education A(FETT) 10 7 EMAF102 3MAF102 Afrikaans Language Education B(FETT) 10 7 EMBS101 3MBS101 Business Studies Education A (FETT) 10 7 EMBS102 3MBS102 Business Studies Education B (FETT) 10 7 EMCS101 3MCS101 Computer Application A (FETT) 10 7 EMCS102 3MCS102 Computer Application A (FETT) 10 7 EMCS102 3MCS102 Computer Application A (FETT) 10 7 EMEC101 3MEC101 Economics Education A (FETT) 10 7 EMEC102 3MEC102 Economics Education B(FETT) 10 7 EMGD101 3MGD101 Engineering Graphic Design Education B (FETT) 10 7 EMGD102 3MGD102 Engineering Graphic Design Education B (FETT) 10 7 EMEN101 3MEN102 English Home language Education B (FETT) 10 7 EMEF102 3MEF101 English 1st Additional Language Educa	EMAC101	3MAC101	Accounting Education A (FETT)	10	7
A(FETT)	EMAC 102	3MAC 102	Accounting Education B(FETT)	10	7
B(FETT) B(FETT) EMBS101 3MBS101 Business Studies Education A (FETT) EMBS102 3MBS102 Business Studies Education B (FETT) EMCS101 3MCS101 Computer Application A (FETT) EMCS102 3MCS102 Computer Application A (FETT) EMCS102 3MCS102 Computer Application B (FETT) EMEC101 3MEC101 Economics Education A (FETT) 10 EMEC102 3MEC102 Economics Education B (FETT) 10 7 EMGD101 3MGD102 Engineering Graphic Design Education A (FETT) 10 7 EMGD102 3MGD102 Engilish Home language Education A (FETT) 10 7 EMEN101 3MEN102 English Home language Education B (FETT) 10 7 EMEF101 3MEF102 English 1st Additional Language Education A (FETT) 10 7 EMGE101 3MGE102 English 1st Additional Language Education B (FETT) 10 7 EMGE102 3MGE101 Geography Education A (FETT) 10 7 EMGE102 3MGE102 Geography Edu	EMAF101	3MAF101		10	7
EMBS102 3MBS102 Business Studies Education B (FETT) 10 7 EMCS101 3MCS101 Computer Application Technology Education A (FETT) 10 7 EMCS102 3MCS102 Computer Application B (FETT) 10 7 EMCC102 3MEC101 Economics Education A (FETT) 10 7 EMEC102 3MEC102 Economics Education B (FETT) 10 7 EMGD101 3MGD101 Engineering Graphic Design Education A (FETT) 10 7 EMGD102 3MGD102 Engineering Graphic Design Education B (FETT) 10 7 EMEN101 3MEN102 English Home language Education A (FETT) 10 7 EMEN102 3MEN102 English Home language Education B (FETT) 10 7 EMEF101 3MEF101 English 1st Additional Language Education A (FETT) 10 7 EMEF102 3MEF102 English 1st Additional Language Education B (FETT) 10 7 EMGE101 3MGE101 Geography Education B (FETT) 10 7 EMGE102 3MGE102	EMAF102	3MAF102		10	7
EMCS101 3MCS101 Computer Application Technology Education A (FETT) 10 7 EMCS102 3MCS102 Computer Application Technology Education B (FETT) 10 7 EMEC101 3MEC101 Economics Education A (FETT) 10 7 EMEC102 3MEC102 Economics Education B (FETT) 10 7 EMGD101 3MGD101 Engineering Graphic Design Education A (FETT) 10 7 EMGD102 3MGD102 Engineering Graphic Design Education B (FETT) 10 7 EMEN101 3MEN101 English Home language Education A (FETT) 10 7 EMEN102 3MEN102 English Home language Education A (FETT) 10 7 EMEF101 3MEF101 English 1st Additional Language Education B (FETT) 10 7 EMGE101 3MGE102 English 1st Additional Language Education B (FETT) 10 7 EMGE102 3MGE102 Geography Education A (FETT) 10 7 EMHY101 3MHY101 History Education B (FETT) 10 7 EMZU101 3MZU10	EMBS101	3MBS101		10	7
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Technology Education B (FETT) EMEC101 3MEC101 Economics Education A(FETT) 10 7 EMEC102 3MEC102 Economics Education B(FETT) 10 7 EMGD101 3MGD101 Engineering Graphic Design Education A (FETT) 10 7 EMGD102 3MGD102 Engineering Graphic Design Education B (FETT) 10 7 EMEN101 3MEN101 English Home language Education A (FETT) 10 7 EMEN102 3MEN102 English Home language Education B(FETT) 10 7 EMEF101 3MEF101 English 1st Additional Language Education A(FETT) 10 7 EMEF102 3MEF102 English 1st Additional Language Education B(FETT) 10 7 EMGE101 3MGE102 Geography Education A(FETT) 10 7 EMGE102 3MGE102 Geography Education B(FETT) 10 7 EMHY101 3MHY101 History Education B(FETT) 10 7 EMZU101 3MZU101 IsiZulu Home Language 10 7	EMCS101	3MCS101		10	7
EMEC102 3MEC102 Economics Education B(FETT) 10 7 EMGD101 3MGD101 Engineering Graphic Design Education A (FETT) 10 7 EMGD102 3MGD102 Engineering Graphic Design Education B (FETT) 10 7 EMEN101 3MEN101 English Home language Education A (FETT) 10 7 EMEN102 3MEN102 English Home language Education B(FETT) 10 7 EMEF101 3MEF101 English 1st Additional Language Education A(FETT) 10 7 EMEF102 3MEF102 English 1st Additional Language Education B(FETT) 10 7 EMGE101 3MGE102 Geography Education A(FETT) 10 7 EMGE102 3MGE102 Geography Education B(FETT) 10 7 EMHY101 3MHY101 History Education B(FETT) 10 7 EMZU101 3MZU101 IsiZulu Home Language 10 7	EMCS102	3MCS102		10	7
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Education A (FETT) Education A (FETT) EMGD102 3MGD102 Engineering Graphic Design Education B (FETT) 10 7 EMEN101 3MEN101 English Home language Education A (FETT) 10 7 EMEN102 3MEN102 English Home language Education B(FETT) 10 7 EMEF101 3MEF101 English 1st Additional Language Education A(FETT) 10 7 EMEF102 3MEF102 English 1st Additional Language Education B(FETT) 10 7 EMGE101 3MGE102 Geography Education A(FETT) 10 7 EMGE102 3MGE102 Geography Education B(FETT) 10 7 EMHY101 3MHY101 History Education B(FETT) 10 7 EMZU101 3MZU101 IsiZulu Home Language 10 7	EMEC102	3MEC102	Economics Education B(FETT) 10		7
EMEN101 3MEN101 English Home language Education A (FETT) 10 7 EMEN102 3MEN102 English Home language Education B(FETT) 10 7 EMEF101 3MEF101 English 1st Additional Language Education A(FETT) 10 7 EMEF102 3MEF102 English 1st Additional Language Education B(FETT) 10 7 EMGE101 3MGE102 Geography Education A(FETT) 10 7 EMGE102 3MGE102 Geography Education B(FETT) 10 7 EMHY101 3MHY101 History Education A(FETT) 10 7 EMHY 102 3MHY 102 History Education B(FETT) 10 7 EMZU101 3MZU101 IsiZulu Home Language 10 7	EMGD101	3MGD101		10	7
Education A (FETT) Education A (FETT) EMEN102 3MEN102 English Home Ianguage Education B(FETT) EMEF101 3MEF101 English 1st Additional Language Education A(FETT) EMEF102 3MEF102 English 1st Additional Language Education B(FETT) EMGE101 3MGE101 Geography Education A(FETT) EMGE102 3MGE102 Geography Education B(FETT) EMHY101 3MHY101 History Education A(FETT) 10 EMHY 102 3MHY 102 History Education B(FETT) 10 7 EMZU101 3MZU101 IsiZulu Home Language 10 7	EMGD102	3MGD102		10	7
Education B(FETT) Education B(FETT) EMEF101 3MEF101 English 1st Additional Language Education A(FETT) 10 7 EMEF102 3MEF102 English 1st Additional Language Education B(FETT) 10 7 EMGE101 3MGE101 Geography Education A(FETT) 10 7 EMGE102 3MGE102 Geography Education B(FETT) 10 7 EMHY101 3MHY101 History Education A(FETT) 10 7 EMHY 102 3MHY 102 History Education B(FETT) 10 7 EMZU101 3MZU101 IsiZulu Home Language 10 7	EMEN101	3MEN101			7
Education A(FETT) Education A(FETT) EMEF102 3MEF102 English 1st Additional Language Education B(FETT) 10 7 EMGE101 3MGE101 Geography Education A(FETT) 10 7 EMGE102 3MGE102 Geography Education B(FETT) 10 7 EMHY101 3MHY101 History Education A(FETT) 10 7 EMHY 102 3MHY 102 History Education B(FETT) 10 7 EMZU101 3MZU101 IsiZulu Home Language 10 7	EMEN102	3MEN102		10	7
Education B(FETT) Education B(FETT) EMGE101 3MGE101 Geography Education A(FETT) 10 7 EMGE102 3MGE102 Geography Education B(FETT) 10 7 EMHY101 3MHY101 History Education A(FETT) 10 7 EMHY 102 3MHY 102 History Education B(FETT) 10 7 EMZU101 3MZU101 IsiZulu Home Language 10 7	EMEF101	3MEF101			7
EMGE102 3MGE102 Geography Education B(FETT) 10 7 EMHY101 3MHY101 History Education A(FETT) 10 7 EMHY 102 3MHY 102 History Education B(FETT) 10 7 EMZU101 3MZU101 IsiZulu Home Language 10 7	EMEF102	3MEF102			7
EMHY101 3MHY101 History Education A(FETT) 10 7 EMHY 102 3MHY 102 History Education B(FETT) 10 7 EMZU101 3MZU101 IsiZulu Home Language 10 7	EMGE101	3MGE101	Geography Education A(FETT) 10 7		7
EMHY 102 3MHY 102 History Education B(FETT) 10 7 EMZU101 3MZU101 IsiZulu Home Language 10 7	EMGE102	3MGE102	Geography Education B(FETT)	10	7
EMZU101 3MZU101 IsiZulu Home Language 10 7	EMHY101	3MHY101	History Education A(FETT)	10	7
	EMHY 102	3MHY 102	History Education B(FETT)	10	7
	EMZU101	3MZU101		10	7

EMZU102	3MZU102	IsiZulu Home Language Education B(FETT)	10	7
EMZA101	3MZA101	IsiZulu 1 st Additional Language Education A(FETT)	10	7
EMZA102	3MZA102	IsiZulu 1st Additional Language Education B(FETT)	10	7
EMLO101	3MLO101	Life Orientation Education A(FETT)	10	7
EMLO102	3MLO102	Life Orientation Education B(FETT)	10	7
EMLS101	3MLS101	Life Sciences Education A(FETT)	10	7
EMLS102	3MLS102	Life Sciences Education B(FETT)	10	7
EMMA102	3MMA102	Mathematics Education A(FETT)	10	7
EMMA102	3MMA102	Mathematics Education B(FETT)	10	7
EMPS101	3MPS101	Physical Science Education A(FETT)	10	7
EMPS102	3MPS102	Physical Science Education B(FETT)	10	7
EMTO101	3MTO101	Tourism Education A(FETT)	10	7
EMTO102	3MTO102	Tourism Education B (FETT)	10	7
EMEM101	3MEM101	Economics & Management Sciences Education A(SP)	10	7
EMEM102	3MEM102	Economics & Management Sciences Education B(SP)	10	7
EMEL101	3MEL101	English Home language Education A(SP)	10	7
EMEL102	3MEL102	English Home language Education B(SP)	10	7
EMEG101	3MEG101	English 1st Additional Language Education A(SP)	10	7
EMEG102	3MEG102	English 1st Additional Language Education B(SP)	10	7
EMHS101	3MHS101	Social Sciences Education A(SP)	10	7
EMHS102	3MHS102	Social Sciences Education B(SP)	10	7
EMZH101	3MZH101	IsiZulu Home Language Education A(SP)	10	7

EMZH102	3MZH102	IsiZulu Home Language Education B(SP)	10	7
EMZF101	3MZF101	IsiZulu 1st Additional Language Education A(SP)	10	7
EMZF102	3MZF102	IsiZulu 1 st Additional Language Education B(SP)	10	7
EMLG101	3MLG101	Life Orientation Education A(SP)	10	7
EMLG102	3MLG102	Life Orientation Education B(SP)	10	7
EMMG101	3MMG101	Mathematics Education A(SP)	10	7
EMMG102	3MMG102	Mathematics Education B(SP)	10	7
EMNS101	3MNS101	Natural Sciences Education A(SP)	10	7
EMNS102	3MNS102	Natural Sciences Education B(SP)	10	7
EMTK101	3MTK101	Technology Education A(SP)	10	7
EMTK102	3MTK102	Technology Education B (SP)	10	7
Compulsory i	nodules for EP	GFT1 and EPGSF2		
Old Module code	New Module	Descriptive name	Credits	NQFL
COUC	code			
EDST101	3DST101	Education Studies 1A(Sociology, Philosophy and History)	8	7
0.000			8	7
EDST101	3DST101	Philosophy and History) Education Studies		·
EDST101	3DST101 3DST102	Philosophy and History) Education Studies 1B(Curriculum Development) Education Studies 2A	8	7
EDST101 EDST102 EDST121	3DST101 3DST102 3DST121	Philosophy and History) Education Studies 1B(Curriculum Development) Education Studies 2A (Educational Psycholo Education Studies 2B	8	7
EDST101 EDST102 EDST121 EDST122	3DST101 3DST102 3DST121 3DST122	Philosophy and History) Education Studies 1B(Curriculum Development) Education Studies 2A (Educational Psycholo Education Studies 2B (Educational Managem Conversational Language for	8	7 7
EDST101 EDST102 EDST121 EDST122 ELCA100	3DST101 3DST102 3DST121 3DST122 3LCA100	Philosophy and History) Education Studies 1B(Curriculum Development) Education Studies 2A (Educational Psycholo Education Studies 2B (Educational Managem Conversational Language for Teachers - Afrikaans Conversational Language for	8 8	7 7 5
EDST101 EDST102 EDST121 EDST122 ELCA100 ELCZ100	3DST101 3DST102 3DST121 3DST122 3LCA100 3LCZ100	Philosophy and History) Education Studies 1B(Curriculum Development) Education Studies 2A (Educational Psycholo Education Studies 2B (Educational Managem Conversational Language for Teachers - Afrikaans Conversational Language for Teachers - IsiZulu Conversational Language for	8 8 8	7 7 5 5
EDST101 EDST102 EDST121 EDST122 ELCA100 ELCZ100	3DST101 3DST102 3DST121 3DST122 3LCA100 3LCZ100 3LCS100	Philosophy and History) Education Studies 1B(Curriculum Development) Education Studies 2A (Educational Psycholo Education Studies 2B (Educational Managem Conversational Language for Teachers – IsiZulu Conversational Language for Teachers – Sesotho	8 8 8 8	7 7 5 5 5
EDST101 EDST102 EDST121 EDST122 ELCA100 ELCZ100 ELCS100 EDCO101	3DST101 3DST102 3DST102 3DST121 3DST122 3LCA100 3LCZ100 3LCS100 3DCO101	Philosophy and History) Education Studies 1B(Curriculum Development) Education Studies 2A (Educational Psycholo Education Studies 2B (Educational Managem Conversational Language for Teachers - Afrikaans Conversational Language for Teachers - IsiZulu Conversational Language for Teachers - Sesotho Education in Context	8 8 8 8	7 7 7 5 5 7

EGPE101	3GPE101	General Pedagogy A(Teaching, Learning and Assessment)	8	7	
Teaching Pra	Teaching Practice Modules for EPDFT1 and EPGSF2				
Old Module code	New Module code	Descriptive name	Credits	NQFL	
EPSE101	3PSE101	School Experience A	8	7	
EPSE102	3PSE102	School Experience B	24	7	

FED.15.1.2. MODULE CONTENT AND OUTCOMES FOR PGCE – SEMESTER MODULES - EPGFT1 & EPGSF2

	ı	ELECTIVES N	IODULES	
Module code:-	Semester 1: EMAC101 3MAC101	NQF level: 6	Semester 2: EMAC102 3MAC 102	NQF level: 6
Title:			Title: Accounting Education A (I	FET)
learning ii Use mai acti 2. Curri teaching i Bar Des 3. Classro Use clas 4. Develo Accountir Epistemo 5. Pre-coi Add 6. Critique Prir curr Opp ass Opp con How	e elementary statistical infinage teaching, learning and vities culum differentiation and in Accounting riers to learning and developing differentiated learning om research in Accounting Action research in Accounting of research literature seroom practice op pedagogical content kring	cormation to assessment d adaptive oment g activities ting to improve nowledge in ons punting guiding the ng, learning, offers for for inclusion linguistically rent learning	Content: 1. Foundations of teach learning in Accounting - History of Accounting teach learning 2. Accounting Education policy documents 3. Teaching and learning strated Accounting - Teaching and Learning theoring and learning strated Assessment in Accounting - Assessment strategies 5. Lesson design in Accounting - Lesson design in Accounting - Lesson design in Accounting - Lesson design 6. Learning and Teaching Support in Accounting	hing and numents tegies in ies gies

Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Module outcomes: Module outcomes: On successful completion of the module, students On successful completion of the module, students will be able to: will be able to: Demonstrate knowledge and Demonstrate knowledge and understanding of the foundations of understanding of the foundations of teaching and learning in Accounting. teaching and learning in Accounting. Demonstrate knowledge and knowledge Demonstrate understanding of the relevant policies in understanding of the relevant policies Accounting teaching and learning. in Accounting teaching and learning. Select and use appropriate strategies, Select and use appropriate strategies, methods and techniques in the teaching methods and techniques in the and learning of Accounting. teaching and learning of Accounting. Design appropriate lesson plans in Design appropriate lesson plans in Accounting taking into account theories of Accounting taking into account teaching, learning, child development and theories of teaching, learning, child curriculum needs. development and curriculum needs. Design appropriate assessment strategies Design appropriate assessment in Accounting. strategies in Accounting. Design, select and adapt appropriate Design, select and adapt appropriate teaching and learning support materials for teaching and learning support Accounting materials for Accounting. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is Assessment modes: This module is assessed by means of examination..... assessed by means of examination..... NQF Module Semester 1: Semester 2: NOF EMAF101 3MAF101 level: 5 EMAF102 3MAF102 level: 5 code:-Title: Afrikaans Language Education A Title: Afrikaans Language Education B Content: Content: 1. Foundations of teaching and learning in 1. Management of Afrikaans teaching and Afrikaans learning in school History of Afrikaans teaching and learning Use elementary statistical information Afrikaans Language Education to manage teaching, learning and documents assessment activities 2. Curriculum differentiation and adaptive Subject policy documents teaching in Afrikaans 3. Teaching and learning strategies in Afrikaans Teaching and Learning theories Barriers to learning and development - Teaching and learning strategies Designing differentiated learning 4. Assessment in Afrikaans Language activities 3. Classroom research in Afrikaans - Assessment strategies 5. Lesson design in Afrikaans Use Action research in Afrikaans - Lesson design Use of research literature to improve 6. Learning and Teaching Support Materials classroom practice pedagogical Develop content knowledge in Afrikaans

Epistemology
 5. Pre-conceptions in Afrikaans
 Identify pre-conceptions
 Address learners' pre- conceptions

			Table 1
			Critique curriculum policies in Afrikaans
			 Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with
Madulaa	utcomes: Module Outcom		different learning needs Module outcomes:
On succes will be abl Den of th in A Den of th and Sele met and Des Afril teac curr Des in A Des teac	ssful completion of the modu	le, students derstanding ind learning derstanding ins teaching strategies, he teaching plans in theories of poment and t strategies appropriate	On successful completion of the module, students will be able to: - Use elementary statistical information to manage teaching, learning and assessment in Afrikaans. - Demonstrate competence in assessing and monitoring learner progress and achievement in Afrikaans. - Use the results of assessment to improve teaching and learning of Afrikaans. - Adapt lessons and assessment tasks to accommodate learners with different learning problems in Afrikaans. - Demonstrate competence to learn from available research in order to improve teaching in the Afrikaans classroom and to enhance his/her own academic learning. - Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Afrikaans. - Evaluate curriculum policies in
Method of delivery: Full Time			Afrikaans. Method of delivery: Full Time
	ent modes: This module is	assessed	Assessment modes: This module is
	of examination		assessed by means of examination
Module code:-	Semester 1: EMBS101 3MBS101	NQF level: 7	Semester 2: NQF EMBS102 3MBS102 level: 7
	siness Studies Education		Title: Business Studies Education B
riue. Bu	omess studies Education	^	Title. Dusiliess Studies Education B
			•

Content:

1. Foundations of teaching and learning in Business Studies

History of Business Studies teaching and learning 2. Business Studies Education policy documents Subject policy documents

3. Teaching and learning strategies in Business Studies

Teaching and Learning theories Teaching and learning strategies

. Assessment in Business Studies Assessment strategies

5. Lesson design in Business Studies Lesson design

6. Learning and Teaching Support Materials in Business Studies

Content:

activities

Management of Business Studies teaching and learning in school
 Use elementary statistical information to manage teaching, learning and assessment

Curriculum differentiation and adaptive teaching in Business Studies

Barriers to learning and development Designing differentiated learning activities

3. Classroom research in Business Studies
Use Action research in Business Studies

Use Action research in Business Studies
Use of research literature to improve classroom practice
4. Develop pedagogical content knowledge

Develop pedagogical content knowledge in Business Studies

Epistemology

5. Pre-conceptions in Business Studies Identify pre-conceptions

Address learners' pre- conceptions

6. Critique curriculum policies in Business Studies

Principles underpinning and guiding the curriculum

Opportunities for linking teaching, learning,

assessment and reflection

- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique
- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs

Module outcomes:

On successful completion of the module, students will be able to...

- Demonstrate knowledge and understanding of the foundations of teaching and learning in Business Studies.
- Demonstrate knowledge and understanding of the relevant policies in Business Studies teaching and learning.
- Select and use appropriate strategies, methods and techniques in the teaching and learning of Business Studies
- Design appropriate lesson plans in Business Studies taking into account

Module outcomes:

On successful completion of the module, students will be able to:

- Use elementary statistical information to manage teaching, learning and assessment in Business Studies.
 - Demonstrate competence in assessing and monitoring learner progress and achievement in Business Studies.
- Use the results of assessment to improve teaching and learning of in Business Studies.
- Adapt lessons and assessment tasks to accommodate learners with different learning problems in Business Studies.
- Demonstrate competence to learn from available research in order to improve

theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Business Studies. Design, select and adapt appropriate teaching and learning support materials for Business Studies.			teaching in the Business Studies classroom and to enhance his/her own academic learning. Develop content knowledge to plan implement and assess effective teaching and learning experiences in Business Studies. Evaluate curriculum policies in Business Studies.
Method	of delivery: Full Time		Method of delivery: Full Time
		s assessed	Assessment modes: This module is
		NOT	assessed by means of examination Semester 2: EMCS102 NQF
code:-	3MCS101	level: 6	3MCS102 level: 6
Title:		Technology	Title: Computer Application Technology Education (CAT) B
Content	:		Content:
1. Foun Compute History teaching 2. Com documer Subject p 3. Teach Applicati Teaching 4. Ass Technolo Assessm 5. Less Technolo Lesson	Title: Computer Application Technology Education A Content: 1. Foundations of teaching and learning in Computer Application Technology History of Computer Application Technology teaching and learning 2. Computer Application Technology policy documents Subject policy documents 3. Teaching and learning strategies in Computer Application Technology Teaching and Learning theories Teaching and learning strategies		1. Management of CAT teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in CAT Barriers to learning and development Designing differentiated learning activities 3. Classroom research in CAT Use Action research in CAT Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge Epistemology 5. Pre-conceptions Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies • Principles underpinning and guiding the curriculum • Opportunities for linking teaching learning, assessment and reflection • Opportunities the curriculum offers for continuity beyond their phase • How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique • Principles underpinning and guiding the curriculum • Opportunities for linking teaching learning, assessment and reflection • Opportunities the curriculum offers for continuity beyond their phase • How well the curriculum offers for continuity beyond their phase • How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs

Module outcomes: Module outcomes: On successful completion of the module, students On successful completion of the module. students will be able to: will be able to ... Demonstrate knowledge and understanding of Use elementary statistical information the foundations of teaching and learning in to manage teaching, learning and Computer Application Technology. assessment in Computer Application Demonstrate knowledge and understanding of Technology. the relevant policies in Computer Application Demonstrate competence in assessing Technology teaching and learning. and monitoring learner progress and achievement in Computer Application Select and use appropriate strategies, methods and techniques in the teaching and learning of Technology. Computer Application Technology Use the results of assessment to Design appropriate lesson plans in Computer improve teaching and learning of in Application Technology taking into account Computer Application Technology. Adapt lessons and assessment tasks to theories of teaching, learning, child development accommodate learners with different and curriculum needs. problems in Computer learning Design appropriate assessment strategies in Application Technology. Computer Application Technology. Demonstrate competence to learn from Design, select and adapt appropriate teaching available research in order to improve and learning support materials for Computer teaching in the Computer Application Application Technology. Technology classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Computer Application Technology. Evaluate curriculum policies in Computer Application Technology. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed Assessment modes: This module is by means of examination..... assessed by means of examination..... Module Semester 1: EMEC101 NQF Semester 2: EMEC102 NQF 3MEC101 level: 6 3MEC102 code:level: 6 Title: Engineering Graphic Design Education Title: Economics Education B (FET) Content: Content: 1. Foundations of teaching and learning in 1. Economics teaching and learning in **Economics** History of Economics teaching and learning Use elementary statistical information to 2. Economics Education policy documents manage teaching, learning and assessment Subject policy documents activities 3. Teaching and learning strategies in Economics 2. Curriculum differentiation and adaptive teaching in Economics Teaching and Learning theories Barriers to learning and development Teaching and learning strategies

Asse\ssment in Economics Assessment strategies

Lesson design

Economics

5. Lesson design in Economics

6. Learning and Teaching Support Materials in

Designing differentiated learning activities

Use Action research in Economics Use of

research literature to improve classroom

4. Develop pedagogical content knowledge

3. Classroom research in Economics

practice

in Economics Epistemology

Method of delivery: Full Time Assessment modes: This module is assessed by means of examination Module code:- EMGD101 3MGD101 Title: Engineering Graphic Design Education A (FET) Method of delivery: Full Time Assessment modes: This module is assessed by means of examination NQF EMGD102 3MGD102 NQF Itile: Engineering Graphic Design Education Education B EGD (FET)	On succes will be abl Dem of the Econ Dem of the Econ Select meth learn Designer Designer Econ Designer Designer Designer Econ Designer Designer Econ Designer Econ	onstrate knowledge and une foundations of teaching anomics. onstrate knowledge and une relevant policies in hing and learning. It and use appropriate ods and techniques in the tring of Economics.	derstanding derstanding Economics strategies, eaching and plans in theories of opment and strategies in appropriate		conomics conomics conomics conomics conomics conomics conomics conomics conomics. Conomics co
Assessment modes: This module is assessed by means of examination Module code:- EMGD101 3MGD101 Revel: 6 EMGD102 3MGD102 Revel: 6 Title: Engineering Graphic Design Education Title: Engineering Graphic Design					
by means of examination Module code:- EMGD101 3MGD101 Semester 1: EMGD102 3MGD102 Revel: 6 Title: Engineering Graphic Design Education Semester 2: EMGD102 3MGD102 NQF Revel: 6 Semester 2: EMGD102 3MGD102 Revel: 6				·	
Module code:- Semester 1: NQF Semester 2: NQF level: 6 EMGD101 3MGD101 level: 6 EMGD102 3MGD102 level: 6 Title: Engineering Graphic Design Education Title: Engineering Graphic Design			sassessed		
code:- EMGD101 3MGD101 level: 6 EMGD102 3MGD102 level: 6 Title: Engineering Graphic Design Education Title: Engineering Graphic Design			NOE	,	
			Title: Engineering Graphic	Design	

Content:

- 1. Foundations of teaching and learning in EGD History of EGD teaching and learning
- EGD Education policy documents
 Subject policy documents
- 3. Teaching and learning strategies in EGD Teaching and Learning theories

Teaching and learning strategies

4. Assessment in EGD

Assessment strategies

5. Lesson design in EGD

Lesson design

6. Learning and Teaching Support Materials in EGD

Content:

1. Management of EGD teaching and learning in school

Use elementary statistical information to manage teaching, learning and assessment activities

2. Curriculum differentiation and adaptive teaching in EGD

Barriers to learning and development
Designing differentiated learning activities

3. Classroom research in EGD Use Action research in EGD

Use of research literature to improve classroom practice

4. Develop pedagogical content knowledge in EGD

Epistemology

5. Pre-conceptions in EGD Identify pre-conceptions

Address learners' pre- conceptions

6. Critique curriculum policies in EGD

- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique
- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs

Module outcomes:

On successful completion of the module, students will be able to...

- Demonstrate knowledge and understanding of the foundations of teaching and learning in Engineering Graphic Design.
- Demonstrate knowledge and understanding of the relevant policies in Engineering Graphic Design teaching and learning.
- Select and use appropriate strategies, methods and techniques in the teaching and learning of Engineering Graphic Design.
- Design appropriate lesson plans in Engineering Graphic Design taking into

Module outcomes:

On successful completion of the module, students will be able to:

- Use elementary statistical information to manage teaching, learning and assessment in EGD.
- Demonstrate competence in assessing and monitoring learner progress and achievement in EGD.
- Use the results of assessment to improve teaching and learning of in
- Adapt lessons and assessment tasks to accommodate learners with different learning problems in EGD.
- Demonstrate competence to learn from available research in order to improve

account theories of teaching, learning, child development and curriculum needs.

- Design appropriate assessment strategies in Engineering Graphic Design.
- Design, select and adapt appropriate teaching and learning support materials for Engineering Graphic Design.
- teaching in the EGD classroom and to enhance his/her own academic learning.
- Develop content knowledge to plan. implement and assess effective teaching and learning experiences in EGD.
- Evaluate curriculum policies in EGD. Method of delivery: Full Time

Method of delivery: Full Time

Assessment modes: This module is assessed

by means of examination..... Module Semester 1: EMEN101 NQF code:-3MEN101 level: 6 Assessment modes: This module is assessed by means of examination..... 2: EMEN102 NQF Semester

Title: English Home Language Education A

Title: English Home Language Education

level: 6

3MEN102

Content:

- 1. Foundations of teaching and learning in English
- History of English language teaching and learning
- Classical period
- Modern period
- Commercial period
- Electronic period
- 2. English Home language Education curriculum policy documents
- · Subject policy documents
- Language-in-education policy
- · Teaching language skills
- Teaching literary and non- literary texts
- Teaching language structures and convention
- 3. Teaching methodologies in English Home language

Teaching and Learning theories

Approaches to teaching English Home language Methods of teaching English Home language The use of ICT in the language classroom Learning styles

Teaching and learning strategies

- 14. Assessment in English Home language
- Language assessment practices
- Assessment strategies in English Home language
- Questioning skills as assessment in English Home language learning
- Types of questions in English Home language learning
- Educational taxonomies for language
- Assessment for learning: critical language awareness
- Assessment for learning: understanding key literary concepts
- 5. Lesson design in English Home language
 - Lesson design
- 6. Learning and Teaching Support Materials in English Home Language

Content:

- 1. Management of English Home language teaching and learning in school
- Use elementary statistical information to manage teaching, learning and assessment activities
- 2. Curriculum differentiation and adaptive teaching in English Home language
- Barriers to English Home language learning and development
- Designing differentiated language learning activities
- 3. Classroom research in English Home language
 - Use Action research in English Home language
- Use of research literature to improve English Home language classroom practice 4. Develop pedagogical content knowledge
- in English Home language Epistemology
- Pre-conceptions in English Home 5. language
- Identify pre-conceptions
- Language attitudes
- Address learners' pre- conceptions
- Critique English Home Language curriculum policies in English
- Principles underpinning and guiding English Home language curriculum
- Opportunities for linking teaching, learning, assessment and reflection in English Home language
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique
- Principles underpinning and guiding the curriculum

Guidelines for designing effective English Opportunities for linking teaching, language teaching materials learning, assessment and reflection Designing and selecting materials for teaching Opportunities the curriculum offers for language skills; language structures continuity beyond their phase conventions; literary and non- literary texts How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Module outcomes: Module outcomes: On successful completion of the module, On successful completion of the module, students will be able to ... students will be able to: Demonstrate knowledge and understanding Use elementary statistical information to of the foundations of teaching and learning manage teaching, learning assessment in English Home language. in English Home language. Demonstrate knowledge and understanding Demonstrate competence in assessing of the relevant policies in English Home and monitoring learner progress and language teaching and learning. achievement in English Home Select and use appropriate strategies, language. methods and techniques in the teaching Use the results of assessment to and learning of English Home language. improve teaching and learning of in Design appropriate lesson plans in English English Home language. Home language taking into account theories Adapt lessons and assessment tasks to of teaching, learning, child development accommodate learners with different and curriculum needs. learning problems in English Home Design appropriate assessment strategies language. in English Home language. Demonstrate competence to learn from Design, select and adapt appropriate available research in order to improve teaching and learning support materials for teaching in the English Home language classroom and to enhance his/her own English Home language. academic learning. Develop content knowledge to plan. implement and assess effective teaching and learning experiences in English Home language. Evaluate curriculum policies in English Home language. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed Assessment modes: This module is by means of examination.... assessed by means of examination..... Module Semester 1: NQF NQF Semester 2: level: 6 code:-EMEF101 3MEF101 level: 6 EMEF102 3MEF102 Title: Afrikaans Language Education A Title: Afrikaans Language Education B Content: Content: 1. Foundations of teaching and learning in 1. Management of Afrikaans teaching and learning in school History of Afrikaans teaching and learning Use elementary statistical information to 2. Afrikaans Language Education policy manage teaching, learning and assessment documents activities Subject policy documents 2. Curriculum differentiation and adaptive 3. Teaching and learning strategies in Afrikaans teaching in Afrikaans Teaching and Learning theories Barriers to learning and development Teaching and learning strategies Designing differentiated learning activities 4. Assessment in Afrikaans Language 3. Classroom research in Afrikaans Assessment strategies Use Action research in Afrikaans 5. Lesson design in Afrikaans Use of research literature to improve Lesson design classroom practice 6. Learning and Teaching Support Materials

		Develop pedagogical content knowledge in Afrikaans	
		Epistemology	
		Pre-conceptions in Afrikaans	
		Identify pre-conceptions	
		Address learners' pre- conceptions	
		Critique curriculum policies in Afrikaans	
		Principles underpinning and guiding	
		the curriculum	
		Opportunities for linking teaching, learning, assessment and reflection	
		Opportunities the curriculum offers for	
		continuity beyond their phase	
		How well the curriculum caters for	
		inclusion of children from culturally	
		and linguistically diverse backgrounds	
		with different learning needs Critique	
		 Principles underpinning and guiding the curriculum 	
		 Opportunities for linking teaching, 	
		learning, assessment and reflection	
		 Opportunities the curriculum offers for continuity beyond their phase 	
		How well the curriculum caters for	
		inclusion of children from culturally	
		and linguistically diverse backgrounds	
		with different learning needs	
Module outcomes:		Module outcomes:	
On successful completion of the modul	le, students	On successful completion of the module,	
will be able to Demonstrate knowledge and unders	standing of	students will be able to: Use elementary statistical information to	
the foundations of teaching and		manage teaching, learning and assessment	
Afrikaans.	.ca.iiiig iii	in Afrikaans.	
Demonstrate knowledge and unders	standing of	Demonstrate competence in assessing and	
the relevant policies in Afrikaans te	aching and	monitoring learner progress and	
learning.		achievement in Afrikaans.	
Select and use appropriate strategie and techniques in the teaching and		 Use the results of assessment to improve teaching and learning of 	
Afrikaans	m Afrila	Afrikaans.	
 Design appropriate lesson plans i taking into account theories or 		 Adapt lessons and assessment tasks to accommodate learners with different 	
learning, child development and		learning problems in Afrikaans.	
needs.	Carrioulani	Demonstrate competence to learn from	
Design appropriate assessment s	trategies in	available research in order to improve	
Afrikaans.	_	teaching in the Afrikaans classroom and	
 Design, select and adapt 		to enhance his/her own academic	
teaching and learning support m	naterials for	learning.	
Afrikaans.		 Develop content knowledge to plan, implement and assess effective 	
		teaching and learning experiences in	
		Afrikaans.	
		Evaluate curriculum policies in	
Mothod of dollyony Full Time		Afrikaans.	
Method of delivery: Full Time		Method of delivery: Full Time	
Assessment modes: This module is	assessed	Assessment modes: This module is	
by means of examination Module Semester 1:	NQF	assessed by means of examination Semester 2: NQF	
code:- EMGE101 3MGE101	level: 6	Semester 2: NQF EMGE102 3MGE102 level: 6	
		244	

Title: Geography Education A	Title: Geography Education B
Content: 1. Foundations of teaching and learning in Geography History of Geography teaching and learning 2. Geography Education policy documents Subject policy documents 3. Teaching and learning strategies in Geography Teaching and Learning theories Teaching and learning strategies 4. Assessment in Geography Assessment strategies 5. Lesson design in Geography Lesson design 6. Learning and Teaching Support Materials in Geography	Content: 1. Management of Geography teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in Geography Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Geography Use Action research in Geography Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge in Geography Epistemology of Geography Addressing alternative – pre and misconceptions Reveal learners' pre conceptions Present an exposing event Ask learners to describe or present their conceptions Discuss and evaluate conceptions Create conceptual conflict Encourage cognitive accommodation and guide conceptual restructuring 5. Curriculum policy in Geography
Module outcomes: On successful completion of the module, students will be able to: Demonstrate knowledge and understanding of the foundations of teaching and learning in Geography. Demonstrate knowledge and understanding of the relevant policies in Geography teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Geography. Design appropriate lesson plans in Geography taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Geography. Design, select and adapt appropriate teaching and learning support materials for Geography.	Critique curriculum policies in Geography Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Geography. Demonstrate competence in assessing and monitoring learner progress and achievement in Geography. Use the results of assessment to improve teaching and learning of in Geography. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Geography. Demonstrate competence to learn from available research in order to improve teaching in the Geography classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Geography. Evaluate curriculum policies in Geography. Method of delivery: Full Time

Assessment modes: This module i	s assessed		odule is
by means of examination		assessed by means of examination	
Module Semester 1: EMHY101 code:- 3MHY101	NQF level: 6	Semester 2: EMHY 102 3MHY 102	NQF level: 6
Title: History Education A	107011 0	Title: History Education B	10 7 01. 0
Times motory Education 71		The Theory Education 2	
Content: 1. Foundations of teaching and learning History of teaching and learning Histor. 2. History Education policy document Subject policy documents. 3. Teaching and learning strategies in Teaching and Learning strategies. Teaching and learning strategies. 4. Assessment in History. Assessment strategies. 5. Lesson design in History. Lesson design. 6. Learning and Teaching Support. History.	ory s n History	Content: 1. Management of History teach learning in school Use elementary statistical inform manage teaching, learning and as activities 2. Curriculum differentiation and teaching in History Barriers to learning and developme Designing differentiated learning at 3. Classroom research in History Use Action research in History Use of research literature to classroom practice 4. Develop pedagogical content kin History Epistemology 5. Pre-conceptions in History Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in History Identify pre-conceptions 9. Principles underpinning and the curriculum 9. Opportunities for linking learning, assessment and re 9. Opportunities the curriculum continuity beyond their phas 9. How well the curriculum of inclusion of children from and linguistically diverse bac with different learning needs 9. Principles underpinning and the curriculum 1. Opportunities for linking learning, assessment and re 1. Opportunities the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas 1. How well the curriculum continuity beyond their phas	nation to sessment adaptive nt adaptive nt etivities improve nowledge story d guiding teaching, effection offers for eaters for culturally kgrounds Critique d guiding teaching, effection offers for e caters for culturally kgrounds critique d guiding teaching, effection offers for e culturally kgrounds
On successful completion of the modu	ule, students	On successful completion of the	module,
will be able to Demonstrate knowledge and understanding		students will be able to: Use elementary statistical inform	nation to
of the foundations of teaching a	of the foundations of teaching and learning		sessment
in History.	dorotordina	in History.	naina ana
 Demonstrate knowledge and un of the relevant policies in Histo and learning. 		Demonstrate competence in asses monitoring learner progres achievement in History.	
Select and use appropriate methods and techniques in t and learning of History.		Use the results of assessment to teaching and learning of in History.	improve

Design appropriate lesson plans in History Adapt lessons and assessment tasks to taking into account theories of teaching, accommodate learners with different learning learning, child development and curriculum problems in History. Demonstrate competence to learn from available research in order to improve Design appropriate assessment strategies teaching in the History classroom and to in History. Design, select and adapt appropriate enhance his/her own academic learning. teaching and learning support materials for Develop content knowledge to plan, implement and assess effective teaching and learning experiences in History. Evaluate curriculum policies in History. Method of delivery: Full Time Method of delivery: Full Time

NQF

level: 6

Assessment modes: This module is assessed by means of examination.....

3MZU101

assessed by means of examination.....

Semester 2: EMZU102 NQF
3MZU102 level: 6

This

module is

Assessment modes:

Title: IsiZulu Home Language Education A

Module Semester 1: EMZU101

Title: IsiZulu Home Language Education

Content:

code:-

- 1. Foundations of teaching and learning in IsiZulu language
- History of IsiZulu language teaching and learning
- Classical period
- Modern period
- Commercial period
- Electronic period
- 2. IsiZulu Home Language Education curriculum policy documents
 - Subject policy documents
 - · Language-in-education policy
 - · Teaching language skills
 - Teaching literary and non- literary texts
 - Teaching language structures and conventions
- 3. Teaching methodologies in IsiZulu Home language
- · Teaching and Learning theories
- Approaches to teaching IsiZulu Home language
- Methods of teaching IsiZulu Home language
- The use of ICT in the language classroom
- Learning styles
- Teaching and learning strategies
- 4. Assessment in IsiZulu Home language
- Language assessment practices
- Assessment strategies in IsiZulu Home language
- Questioning skills as assessment in IsiZulu
- · Home language learning
- Types of questions in IsiZulu Home language learning
- Educational taxonomies for language learning
- Assessment for learning: critical language awareness

Content:

- 1. Management of IsiZulu Home language teaching and learning in school
 Use elementary statistical information to manage teaching, learning and assessment
- activities
 2. Curriculum differentiation and adaptive teaching in IsiZulu Home language
 Barriers to IsiZulu Home language learning
- and development

 Designing differentiated language learning
- activities
 3. Classroom research in IsiZulu Home

language Use Action research in IsiZulu Home language

Use of research literature to improve IsiZulu Home language classroom practice

- 4. Develop pedagogical content knowledge in IsiZulu Home language
- Epistemology
- 5. Pre-conceptions in IsiZulu Home language
 - Identify pre-conceptions
 - Language attitudes
 - Address learners' pre- conceptions
- 6. Critique IsiZulu Home Language curriculum policies in IsiZulu
- Principles underpinning and guiding IsiZulu Home language curriculum
- Opportunities for linking teaching, learning, assessment and reflection in IsiZulu Home language
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique

- Assessment for learning: understanding key literary concepts
- 5. Lesson design in IsiZulu Home language Lesson design
- 6. Learning and Teaching Support Materials in IsiZulu Home Language
 Guidelines for designing effective IsiZulu language

Designing and selecting materials for teaching language skills; language structures and conventions; literary and non- literary texts

 Principles underpinning and guiding the curriculum

- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs

Module outcomes:

teaching materials

On successful completion of the module, students will be able to...

- Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language.
- Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and learning.
- Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home language.
- Design appropriate lesson plans in IsiZulu Home language taking into account theories of teaching, learning, child development and curriculum needs.
- Design appropriate assessment strategies in IsiZulu Home language.
- Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home language.

Module outcomes:

On successful completion of the module, students will be able to:

- Use elementary statistical information to manage teaching, learning and assessment in IsiZulu Home language.
 - Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu Home language. Use the results of assessment to improve teaching and learning of in IsiZulu Home
- language.

 Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home
- language.

 Demonstrate competence to learn from available research in order to improve teaching in the IsiZulu Home language classroom and to enhance his/her own academic learning.
- Develop content knowledge to plan, implement and assess effective teaching and learning experiences in IsiZulu Home language.

Method of delivery: Full Time

Assessment modes: This module is assessed by means of examination.....

Module Semester 1: EMZA101 NQF code:- 3MZA101 level: 6

Method of delivery: Full Time

Assessment modes: This module i assessed by means of examination.....

3

Semester 2: EMZA102 NQF 3MZA102 level: 6

Title: IsiZulu Language Education A

Title: IsiZulu First Additional Language Education B

Content:

- **1.** Foundations of teaching and learning in isiZulu History of isiZulu teaching and learning
- 2. IsiZulu First Additional education policy documents
 Subject content in First Additional FET policy documents
- 3. Teaching and learning strategies in isiZulu First Additional language contexts

Teaching and Learning theories
Teaching and learning strategies

Content:

- Management of IsiZulu First Additional language teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities
- Curriculum differentiation and adaptive teaching in IsiZulu First Additional language Barriers to learning and development Designing differentiated learning activities
- 3. Classroom research in IsiZulu

4. Assessment in isiZulu First Additional language Use Action research in isiZulu First Additional language classrooms Assessment strategies Use of research literature to improve 5. Lesson design in isiZulu First Additional classroom practice in isiZulu First language contexts Additional language Lesson design 4. Develop pedagogical content knowledge 6. Learning and Teaching Support Materials in in IsiZulu isiZulu First Additional language contexts Epistemology of IsiZulu as a First Designing and/or selecting materials for teaching additional language language skills; language structures and Addressing alternative - pre- misconventions and literary and non-literary texts. conceptions Reveal learners' pre conceptions Present an exposing event Ask learners to describe or present their conceptions Discuss and evaluate conceptions Create conceptual conflict Encourage cognitive accommodation and guide conceptual restructuring 5. Curriculum policy in IsiZulu First additional language Critique curriculum policies in FET IsiZulu First additional language Module outcomes: Module outcomes: On successful completion of the module, students On successful completion of the module. will be able to: students will be able to: Demonstrate knowledge and understanding of Use elementary statistical information to the foundations of teaching and learning in IsiZulu manage teaching, learning and assessment in isiZulu First Additional First Additional language. Demonstrate knowledge and understanding of language. the relevant policies in IsiZulu First Additional Demonstrate competence in assessing teaching and learning. and monitoring learner progress and achievement in IsiZulu First Additional Select and use appropriate strategies, methods and techniques in the teaching and learning of language. IsiZulu First Additional language. Use the results of assessment to improve teaching and learning of in Design appropriate lesson plans in IsiZulu First Additional language taking into account theories isiZulu First Additional language. of teaching, learning, child development and Adapt lessons and assessment tasks to accommodate learners with different curriculum needs Design appropriate assessment strategies in learning problems in isiZulu First IsiZulu First Additional language. Additional language. Design, select and adapt appropriate teaching Demonstrate competence to learn from and learning support materials for IsiZulu First available research in order to improve Additional language. teaching in the isiZulu First Additional language classroom and to enhance their own academic learning. Develop content knowledge to plan. implement and assess effective teaching and learning experiences in isiZulu. Evaluate curriculum policies in IsiZulu First Additional language. Method of delivery: Full Time Method of delivery: Full Time

Assessment modes: This module is assessed

3MLO101

NQF

level: 6

Semester 1: EMLO101

by means of examination

Module

code:-

NQF

level: 6

Assessment modes: This module is

EMLO102

assessed by means of examination...

2:

3MLO102

Semester

Title: Life Orientation Education A Title: Life Orientation Education B Content: Content: 1. Management of Life Orientation teaching 1. Foundations of teaching and learning in Life Orientation and learning in school History of Life Orientation teaching and learning Use elementary statistical information to 2. Life Orientation Education policy documents Subject policy documents activities 3. Teaching and learning strategies in Life 2. Curriculum differentiation and adaptive teaching in Life Orientation Orientation Teaching and Learning theories Barriers to learning and development Teaching and learning strategies Designing differentiated learning activities 4. Assesment in Life Orientation 3. Classroom research in Life Orientation Assessment strategies Use Action research in Life Orientation 5. Lesson design in Life Orientation Use of research literature to improve Lesson design classroom practice 6. Learning and Teaching Support Materials in 4. Develop pedagogical content knowledge in Life Orientation Life **Epistemology** 5. Pre-conceptions in Life Orientation Identify pre-conceptions Address learners' pre- conceptions Orientation . Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase different learning needs Critique curriculum learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase different learning needs Module outcomes: Module outcomes: On successful completion of the module, students will be able to: students will be able to: Use elementary statistical information to and

- Demonstrate knowledge understanding of the foundations of teaching and learning in Life Orientation.
- Demonstrate knowledge understanding of the relevant policies in Life Orientation teaching and learning.
- Select and use appropriate strategies. methods and techniques in the teaching and learning of Life Orientation.
- Design appropriate lesson plans in Life Orientation taking into account theories of

manage teaching, learning and assessment

- 6. Critique curriculum policies in Life

 - How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with
 - Principles underpinning and guiding the
 - Opportunities for linking teaching,

 - How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with

On successful completion of the module.

manage teaching, learning and assessment in Life Orientation.

Demonstrate competence in assessing and monitoring learner progress and achievement in Life Orientation.

Use the results of assessment to improve teaching and learning of in Life Orientation.

Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Orientation.

teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Life Orientation. Design, select and adapt appropriate teaching and learning support materials for Life Orientation			Demonstrate competence to le available research in order to teaching in the Life Or classroom and to enhance his academic learning. Develop content knowledge implement and assess effective and learning experiences Orientation. Evaluate curriculum policies Orientation. Method of delivery: Full Time	improve rientation /her own to plan, teaching in Life
	ent modes: This module is of examination	s assessed		odule is
Module	Semester 1: EMLS101	NQF	assessed by means of examination. Semester 2: EMLS102	NQF
code:-	3MLS101 Sciences Education A	level: 6	3MLS102 Title: Life Sciences Education B	level: 6
	Colonida Eddadion / (
1.Foundati Sciences History of I 2. Life Scie Subject po 3. Teaching 3 4. Assessr Assessme 5. Lesson Lesson de 6. Learnin Life Scienc Improvisat 7. Exp investigatio	History of Life Sciences teaching and learning 2. Life Sciences Education policy documents Subject policy documents 3. Teaching and learning strategies in Life Sciences Teaching and Learning theories Teaching and learning strategies 4. Assessment in Life Sciences Assessment strategies 5. Lesson design in Life Sciences Lesson design 6. Learning and Teaching Support Materials in Life Sciences Improvisation in the FET Phase Life Science		Content: 1. Life Sciences teaching and leas school Use elementary statistical inform manage teaching, learning and assactivities 2. Curriculum differentiation and teaching in Life Sciences Barriers to learning and developmer Designing differentiated learning act 3. Classroom research in Life Science Use Action research in Life Science Use of research literature to classroom practice 4. Develop pedagogical content krin Life Sciences — Epistemology — Addressing alternative — misconceptions — Reveal learners' pre concep — Present an exposing event — Ask learners to describe of their conceptions — Discuss and evaluate conce — Create conceptual conflict — Encourage cognitive accommand guide conceptual restru 5. Curriculum policy in Life Sciences Critique curriculum policies in Life S 6.Experiments, demonstrations investigations in Life Sciences Module outcomes:	nation to sessment adaptive nt tivities nces ss improve nowledge pre and otions r present eptions modation icturing s Sciences
	sful completion of the modu	le, students	Module outcomes: On successful completion of the students will be able to:	module,

- Demonstrate knowledge and understanding of the foundations of teaching and learning in Life Sciences.
- Demonstrate knowledge and understanding of the relevant policies in Life Sciences teaching and learning.
- Select and use appropriate strategies, methods and techniques in the teaching and learning of Life Sciences.
- Design appropriate lesson plans in Life Sciences taking into account theories of teaching, learning, child development and curriculum needs.
- Design appropriate assessment strategies in Life Sciences.
- Design, select and adapt appropriate teaching and learning support materials for Life Sciences.
- Conduct experiments, demonstrations and investigations in Life Science that range from those that are prescribed by the school curriculum policy, the teacher to those that emerge from learners' own questions.

- Use elementary statistical information to manage teaching, learning assessment in Life Sciences.
- Demonstrate competence in assessing and monitoring learner progress and achievement in Life Science.
- Use the results of assessment to improve teaching and learning of in Life Sciences.
- Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Sciences.
- Demonstrate competence to learn from available research in order to improve teaching in the in Life Sciences classroom and to enhance their own academic learning.
- Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Life Sciences.
- Evaluate curriculum policies in Life Sciences.
- Conduct experiments, demonstrations and investigations in Physical Science that range from those that are prescribed by the school curriculum policy, the teacher to those that emerge from learners' own questions. Method of delivery: Full Time

Assessment modes: This module is assessed Assessment modes:

by means of examination..... Module Semester 1: EMMA102 NQF

This module assessed by means of examination..... Semester 2: EMMA102

level: 6 code:-3MMA102 Title: Mathematics Education A (FET)

3MMA102 Title: Mathematics Education B (FET)

Content:

1. Foundations of teaching and learning in

History of Mathematics teaching and learning

- 2. Mathematics Education policy documents Subject policy documents
- Teaching and learning strategies Mathematics

Teaching and Learning theories

Method of delivery: Full Time

Teaching and learning strategies 4. Assessment in Mathematics

Assessment strategies

- 5. Lesson design in Mathematics Lesson design
- 6. Learning and Teaching Support Materials

Content:

in

Management of Mathematics teaching and learning in school

Use elementary statistical information to manage teaching, learning and assessment activities

Curriculum differentiation and adaptive teaching in Mathematics Barriers to learning and development

Designing differentiated learning activities 3. Classroom research in Mathematics

Use Action research in Mathematics Use of research literature to improve

classroom practice 4. Develop pedagogical content knowledge

- in Mathematics Epistemology
- Pre-conceptions in Mathematics Identify pre-conceptions

Address learners' pre- conceptions

Critique curriculum policies in Mathematics

level: 6

Module outcomes: On successful completion of the module, students will be able to Demonstrate knowledge and understanding of the foundations of teaching and learning in Mathematics. Demonstrate knowledge and understanding of the relevant policies in Mathematics teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Mathematics. Design appropriate lesson plans in Mathematics taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Mathematics. Design, select and adapt appropriate teaching and learning support materials for Mathematics.	Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Mathematics. Demonstrate competence in assessing and monitoring learner progress and achievement in Mathematics. Use the results of assessment to improve teaching and learning of in Mathematics. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Mathematics. Demonstrate competence to learn from available research in order to improve teaching in the Mathematics classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Mathematics. Evaluate curriculum policies in
Method of delivery: Full Time	Mathematics. Method of delivery: Full Time
•	·
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination
Module Semester 1: EMPS101 NQF code:- 3MPS101 level: 6	Semester 2: EMPS102 NQF 3MPS102 level: 6
Title: Physical Sciences Education A	Title: Physical Sciences Education B
Content: 1. Foundations of teaching and learning in Physical Science History of Physical Science teaching and learning	Content: 1. Management of Physical Sciences teaching and learning in school

- 2. Physical Science Education policy documents Subject policy documents
- 3. Teaching and learning strategies in Physical Science

Teaching and Learning theories

Teaching and learning strategies

- 4. Assessment in Physical Science Assessment strategies
- 5. Lesson design in Physical Science Lesson design
- 6. Learning and Teaching Support Materials in Physical Science

Improvisation in FET Phase science

7. Experiments, demonstrations and investigations in Physical Science

Use elementary statistical information to manage teaching, learning and assessment activities

2. Curriculum differentiation and adaptive teaching in Physical Sciences

Barriers to learning and development Designing differentiated learning activities

- Classroom research in Physical Sciences
 Use Action research in Physical Sciences
 Use of research literature to improve classroom practice
- 4. Develop pedagogical content knowledge in Physical Science
- Epistemology of science
- Addressing alternative pre and misconceptions
- Reveal learners' pre conceptions
- Present an exposing event
- Ask learners to describe or present their conceptions
- Discuss and evaluate conceptions
- Create conceptual conflict
- Encourage cognitive accommodation and guide conceptual restructuring
- 5. Curriculum policy in Physical Sciences Critique curriculum policies in Physical Science

Module outcomes:

On successful completion of the module, students will be able to:

- Demonstrate knowledge and understanding of the foundations of teaching and learning in Physical Science.
- Demonstrate knowledge and understanding of the relevant policies in Physical Science teaching and learning.
- Select and use appropriate strategies, methods and techniques in the teaching and learning of Physical Science
- Design appropriate lesson plans in Physical Science taking into account theories of teaching, learning, child development and curriculum needs.
- Design appropriate assessment strategies in Physical Science.
- Design, select and adapt appropriate teaching and learning support materials for Physical Science.
- Conduct experiments, demonstrations and investigations in Physical Science that range from those that are prescribed by the school curriculum policy, the teacher, to those that emerge from learners' own questions

Module outcomes:

On successful completion of the module, students will be able to:

- Use elementary statistical information to manage teaching, learning and assessment in Physical Sciences.
 - Demonstrate competence in assessing and monitoring learner progress and achievement in Physical Sciences.
- Use the results of assessment to improve teaching and learning of Physical Sciences.
- Adapt lessons and assessment tasks to accommodate learners with different learning problems in Physical Sciences. Demonstrate competence to learn from available research in order to improve teaching in the Physical Science classroom and to enhance their own academic learning.
 - Develop content knowledge to plan, implement and assess effective teaching and learning experiences.
- Evaluate curriculum policies in Physical Sciences
 - Conduct experiments, demonstrations and investigations in Physical Science that range from those that are prescribed by the school curriculum policy, the teacher to those that emerge from learners' own questions

Method o	f delivery: Full Time		Method of delivery: Full Time	
	ent modes: This module i of examination	s assessed	Assessment modes: This mode assessed by means of examination	
Module code:-	Semester 1: EMTO101 3MTO101	NQF level: 6		NQF evel: 6
Title: Tou	rism Education A (FET)		Title: Tourism Education B	
		Content: 1. Management of Tourism teachin learning in school Use elementary statistical informat manage teaching, learning and assess activities 2. Curriculum differentiation and acteaching in Tourism Barriers to learning and development Designing differentiated learning activity 3. Classroom research in Tourism Use of research in Tourism Use of research literature to in classroom practice 4. Develop pedagogical content known in Tourism Epistemology 5. Pre-conceptions in Tourism Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in Tourism Principles underpinning and generate the curriculum Opportunities for linking tealearning, assessment and reflee Opportunities the curriculum cate inclusion of children from cuand linguistically diverse backgright with different learning needs Principles underpinning and generating, assessment and reflee Opportunities for linking tealearning, assessment and reflee Opportunities for linking tealearning, assessment and reflee Opportunities for linking tealearning, assessment and reflee Opportunities the curriculum of continuity beyond their phase How well the curriculum cate inclusion of children from cuand linguistically diverse backgright with different learning needs	tion to ssment daptive daptive dities mprove wledge sism guiding aching, ction fers for ers for ulturally rounds ritique guiding aching, ction fers for ers for alturally daptive guiding aching, ction fers for ers for ulturally	
On succes	ssful completion of the modu	ule, students	Module outcomes: On successful completion of the m students will be able to:	nodule,

- Demonstrate knowledge and understanding of the foundations of teaching and learning in Tourism.
- Demonstrate knowledge and understanding of the relevant policies in Tourism teaching and learning.
- Select and use appropriate strategies, methods and techniques in the teaching and learning of Tourism.
- Design appropriate lesson plans in Tourism taking into account theories of teaching, learning, child development and curriculum needs.
- Design appropriate assessment strategies in Tourism.
- Design, select and adapt appropriate teaching and learning support materials for Tourism.

- Use elementary statistical information to manage teaching, learning and assessment in Tourism.
- Demonstrate competence in assessing and monitoring learner progress and achievement in Tourism.
- Use the results of assessment to improve teaching and learning of in Tourism.
- Adapt lessons and assessment tasks to accommodate learners with different learning problems in Tourism.
- Demonstrate competence to learn from available research in order to improve teaching in the Tourism classroom and to enhance his/her own academic learning.
- Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Tourism.
- Evaluate curriculum policies in Tourism.

Assessment modes: This module is

Method of delivery: Full Time

Method of delivery: Full Time

Assessment modes: This module is assessed by means of examination.....

Module Semester 1: EMEM101 NQF code:- 3MEM101 level: 6

Semester 2: EMEM102 NQF

3MEM102 level: 6
Title: Economic and management sciences Education B (SP)

Title: Economic and Management Sciences Education A (SP)

Content:

- 1. Foundations of teaching and learning in Economics and Management Sciences
 History of Economics and Management Sciences teaching and learning
- 2. Economics and Management Sciences Education policy documents

Subject policy documents

3. Teaching and learning strategies in Economics and Management Sciences

Teaching and Learning theories Teaching and learning strategies

4. Assessment in Economics and Management Sciences

Assessment strategies

5. Lesson design in Economics and Management Sciences

Lesson design

6. Learning and Teaching Support Materials in Economics and Management Sciences

Content:

1. Management of Economics and Management Sciences teaching and learning in school

Use elementary statistical information to manage teaching, learning and assessment activities

2. Curriculum differentiation and adaptive teaching in Economics and Management Sciences

Identify barriers to learning and development Design differentiated learning activities to respond to the above

3. Classroom research in Economics and Management Sciences

Use Action research in Accounting Use of research literature to improve classroom practice

- 4. Develop pedagogical content knowledge in Economics and Management Sciences Epistemology
- 5. Pre-conceptions in Economics and Management Sciences Identify pre-conceptions

Address learners' pre- conceptions

6. Critique curriculum policies in Economics and Management Sciences

Principles underpinning and guiding the curriculum Opportunities for linking teaching. learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching. learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Module outcomes: Module outcomes: On successful completion of the module, students On successful completion of the module, will be able to... students will be able to: Demonstrate knowledge and Hee numerical and elementary understanding of the foundations of statistical information to manage teaching and learning in Economics teaching, learning and assessment in and Management Sciences. Economics and Management Sciences. Demonstrate knowledge Demonstrate competence in assessing understanding of the relevant policies and monitoring learner progress and in Economics and Management achievement in Economics and Management Sciences. Sciences teaching and learning. Select and use appropriate strategies. Use the results of assessment to methods and techniques in the improve teaching and learning of in teaching and learning of Economics Economics and Management Sciences. and Management Sciences. Adapt lessons and assessment tasks to Design appropriate lesson plans in accommodate learners with different Economics and Management learning problems in Economics and Sciences taking into account theories management Sciences. teaching, learning, child Demonstrate competence to learn from development and curriculum needs. available research in order to improve teaching in the in Economics and Design appropriate assessment Management Sciences classroom and strategies in Economics and enhance their own academic Management Sciences. learning. Design, select and adapt appropriate Develop content knowledge to plan. teaching and learning support implement and assess effective teaching and materials for Economics and learning experiences in Economics and Management Sciences. Management Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed Assessment modes: This module is by means of examination..... assessed by means of examination..... NQF Module Semester 1: EMEL101 Semester EMEL102 NQF level: 6 3MEL102 code:-3MEL101 level: 6

Title: English Home Language Education A Title: English Home Language Education B Content: Content: 1. Foundations of teaching and learning in English 1. Management of English Home language language teaching and learning in school History of English language teaching and Use elementary statistical information learning Classical period to manage teaching, learning and assessment activities Modern period Commercial period 2. Curriculum differentiation and adaptive Electronic period teaching in English Home language Barriers to English Home language 2. English Home Language Education curriculum learning and development policy documents Designing differentiated language Subject policy documents learning activities Language-in-education policy 3. Classroom research in English Home Teaching language skills language Teaching literary and non-literary texts Use Action research in English Home Teaching language structures and conventions language Use of research literature to improve 3. Teaching methodologies in English Home English Home language classroom language practice · Teaching and Learning theories • Approaches to teaching English Home 4. Develop pedagogical content knowledge language in English Home language Methods of teaching English Home language Epistemology · The use of ICT in the language classroom · Learning styles 5. Pre-conceptions in English Home · Teaching and learning strategies language Identify pre-conceptions 4. Assessment in English Home language Language attitudes Address learners' pre- conceptions Language assessment practices Assessment strategies in English Home 6. Critique English Home Language language curriculum policies in English Questioning skills as assessment in English Principles underpinning and guiding Home language learning English Home language curriculum Types of questions in English Home language Opportunities for linking teaching, learning learning, assessment and reflection in Educational taxonomies for language learning English Home language Assessment for learning: critical language Opportunities the curriculum offers for awareness continuity beyond their phase Assessment for learning: understanding key How well the curriculum caters for literary concepts inclusion of children from culturally and linguistically diverse backgrounds with 5. Lesson design in English Home language different learning needs critique Lesson design Principles underpinning and guiding the curriculum 6. Learning and Teaching Support Materials in Opportunities for linking teaching.

Enalish

English Home Language

language teaching materials

Guidelines for designing effective

language skills: language structures

conventions; literary and non-literary texts

Designing and selecting materials for teaching

learning, assessment and reflection

How well the curriculum caters for

continuity beyond their phase

different learning needs

Opportunities the curriculum offers for

inclusion of children from culturally and

linguistically diverse backgrounds with

Module outcomes:

On successful completion of the module, students will be able to...

- Demonstrate knowledge and understanding of the foundations of teaching and learning in English Home language.
- Demonstrate knowledge and understanding of the relevant policies in English Home language teaching and learning.
- Select and use appropriate strategies, methods and techniques in the teaching and learning of English Home language.
- Design appropriate lesson plans in English Home language taking into account theories of teaching, learning, child development and curriculum needs.
- Design appropriate assessment strategies in English Home language.
- Design, select and adapt appropriate teaching and learning support materials for English Home language.

Method of delivery: Full Time

Module outcomes:

On successful completion of the module, students will be able to:

- Use elementary statistical information to manage teaching, learning and assessment in English Home language.
- Demonstrate competence in assessing and monitoring learner progress and achievement in English Home language.
- Use the results of assessment to improve teaching and learning of in English Home language.
- Adapt lessons and assessment tasks to accommodate learners with different learning problems in English Home language.
- Demonstrate competence to learn from available research in order to improve teaching in the English Home language classroom and to enhance his/her own academic learning.
 - Develop content knowledge to plan, implement and assess effective teaching and learning experiences in English Home language.
- Evaluate curriculum policies in English Home language.

 Method of delivery: Full Time

Assessment modes: This module is assessed Assessment modes: This module is by means of examination.... assessed by means of examination.... Module Semester 1: NQF Semester 2: NQF code:-EMEG101 3MEG101 level: 6 EMEG102 3MEG102 level: 6 Title: English First Additional Language Title: English First Additional Language Education A Education B

Content:

- Foundations of teaching and learning in English
- History of English Language teaching and learning
- Classical period
- Modern period
- Commercial period
- Electronic period
- 2. English First Additional language Education curriculum policy documents
- Subject policy documents
- Language-in-education policy
- Teaching language skills
- Teaching language skills
 Teaching literary and non- literary texts
- Teaching language structures and conventions
- 3. Teaching methodologies in English First Additional language
- Teaching and Learning theories
- The role of the first /home language in additional language teaching
- Approaches to teaching English First Additional language
- Methods of teaching English First Additional language
- The use of ICT in the language classroom
- Learning styles
 - Teaching and learning strategies
- 4. Assessment in English Home language
- Language assessment practices
- Assessment strategies in English First Additional language
- Questioning skills as assessment in English First Additional language learning
- Types of questions in English First Additional language learning
- Educational taxonomies for language learning
- Assessment for learning: critical language awareness
- Assessment for learning: understanding key literary concepts
- Lesson design in English First Additional language
- Lesson design
- 7. Learning and Teaching Support Materials in English Home Language
- **8.** Guidelines for designing effective English language teaching materials
- Designing and selecting materials for teaching language skills; language structures and conventions; literary and non-literary texts

Content:

- Management of English First Additional language teaching and learning in school
- Use elementary statistical information to manage teaching, learning and assessment activities
- Curriculum differentiation and adaptive teaching in English First Additional language.
- **4.** Barriers to English First Additional language learning and development
- 5. Designing differentiated language learning activities
- 6. Classroom research in English First Additional language
- 7. Use Action research in English First Additional language
- 8. Use of research literature to improve English First Additional language classroom practice
- 9. Develop pedagogical content knowledge in English First Additional language
- 10. Epistemology
- **11.** Pre-conceptions in English First Additional language
- Identify pre-conceptions
- Language attitudes
- Address learners' pre- conceptions
- Critique English First Additional Language curriculum policies
- Principles underpinning and guiding English Home language curriculum
- Opportunities for linking teaching, learning, assessment and reflection in English Home language
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique
- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs

Module outcomes:

On successful completion of the module, students will be able to...

- Demonstrate knowledge and understanding of the foundations of teaching and learning in English First Additional language.
- Demonstrate knowledge and understanding of the relevant policies in English First Additional language teaching and learning.
- Select and use appropriate strategies, methods and techniques in the teaching and learning of English First Additional language .
- Design appropriate lesson plans in English taking into account theories of teaching, learning, child development and curriculum needs.
- Design appropriate assessment strategies in English First Additional language
- Design, select and adapt appropriate teaching and learning support materials for English First Additional language.

Module outcomes:

On successful completion of the module, students will be able to:

- Use elementary statistical information to manage teaching, learning and assessment in English First Additional language.
- Demonstrate competence in assessing and monitoring learner progress and achievement in English First Additional language.
- Use the results of assessment to improve teaching and learning of in English First Additional language.
- Adapt lessons and assessment tasks to accommodate learners with different learning problems in English First Additional language.
- Demonstrate competence to learn from available research in order to improve teaching in the English First Additional language classroom and to enhance his/her own academic learning.
 - Develop content knowledge to plan, implement and assess effective teaching and learning experiences in English First Additional language.
- Evaluate curriculum policies in English First Additional language.

 Method of delivery: Full Time

Method of delivery: Full Time

Assessment modes: This module is assessed by means of examination.....

Semester 1: EMHS101

Assessment modes: This module is assessed by means of examination.....

code:- 3MHS101

Title: Social Sciences Education A

level: 6

NQF

Semester 2: EMHS102 NQF

3MHS102

Title: Social Sciences Education B

Content:

Module

- Foundations of teaching and learning in Social Sciences
- 2. History of Social Sciences teaching and learning
- 3. Social Science Education policy documents
- 4. Subject policy documents
- 5. Teaching and learning strategies in Social Science
- 6. Teaching and Learning theories
- 7. Teaching and learning strategies
- 8. Assessment in Social Sciences
- 9. Assessment strategies
- 10. Lesson design in Social Sciences
- 11. Lesson design
- 12. Learning and Teaching Support Materials in Social Sciences

Content:

- Social Sciences teaching and learning in school
- Use elementary statistical information to manage teaching, learning and assessment activities
- 3. Curriculum differentiation and adaptive teaching in Social Sciences
- Identify barriers to learning and development
- **5.** Design differentiated learning activities to respond to the above
- 6. Classroom research in Social Sciences
- 7. Use Action research in Social Sciences
- 8. Use of research literature to improve classroom practice
- 9. Develop pedagogical content knowledge
- **10.** Epistemology
- **11.** Pre-conceptions
- 12. Identify pre-conceptions

level: 6

Address learners' pre- conceptions Critique curriculum policies Principles underpinning and guiding the curriculum Opportunities for linking teaching. learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching. learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Module outcomes: Module outcomes: On successful completion of the module, students On successful completion of the module, will be able to ... students will be able to ... Use elementary statistical information Demonstrate knowledge and understanding of the foundations of teaching and learning to manage teaching, learning and in Social Sciences. assessment in Physical Sciences. Demonstrate competence in assessing Demonstrate knowledge and understanding of the relevant policies in Social Sciences and monitoring learner progress and achievement in Physical Sciences. teaching and learning. Select and use appropriate strategies. Use the results of assessment to improve teaching and learning of methods and techniques in the teaching and learning of Social Science. Physical Sciences. Design appropriate lesson plans in Social Adapt lessons and assessment tasks Sciences taking into account theories of to accommodate learners with different teaching, learning, child development and learning problems in Physical curriculum needs. Sciences. Design appropriate assessment strategies Demonstrate the competence needed in Social Sciences. to learn from available research to Design, select and adapt appropriate improve the teaching of Physical Science and to enhance their own teaching and learning support materials for Social Sciences. academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies **Physical Sciences** Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is Assessment modes: This module is assessed by means of examination..... assessed by means of examination..... Module Semester 1: NQF Semester 2: NQF EMZH101 3MZH101 code:level: 6 EMZH102 3MZH102 level: 6 Title: IsiZulu Home Language Education A Title: IsiZulu Home Language Education B

Content:

- Foundations of teaching and learning in IsiZulu language
- History of IsiZulu language teaching and learning
- Classical period
- Modern period
- Commercial period
- Electronic period
- 2. IsiZulu Home Language Education curriculum policy documents
- Subject policy documents
- Language-in-education policy
- Teaching language skills
- Teaching literary and non- literary texts
- Teaching language structures and conventions
- Teaching methodologies in IsiZulu Home language
- Teaching and Learning theories
- Approaches to teaching IsiZulu Home language
- Methods of teaching IsiZulu Home language
- The use of ICT in the language classroom
- Learning styles
- Teaching and learning strategies
- **4.** 4Assessment in IsiZulu Home language Language assessment practices
- Assessment strategies in IsiZulu Home language
- Questioning skills as assessment in IsiZulu Home language learning
- Types of questions in IsiZulu Home language learning
- language learningEducational taxonomies for language
- learning
 5. Assessment for learning: critical language
- Assessment for learning: understanding key literary concepts
- 7. Lesson design in IsiZulu Home language
- 8. Lesson design
- Learning and Teaching Support Materials in IsiZulu Home Language
- **10.** Guidelines for designing effective IsiZulu language teaching materials
- Designing and selecting materials for teaching language skills; language structures and conventions; literary and non-literary texts

Module outcomes:

On successful completion of the module, students will be able to...

 Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language.

Content:

- Management of IsiZulu Home language teaching and learning in school
- Use elementary statistical information to manage teaching, learning and assessment activities
- Curriculum differentiation and adaptive teaching in IsiZulu Home language
- Barriers to IsiZulu Home language learning and development
- Designing differentiated language learning activities
- Classroom research in IsiZulu Home language
- Use Action research in IsiZulu Home language
- Use of research literature to improve IsiZulu Home language classroom practice
- Develop pedagogical content knowledge in IsiZulu Home language
 - Epistemology
- Pre-conceptions in IsiZulu Home language
- Identify pre-conceptions
- Language attitudes
- Address learners' pre- conceptions
- Critique IsiZulu Home Language curriculum policies in IsiZulu
- Principles underpinning and guiding IsiZulu Home language curriculum
- Opportunities for linking teaching, learning, assessment and reflection in IsiZulu Home language
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique
- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs

Module outcomes:

On successful completion of the module, students will be able to:

 Use elementary statistical information to manage teaching, learning and assessment in IsiZulu Home language.

- Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and learning.
- Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home language.
- Design appropriate lesson plans in IsiZulu Home language taking into account theories of teaching, learning, child development and curriculum needs.
- Design appropriate assessment strategies in IsiZulu Home language.
- Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home language.

- Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu Home language.
- Use the results of assessment to improve teaching and learning of in IsiZulu Home language.
- Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home language.
- Demonstrate competence to learn from available research in order to improve teaching in the IsiZulu Home language classroom and to enhance his/her own academic learning.
- Develop content knowledge to plan, implement and assess effective teaching and learning experiences in IsiZulu Home language.
- Evaluate curriculum policies in IsiZulu Home language.

This

module

NQF

level: 6

Method of delivery: Full Time

modes:

assessed by means of examination.....

Assessment

Semester 2:

Education B

EMZF102 3MZF102

Method of delivery: Full Time

Assessment modes: This module is assessed by

means of examination.....

Module	Semester 1:	NQF
code:-	EMZF101 3MZF101	level: 6

Title: IsiZulu First Additional Language Education A

Content:

 Management of IsiZulu First Additional language teaching and learning in school

Title: IsiZulu First Additional Language

- Use elementary statistical information to manage teaching, learning and assessment activities
- Curriculum differentiation and adaptive teaching in IsiZulu First Additional language
- Barriers to learning and development
- Designing differentiated learning activities
 Classroom research in IsiZulu First
- Classroom research in IsiZulu First Additional language
- Use Action research in isiZulu First Additional language classrooms
 - Use of research literature to improve classroom practice in isiZulu First Additional language
- Develop pedagogical content knowledge in IsiZulu
- Epistemology of IsiZulu as a First additional language
 Addressing alternative – pre- mis-
- conceptions

 Reveal learners' pre conceptions

Content:

- Foundations of teaching and learning in isiZulu
- History of isiZulu teaching and learning
- IsiZulu First Additional education policy documents
- Subject content in First Additional policy documents
- Teaching and learning strategies in isiZulu First Additional language contexts
- Teaching and Learning theories
- Teaching and learning strategies
- Assessment in isiZulu First Additional language contexts
- Assessment strategies
- Lesson design in isiZulu First Additional language contexts
- Lesson design
- Learning and Teaching Support Materials in isiZulu First Additional language contexts
 - Designing and/or selecting materials for teaching language skills; language structures and conventions and literary and non-literary texts

Module outcomes: On successful completion of the module, students will be able to: Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu First Additional language. Demonstrate knowledge and understanding of the relevant policies in IsiZulu First Additional teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu First Additional language. Design appropriate lesson plans in IsiZulu First Additional language taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in IsiZulu First Additional language. Design, select and adapt appropriate teaching and learning support materials for IsiZulu First Additional language.		students will be able to: - Use elementary statistical information to manage teaching, learning and assessment in isiZulu First Additional language. - Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu First Additional language. - Use the results of assessment to improve teaching and learning of in isiZulu First Additional language. - Adapt lessons and assessment tasks to accommodate learners with different learning problems in isiZulu First Additional language. - Demonstrate competence to learn from available research in order to improve teaching in the isiZulu First Additional
Method of delivery: Full Time		First Additional language. Method of delivery: Full Time
•		•
Assessment modes: This module is assessed by means of examination		Assessment modes: This module is assessed by means of examination
Module Semester 1: code:- EMLG101 3MLG101	NQF level: 6	Semester 2: NQF EMLG102 3MLG102 level: 6
Title: Life Orientation Education A (SI		Title: Life Orientation Education B (SP)
Content:	•	L Combando
 Foundations of teaching and learning in Life Orientation History of Life Orientation teaching and learning Life Orientation Education policy documents Subject policy documents 		in school - Use elementary statistical information to manage teaching, learning and

- Teaching and learning strategies in Life Orientation
- Teaching and Learning theories
- Teaching and learning strategies
- Assessment in Life Orientation
- Assessment strategies
- Lesson design in Life Orientation
- Lesson design
- Learning and Teaching Support Materials in Life Orientation
- Identify barriers to learning and development
- Design differentiated learning activities to respond to the above
- Classroom research in Life Orientation
- Use Action research in Life Orientation
- Use of research literature to improve classroom practice
- Develop pedagogical content knowledge in Senior Phase Life Orientation
- Epistemology
- 5. Pre-conceptions in Senior Phase Life Orientation

Identify pre-conceptions
Address learners' pre- conceptions

- 6. Critique curriculum policies in Senior Phase Life Orientation
- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
 - How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique
 - Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase

How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs

Module outcomes: On successful completion of the module, students will be able to...

- Demonstrate knowledge and understanding of the foundations of teaching and learning in Senior Phase Life Orientation.
- Demonstrate knowledge and understanding of the relevant policies in Senior Phase Life Orientation teaching and learning.
- Select and use appropriate strategies, methods and techniques in the teaching and learning of Senior Phase Life Orientation.

Module outcomes:

On successful completion of the module, students will be able to:

- Use elementary statistical information to manage teaching, learning and assessment in Senior Phase Life Orientation.
- Demonstrate competence in assessing and monitoring learner progress and achievement in Senior Phase Life Orientation.
- Use the results of assessment to improve teaching and learning of in Senior Phase Life Orientation.

Design appropriate lesson plans in Senior Adapt lessons and assessment tasks Phase Life Orientation taking into account to accommodate learners with different theories of teaching, learning, child learning problems in Senior Phase Life development and curriculum needs. Orientation. Design appropriate assessment strategies Demonstrate the competence needed in Senior Phase Life Orientation. to learn from available research in Design, select and adapt appropriate order to improve the teaching of Senior teaching and learning support materials for Phase Life Orientation and to enhance Senior Phase Life Orientation their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Senior Phase Life Orientation. Evaluate curriculum policies in Senior Phase Life Orientation. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed Assessment modes: This module is by means of examination..... assessed by means of examination..... Module Semester 1: EMMG101 NOF Semester 2: EMMG102 code:-3MMG101 level: 6 3MMG102 level: 6 Title: Mathematics Education A (SP) Title: Mathematics Education B (SP) Content: Content: Foundations of teaching and learning in Mathematics teaching and learning in Mathematics school History of Mathematics teaching and Use elementary statistical information learning to manage teaching, learning and Mathematics Education policy documents assessment activities Subject policy documents Curriculum differentiation and adaptive teaching in Mathematics Teaching and learning strategies in Mathematics Identify barriers to learning and development Design differentiated Teaching and Learning theories learning activities to respond to the Teaching and learning strategies ahove Assessment in Mathematics research in Mathematics Assessment strategies Use Action research in Mathematics Lesson design in Mathematics Use of research literature to improve Lesson design classroom practice Learning and Teaching Support Materials Develop pedagogical content knowledge **Epistemology** Pre-conceptions Identify pre-conceptions Address learners' pre- conceptions Critique curriculum policies Principles underpinning and guiding the curriculum Opportunities for linking teaching. learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique

Module outcomes: On successful completion of the module, students will be able to Demonstrate knowledge and understanding of the foundations of teaching and learning in Senior Phase Mathematics. Demonstrate knowledge and understanding of the relevant policies in Senior Phase Mathematics teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Senior Phase Mathematics. Design appropriate lesson plans in Senior Phase Mathematics taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Senior Phase Mathematics. Design, select and adapt appropriate teaching and learning support materials for Senior Phase Mathematics.		 Principles underpinning and guidir the curriculum Opportunities for linking teachin learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally ar linguistically diverse backgrounds with different learning needs Module outcomes: On successful completion of the modul students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Senior Phase Mathematics. Demonstrate competence in assessing and monitoring learner progress and achievement in Senior Phase Mathematics. Use the results of assessment to improve teaching and learning of in Senior Phase Mathematics. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Senior Phase Mathematics. Demonstrate the competence needed to learn from available research in order to improve the teaching of Senior Phase Mathematics and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Senior Phase Mathematics. Evaluate curriculum policies in Senior Phase Mathematics. 	g, or or or od ch
Method of delivery: Full Time		Method of delivery: Full Time	_
Assessment modes: This module by means of examination	is assessed	Assessment modes: This module assessed by means of examination	is
Module Semester 1: code:- EMNS101 3MNS101	NQF level: 6	Semester 2: NQF EMNS102 3MNS102 level:	6
	Title: Natural Sciences Education A		
Content: Foundations of teaching and learning in Natural Sciences History of Natural Sciences teaching and learning Natural Sciences Education policy documents Subject policy documents Teaching and learning strategies in Natural Sciences		Content: Natural Sciences teaching and learning school Use elementary statistical information to manage teaching, learning an assessment activities Curriculum differentiation and adaptive teaching in Natural Sciences Identify barriers to learning and development	n d re

- Teaching and Learning theories
- Teaching and learning strategies
- Assessment in Natural Sciences
- Assessment strategies
- Lesson design in Natural Sciences
- Lesson design
- Learning and Teaching Support Materials in Physical Science
- Improvisation in FET Phase science
 - Experiments, demonstrations and investigations in Natural Sciences

- Design differentiated learning activities to respond to the above
- Classroom research in Natural Sciences
- Use Action research in Natural Sciences
- Use of research literature to improve classroom practice
- Develop pedagogical content knowledge in Natural Sciences
- Epistemology of Science
- Pre-conceptions in Natural Sciences
 - Identify pre-conceptions in Natural Sciences
- Address learners' pre- conceptions
- Critique curriculum policies in Natural Sciences
- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs
- Experiments, demonstrations and investigations in Natural Sciences

Module outcomes: On successful completion of the module, students will be able to...

- Demonstrate knowledge and understanding of the foundations of teaching and learning in Natural Sciences.
- Demonstrate knowledge and understanding of the relevant policies in Natural Sciences teaching and learning.
- Select and use appropriate strategies, methods and techniques in the teaching and learning of Natural Sciences.
- Design appropriate lesson plans in Natural Science staking into account theories of teaching, learning, child development and curriculum needs.
- Design appropriate assessment strategies in Natural Sciences.
- Design, select and adapt appropriate teaching and learning support materials for Natural Sciences.
- Conduct experiments, demonstrations and investigations in Natural Sciences that range from those that are prescribed by the school curriculum policy, the teacher, or those that emerge from learners' own questions.

Module outcomes: On successful completion of the module, students will be able to...

- Use elementary statistical information to manage teaching, learning and assessment in Natural Sciences.
- Demonstrate competence in assessing and monitoring learner progress and achievement in Natural Sciences.
- Use the results of assessment to improve teaching and learning of Natural Sciences.
- Adapt lessons and assessment tasks to accommodate learners with different learning problems in Natural Sciences.
 - Demonstrate the competence needed to learn from available research to improve the teaching of the Natural Sciences and to enhance their own academic learning.
- Develop content knowledge to plan, implement and assess effective teaching and learning experiences.
- Evaluate curriculum policies in Natural Sciences
 - Conduct experiments, demonstrations and investigations in the Natural

				Sciences that range from tho	se that
				are prescribed by the school	
			curriculum policy, the teache		
			those that emerge from learn questions.	ers own	
Method of	delivery: Full Time			Method of delivery: Full Tim	20
Wiethou of C	delivery. I dii Tiille		_	Method of delivery. Full Till	ie
	nt modes: This module is	assessed		essment modes: This module	-
	examination		_	essed by means of examination	
Module code:-	Semester 1: EMTK101 3MTK101	NQF level: 6		lester 2: 'K102 3MTK102	NQF level: 6
	nology Education A	ievei: 6		: Technology Education B	ievei: 6
Title. Tech	nology Education A		11116	. reciliology Education B	
Content:			Con	tent:	
Found	lations of teaching and lea	arning in	_	Technology teaching and lea	rning in
Techn				school	
	y of Technology teaching	and	_	Use elementary statistical inf	
learnir				to manage teaching, learning	and
	ology Education policy do	ocuments		assessment activities	d adaptive
	ct policy documents	o in	_	Curriculum differentiation and teaching in Technology	a adaptive
 Teach 	ing and learning strategie	2S II)	l _	Identify barriers to learning a	nd
	ing and Learning theories	2		development	i i d
	ing and learning strategie		_	Design differentiated learning	activities
	sment in Technology Edu			to respond to the above	,
	sment strategies		_	Classroom research in Techr	nology
	n design in Technology		_	Use Action research in Mathe	ematics
Lesso	n design		-	Use of research literature to	improve
	 Learning and Teaching Support Materials 			classroom practice	
in Technology		_	Develop pedagogical content	t	
				knowledge Epistemology	
		_	Pre-conceptions		
		_	Identify pre-conceptions		
			_	Address learners' pre- conce	ntions
			_	Critique curriculum policies	p.::01::0
			_	Principles underpinning and	d auidina
				the curriculum	. 5 5
			_	Opportunities for linking	teaching,
				learning, assessment and ref	
			-	Opportunities the curriculum	
				continuity beyond their phase	
			_	How well the curriculum of inclusion of children from cult	
				linguistically diverse backgro	
				different learning needs Critic	
			_	Principles underpinning an	
				the curriculum	5 5
			-	Opportunities for linking	
				learning, assessment and ref	
			_	Opportunities the curriculum	
				continuity beyond their phase	
			_	How well the curriculum of	
ĺ				inclusion of children from cult linguistically diverse backgro	
				different learning needs	unus Willi
Module out	comes:		Mod	lule outcomes:	
				>	

On successful completion of the module, On successful completion of the module, students will be able to ... students will be able to: Demonstrate knowledge and understanding Use elementary statistical information of the foundations of teaching and learning to manage teaching, learning and in Technology. assessment in Technology. Demonstrate knowledge and understanding Demonstrate competence in assessing of the relevant policies in Technology and monitoring learner progress and teaching and learning. achievement in Technology. Select and use appropriate strategies. Use the results of assessment to methods and techniques in the teaching improve teaching and learning of in and learning of Technology. Technology. Design appropriate lesson plans in Adapt lessons and assessment tasks Technology taking into account theories of to accommodate learners with different teaching, learning, child development and learning problems in Technology. curriculum needs. Demonstrate the competence needed to learn from available research to Design appropriate assessment strategies in Technology. improve the teaching of Technology Design, select and adapt appropriate and to enhance their own academic teaching and learning support materials for Technology. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Technology. Evaluate curriculum policies in Technology. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed Assessment modes: This module is by means of examination..... assessed by means of examination.....

FED.15.1.3. MODULE CONTENT AND OUTCOMES FOR PGCE – SEMESTER MODULES - EPGFT1 & EPGSF2

	СОМ	PULSORY M	ODULES
Module code:-	Semester 1: EDST102 3DST102	NQF level: 6	Semester 2: NQF EDST121 3DST121 level: 6
Title: Edu	ucation Studies 1B		Title: Educational Studies 2A (Educational Psychology)
design a curriculunt and lear underping and in So	Content: Philosophical foundations of curriculum design and development, Conceptions of curriculum and their implication in the teaching and learning environment in S.A ,Theories underpinning curriculum research internationally and in South Africa, Skills in curriculum design and development		Content: 1. Introduction to Educational psychology - Learning and teaching today. - The role of educational psychology. - Using research to understand and improve learning. 2. Theories of development - Definition of development - Physical development - Cognitive theories of development - Language development - Social and personal development - Moral development - Moral development 3. Individual differences

			Intelligence - Learning and thinking styles - Learners with learning challenges	
of the phi curriculum de Demonstrate philosophical South African implications to Demonstrate		Learners with learning challenges Learners with impairments Gifted and talented learners Culture and diversity Theories of learning Behaviorist views on learning Cognitive views of learning Social cognitive view of learning Constructivist views of learning Constructivist views of learning Constructivist views of learning Definition of motivation Types of motivation Theories of motivation Role played by motivation in learning Module outcomes: To provide students with a deep and systematic understanding of educational psychology that blends theory and research about human development and learning and the implications for teaching methods and teacher behaviour in the Senior Phase and FET Teaching.		
	sign and developm	eeded for nent.		
reflection - Assignment - Test - Summative w examination a	es: Continuous anent will take place ies and tools will to foompetences case study/ wee written Examination to the end of the se	Method of delivery: Full Time Assessment modes: This module is assessed by means of continuous as well as summative assessment will take place. A variety of methods, strategies and tools will be used to assess achievement of competences e.g.: Presentation/ case study/ weekly review/ reflection Assignment Test Summative written Examination:(2 hour examination at the end of the semester)		
Module Semest code:- EDCO1	er 1: 01 3DCO101	Semester 2: NQF EDST122 3DST122 level: 5		
Title: Education in (Context	Title: Education Studies 2B (Educational Management)		
Content: South A Barriers to learning teachers		Content: 1 Teaching as a profession - Characteristics of a profession - Education management theories		

	 Educational ethics The professional code of conduct The service conditions of educators 2 The school as an organisation Universal characteristics of a school as an organisation Managing conflict in an organisation Management of change in schools
Module outcomes:By the end of the module, students should: - Demonstrate a critical	3 Administration as it relates to school administration and school management - School Administration - Key performance areas - The Difference between Managers and Leaders - The school principal as an educational manager - Management duties of the school principal aimed at effective routine school administration - School Management - Basic concepts in school management - School Management Tasks - Planning - Organising - Leading - Controlling - Theories of educational management - The Situational Theory - The Characteristic Theory - Systems Theory - Hierarchical Theory - Hierarchical Theory - Ambiguous Theory - Legislation and policies impacting on school practice Sources and types of education law Common law rules that influence powers and duties of educators Legislation affecting schools Educators and learner discipline Module outcomes:To apply knowledge and skills of classroom and
students should: - Demonstrate a critical understanding of the South African educational context.Identify and critically reflect on barriers to learning and manage the school's statistical information	knowledge and skills of classroom and school management to interpret the legislation and policies which impact on school practice in the Senior Phase and FET Teaching.
Method of delivery: Full Time	Method of delivery: Full Time

Assessment modes: This modules is assessed by means of tests, assignments and examination			Assessment modes: This assessed by means of cor well as summative assessment place. A variety of methods and tools will be used achievement of competences Presentation/ case study/ wereflection, Assignment, Test written Examination: (2 hour eat the end of the semester)	ntinuous as ent will take , strategies to assess s e.g.: ekly review/ Summative	
Module code:-	Semester 1: EGPE101 3GPE101	NQF level: 7	Semester 2:	NQF level: 7	
Title: Ger	neral Pedagogy		Title:		
Teaching assessme assessme assessme teachers' Module of By the endipped Demonstry various min teaching capainst the approach Demonstry the purpowith diversible demonstry the various Demonstry the various Demonstry the various Demonstry assessment of the various Demonstry assessment of the various Demonstry assessment of the various Demonstry assessment of the various Demonstry assessment of the various Demonstry assessment of the various assessment of the various properties of the various properties as a second of the various properties of the various prope	n, The learner and the learning and learning strategies, Orie and learning strategies, Orie and learning strategies, Orie and Implication of assest professionalism and responsitutomes: Indication of the module, students	Content: Module outcomes:			
	of delivery: Full Time ent modes: Continuous as	Method of delivery: Full Time Assessment modes: This module is			
summativ of method assess ad e.g.:Prese reflection	e assessment will take place is, strategies and tools will b chievement of competences entation/ case study/ weekly Assignment ,Test .Summation: (2 hour examination at t	e. A variety e used to review/ ve written	assessed by means of examination	noune is	

FED.15.1.4. MODULE CONTENT AND OUTCOMES FOR PGCE – YEAR MODULES - EPGFT1 & EPGSF2

COMPULSORY MODULES									
Module code:-	Module code:- Year module: ETSE14A NQF level: 6								
T'41. 0 1 1 5									

Title: School Experience

Content: The content is organized into four themes: The school as an organization; documentation used in schools and designing LTSMs; Lesson planning and lesson preparation as well as Micro-teaching skills e.g. Skill of introducing a lesson/establishing set, Skill of explaining, Skill of questioning and dealing with questions, Skill of using teaching and learning materials.

Module outcomes: The module aims at equipping prospective educators with competencies in teaching skills; professional and occupational practice relevant to the grades and phase of study of their programme. It exposes students to the knowledge of school as an organisation; the relationship between the teacher the learner and teaching (content). It prepares student teachers for the observation opportunity during which they observe the professional practitioners on Wednesdays and mentors working, for an intensive period in a classroom in their own community school and familiarise themselves with practical classroom routines.

Method of delivery: Full Time

Assessment modes: Continuous formative assessment of learning through participation in class and including micro-teaching activities. Summative assessment of learning through practical activities, more practical activities in the form of an observation and teaching journal completed as part of the Wednesday and block schooling sessions. Reflections on selected themes chosen from school based observations and teaching experiences with focus on improving students' teaching conduct in future.

This module is assessed by means of examination.....

Module code:- Year module: ETSP14B	NQF level: 6
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Title: School Experience

Content: The content includes micro-teaching skills and production of video-clips taken during micro-teaching sessions. Practical work on questioning (including designing worksheets and analytic rubrics). Reflective practice. Mentoring procedures in schools. Professionalism in education including registrations with SACE.

Module outcomes: The purpose of this module is to engage prospective teachers in the realities of school-based teaching under the experienced eye of a professional teacher thus enabling them to practice what has been taught to them and thereby develop and grow professionally.

Method of delivery: Full Time

Assessment modes: Continuous formative assessment of learning through participation in class activities and including micro-teaching activities. Summative assessment of learning through production of the portfolio of evidence with practical activities showing student's growth attained as a result of exposure to school based learning. Assessment of student teaching in schools by faculty lecturers. This module is assessed by means of examination......

FED.16. WEIGHTING OF MODULE TESTS AND ASSIGNMENTS FED.16.1. ARTS AND LANGUAGES EDUCATION (DALE)

Module code	Module name	Test	Assignment	Practical/ Present.	Journal	TOT	DP	EX
LANGUAGES								50
ELGN111	English Language Education 1A	50	50		-	100	50	50
ELZN111	IsiZulu Language Education1A	50	25	25		100	50	50
ELGN211	English Language Education 2A	60	40			100	50	50
ELGN311	English Language Method 3A	60	20	20				
ELZN211	IsiZulu Language Education2A	50	25	25	-	100	50	50
ELZN311	IsiZulu Language Method 3A	50	25	25	-	100	50	50
ESMZ311	Method of IsiZulu 3A	50	25	25		100	50	50
ELGN411	English Language Education	60	30	10		100	50	50
ELZN411	IsiZulu Language Education 4A	50	30	20		100	50	50
ELGF311	Method of English 3A (FET)	60	20	20		100	50	50
		SECON	D SEMESTER	L	L			
ELGN112	English Language Education 2B	50	50			100	50	50
ELZN112	IsiZulu Language Education 2B	50	25	25		100	50	50
ELZN212	IsiZulu Language Education 2B	60	40			100	50	50
ELGN212	English Language Education	60	40			100	50	50
ELZN312	IsiZulu Language Method 3B	60	40			100	50	50
ELGN312	English Language Method 3B	50	20	30		100	50	50
ELZN412	IsiZulu Language Education 4B	50	30	20		100	50	50
ELGN412	English Language Education 4B	60	30	10		100	50	50
ELGF312	Method of English 3B (FET)	60	20	20		100	50	50
ESMZ312	IsiZulu Language Method 3B (FET)	60	40			100	50	50

FED.16.2. EARLY CHILDHOOD DEVELOMENT EDUCATION (ECE)
FED.16.2.1 EARLY CHILDHOOD AND FOUONDATION PHASE (OLD PROGRAMME)

ELECTIVES	EBEDEF		Tests		Assignment	Practical'			
Module code	Module name	1	2	3	1				
		Tests		Assignment	Practical'	TOT	DP	EXAM	
	Final Mark Calculation				100		100	50	50
		FIF	RSTS	EMEST	ER				
EEHS111	Human and Social	60			40				
ELLZ111	Language, Literacy &	60			40				
ESFN111	Numeracy Natural	60			40				
EFPL211	Foundation Phase Studies	60			40				
EFPS 211	Foundation Phase Studies-	60			40				
EFPN211	Foundation Phase Studies	60			40				
EFPL311	Foundation Phase Studies-	60			40				
EFPN311	Foundation Phase Studies	60			40				
EFPS311	Foundation Phase Studies-	60			40				
EFPL411	Foundation Phase Studies-	60			40				
EFPN411	Foundation Phase Studies-	60			40				
EFPS411	Foundation Phase Studies	60			40				
		SEC	COND	SEMES	TER				
ELLG112	Language, Literacy and	60			40				
EEHS112	Human And Social								
ESFN112	Numeracy, Natural								
EFPS212	Foundation Phase Studies								
EFPL212	Foundation Phase Studies								
EFPN212	Foundation Phase Studies								
EFPS312	Foundation Phase Studies								
EFPL312	Foundation Phase Studies	60			40				
EFPN312	Foundation Phase Studies	60			40				
EFPS412	Foundation Phase Studies								
EFPL412	Foundation Phase Studies	60			40				
EFPN412	Foundation Phase Studies								

FED.16.2.2 EARLY CHILDHOOD AND FOUONDATION PHASE (NEW PROGRAMME)

EBFPT /3EBFPT		Year mark 50 Exam mark 50			
All modules have	a test mark and ass	ignment mark and same formula	60 test a	nd 40 assignment	
EBFPT /3EBFPT			TM	AM	
			60	40	
Year 1	•		•		
Semester 1					
EEZU111	3EZU111	IsiZulu Home Language 1*	60	40	
EEDS111	3EDS111	Education Studies 1A: Child	60	40	
EELK111	3ELK111	Life Skills 1A*	60	40	
EEMA111	3EMA111	Basic Mathematics 1A*	60	40	
Semester 2		•			
EELK112	3ELK112	Life Skills 1B*	60	40	
EENG112	3ENG112	English FAL 1	60	40	
EEMA112	3MA112	Basic Mathematics 1B*	60	40	
EEPS112	3EPS112	Pedagogical Studies 1B:	60	40	
Year long					
EECA100	3ECA100	Academic and Computer	60	40	

Year 2				
Semester 1				
EENG211	3ENG211	English FAL 2	60	40
EELK211	3ELK211	Life Skills 2A	60	40
EEMA211	3EMA211	Mathematics Education 2A*	60	40
EEPS211	3EPS211	Pedagogical Studies 2A:	60	40
EEGL211	3ELG211	Language Education (English	60	40
Semester 2				
EELK212	3ELK212	Life Skills 2B	60	40
EEZU212	3EZU212	IsiZulu Home Language 2	60	40
EEGL212	3ELG212	Language Education (isiZulu	60	40
EEMA212	3EMA212	Mathematics Education 2B	60	40
			60	40
EEDS212	3EDS212	Education Studies 2B: Child	60	40
Year long module				
EECL200	3ECL200	Conversational Language	60	40
Year 3				
First semester				
EENG311	3ENG311	English FAL 3	60	40
EEDS311	3EDS311	Education Studies 3A: Child	60	40
EEGL311	3ELG311	Language Education (English	60	40
Second semester				
EEZU312	3EZU312	IsiZulu Home Language 3	60	40
EEGL312	3ELG312	Language Education (isiZulu	60	40
EELK312	3ELK312	Life Skills Education 3B	60	40
Year long module				
EEMA300	3EMA300	Mathematics Education 3	60	40
Year 4				
First semester				
EEDS410	3EDS410	Education Studies: Sociology	60	40
		Second semester		
EEDS420	3EDS420	Education Studies: History	60	40
Year long				
EEZU400	3EZU400	IsiZulu Home Language 4	60	40
EENG400	3ENG400	English FAL 4	60	40
EELK400	3ELK400	Life Skills Education 4	60	40
EEDS400	3EDS400	Education Studies:	60	40

FED.16.3. DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION (EPSP)

Module code	Module name	Tests	Tests		Practical/ Present.	тот	DP	EX		
ED. PSYCH	ED. PSYCHOLOGY									
	F	IRST SEME	STER							
EPIP111	Introduction to Psychology : Life Orientation	50	50		-	100	50	50		
EPDL211	Human Development and Learning	50	50		-	100	50	50		
EMLO311	Method of Life Orientation	35	35		30	100	50	50		
EPLO311	Life Orientation Method	50	50			100	50	50		
EPEC411	Life Orientation	50		50		100	50	50		
EPPE411	Career Education	30	30	40		100	50	50		
EPSP411	Personal and Social Development	50	50		-	100	50	50		
	SE	COND SEM	IESTER							
EPIP112	Introduction to Psychology : Life Orientation 1B	50	50			100	50	50		
EPHE212	Life Orientation	50	50			100	50	50		
EMLO312	Method of Life Orientation	35	35		30	100	50	50		
EPLO312	Life Orientation Method & WIL	50	50			100	50	50		
EPEC412	Life Orientation: Career Guidance	30	30	40		100	50	50		
EPCE412	Life Orientation: Citizenship Education	50	50			100	50	50		

FED.16.4. SOCIAL SCIENCE EDUCATION (SSE)

Module code	Module name SOCIAL SCIENCES	Tes	ts	Assign	Practi cals	тот	DP	EX
				100%		100	50	50
		SEMS	TER 1					
EESE111	Economics and Management Science 1A	50	50			100	50	50
EESG111	Introduction to Geography	50		50		100	50	50
EESE211	Economics and Management Science 2A	50	50			100	50	50
EESH211	Development of political institutions	50		50		100	50	50
EEMS311	Social Science Education Method	60		40		100	50	50
EESE311	Economics and Management Science	50	50			100	50	50
EEMS311	Social Science Education Method	60	40			100	50	50
EESA411	Accounting 4A	40	40	20		100	50	50
EESB411	Business Management 4A	60		40		100	50	50
EESC411	Climatology	60		40		100	50	50
EESE411	Economics 4A	50		50		100	50	50
EESG411	Water Resources Management	50		50		100	50	50
EESH411	The Changing World and Ideologies	60		40		100	50	50
EESS411	Human Rights Issues	33.3		33.3	33.3	100	50	50
		SEMS	TER 2	•				
EESE112	Economics and Management Science 1B	40	40	20		100	50	50
ECHS112	Historical Studies	40	40	20		100	50	50
EESG212	Environmental Studies	40		30	30	100	50	50
EESE212	Economics and Management Science 2B	50		50		100	50	50
EEMS312	Social Science Education Method 3B	50		50		100	50	50
EESE312	Economics and Management Science	50		50		100	50	50
EESB412	Business Management 4B	60		40		100	50	50

EESA412	Accounting4B	40	40	20			100	50	50
EESC412	Geomorphology	30		30	20	20	100	50	50
EESE412	Economics 4B	50		50			100	50	50
EESG412	Population Geography	30		10	30	30	100	50	50
EESH412	Heritage Studies	50		50		100		50	50
EESS412	South Africa in Historical Perspective	40		30	30	100		50	50

FED.16.5. MATHEMATICS, SCIENCE AND TECHNOLGY EDUCATION (MSTE) FED.16.5.1 MATHEMATICS, SCIENCE AND TECHNOLGY EDUCATION (MSTE) -OLD PROGRAMME

Module code	Module name	Tests			Assi	gn.	Practicals	TOT	DP	EX
	MSTE	100%					•	100	50	50
First Semest	er									
ESML111	Mathematical Literacy	50			50			100	50	50
ESMA111	Mathematics 1A (Algebra)	33.33	33.33	33.33				100	50	50
ESPS111	Natural Science and Technology 1A (Process skills, Technology and Society)	40	40				20	100	50	50
ESPC111	Natural Science and Technology 1C (Physical and Chemical Properties of Matter)	30	30		20	20		100	50	50
ESMA211	Mathematics Education (Set Theory and Functions)	33.33	33.33	33.33				100	50	50
ESTE211	Natural Science and Technology Education (The Earth and Chemical Processes)	40	40			20		100	50	50
ESEE211	Natural Science and Technology Education (Energy and Energy Transfers)	40	20	20	10	10		100	50	50
ESMA311	Mathematics Method 3A	40	40		20			100	50	50
ESTM311	Technology Method 3A	40	40		20			100	50	50
ESMN311	Natural Science Method 3A	20	30		10	40		100	50	50
ESAE411	Physical Science (Advanced Electronics)	33.3	33.3		33.3			100	50	50
ESBS411	Life Sciences (Biological Systems)	40			30		30	100	50	50
ESCB411	Physical Science 4A (Chemical)	35	35		30			100	50	50
ESIT411	Technology (ICT Technologies)	40			30	30		100	50	50
ESDF411	Technology 4A (Design and Function of Mechanical systems)	40	40		20			100	50	50
ESMA411	Mathematics 4A: (Differential Calculus)	33.33	33.33	33.33				100	50	50
ESPB411	Life Sciences 4A: (Practical Biological concepts)	40			30	30		100	50	50
ESMM411	Mathematics: (Statistics)	33.3	33.3	33.3				100	50	50
SEMESTER	2	•					•			
ESML112	Mathematical Literacy 1B	50			50			100	50	50
ESMM112	Natural Science and Technology 1D (Mechanics and Mechanical systems)	40	30	30			100	50	50	
ESMA112	Mathematics 1B (Figures and Shapes)	33.3	33.3	33.33			100	50	50	
ESGC112	Natural Science and Technology 1B (Graphic and Communication Design)	25	25		50		100	50	50	
ESEM212	Natural Science and Technology 2D (Electromagnetism)	30	30		40		100	50	50	
ESWS212	Natural Science and Technology 2B (Waves, Sound and Light)	30	30		40		100	50	50	
ESMA212	Mathematics 2BMatrices and Vector algebra	33.3	33.3	33.33			100	50	50	
ESMA312	Mathematics Method 3B	40	40		20		100	50	50	
ESMN312	Natural Science Method 3B	20	20		10	40	10	100	50	50
ESTM312	Technology Method 3B	40	40		20		100	50	50	
ESMM412	Mathematics (Financial Mathematics)	100	100	100			100	50	50	

ESBP412	Life Sciences 4B (Biological process in plants)	40			30	30	100	50	50	
ESMP412	Physical Science (Modern physics)	33.3	33.3	33.3			100	50	50	
ESPG412	Life Sciences 4B: (Cellular Processes and Genetics)	20	30		10	20	20	100	50	50
ESAT412	Technology) Advanced Technological Design	30	30		20	20	100	50	50	
ESCR412	Physical Science 4B: (Chemical reactions and Environmental Chemistry)	35	35			30	100	50	50	
ESEC412	Technology: (Electronic Circuits, Components and Sensors)	40	40		20		100	50	50	
ESMA412	Mathematics 4B: (Integral Calculus)	33.3	33.3	33.33			100	50	50	
ESMM412	Financial Mathematics	50	, and the second		50		100	50	50	

FED.16.5.2 MATHEMATICS, SCIENCE AND TECHNOLGY EDUCATION (MSTE) –NEW PROGRAMME

Module	Module name		Tests	Assign.	Practicals	TOT	DP	EX
code								
	MSTE			100%		100	50	50
First Semes								
ESMA121	MATHEMATICS 1A (IP)							
ESNT111	NATUARL SCIENCE &							
	TECHNOLOGY 1A (IP)							
ESMA221	MATHEMATICS 2A (IP)							
ESBM211	BASIC MATHEMATICS 2A							
ESNT211	NATUARL SCIENCE &							
	TECHNOLOGY 2A							
ESMA321	MATHEMATICS EDUCATION 3A							
	(IP)							
ESNT311	NATUARAL SCIENCE &							
	TECHNOLOGY EDUCATION 3A							
SEMESTER	₹ 2							
ESMA122	MATHEMATICS 1B (IP)							
ESNT112	NATUARL SCIENCE &							
	TECHNOLOGY 1B (IP)							
ESMA222	MATHEMATICS 2B (IP)							
ESNT212	NATUARL SCIENCE &							
	TECHNOLOGY 2B							
ESMA322	MATHEMATICS EDUCATION 3B							
	(IP)							
ESNT312	NATUARL SCIENCE &							
	TECHNOLOGY EDUCATION 3B							
YEAR					1			
LONG		ļ						
ESMA400	MATHEMATICS EDUCATION 4	ļ						
ESNT400	NATUARL SCIENCE &				1			
	TECHNOLOGY EDUCATION 4							

FED.16.6. WEIGHTINGS FOR TEACHING PRACTICE MODULES- EPPU
FED.16.6.1. %WEIGHTINGS FOR B ED FOUNDATION PHASE NEW PROGRAMME MODULES

Module Code	Module name	Assignment	Practical	Presentation	Journal	TOTAL	DP	Assignmen/RE	Practical/	Presentation	Journal	TOTAL	Final Mark
	FIRST SEMESTE	R MAR	KS					SECOND	SEME	ESTER	MARK	S	
3ETP 100	School Experience 1	10	10	10	20	50	50	10	10	10	20	50	100
3ETP 200	School Experience 2	10	10	10	20	50	50	10	10	10	20	50	100
3ETP 300	School Experience 3	10	10	10	20	50	50	10	10	10	20	50	100

FED.16.6.2. %WEIGHTINGS FOR B ED INTERMEDIATE PHASE NEW PROGRAMME MODULES

	FIRST SEMESTE			SECOND SEMESTER MARKS										
3PTE 100	Teaching	10	30	10	20	50	50	10	10	10	20	50		100
	Practice 1													
3PTE200	Teaching	10	10	10	20	50	50	10	10	10	20	50		100
	Practice 2													
3PTE300	Teaching	10	10	10	20	50	50	10	10	10	20	50		100
	Practice 3													

FED.16.6.3. %WEIGHTINGS FOR B ED SP & FET NEW PROGRAMME MODULES

3PTE 100	Teaching	10	10	10	20	50	50	10	10	10	20	50	100
	Practice 1												
3PTE200	Teaching	10	10	10	20	50	50	10	10	10	20	50	100
	Practice 2												
3PTE300	Teaching	10	10	10	20	50	50	10	10	10	20	50	100
	Practice 3												

FED.16.6.4. %WEIGHTINGS FOR ALL PHASES OF THE OLD B ED PROGRAMME MODULES

Module Code	Module name	Assignment	Scenario Activity	Teaching Philosophy	Journal	TOTAL	DP	107	PoE	Group Activity/Presentation	Journal	TOTAL	Final Mark
	FIR			SEC	COND SEMEST	TER MA	RKS						
ETSE400	School Experience 4		20	10	20	50	50		20	10	20	50	100