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UNIVERSITY OF

ZULULAND

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## YEARBOOK 2023

# FACULTY OF EDUCATION UNDERGRADUATE STUDIES

## 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://www.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 <u>http://www.unizulu.ac.za/yearbooks</u>

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 class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted

## FACULTY OF EDUCATION



## Vision

A renowned centre of excellence for teacher education

## Mission

The Faculty of Education seeks:

- To produce globally competitive Education graduates relevant to local and global needs
- To develop dynamic and solution-oriented partnerships with communities

## Values

Our interactions both internally and externally are informed by the following values:

Enquiry Inclusivity Teamwork, and,

Accountability

## UNIVERSITY OF ZULULAND (UNIZULU): OFFICE BEARERS

CHANCELLOR Deputy Chief Justice RMM, Zondo

VICE-CHANCELLOR Prof X.A. Mtose

DEPUTY VICE-CHANCELLOR: RESEARCH AND INNOVATION Prof N.W. Kunene

DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING Prof V. Nomlomo

**DEPUTY VICE-CHANCELLOR: INSTITUTIONAL SUPPORT** Prof S. Seepe

EXECUTIVE DIRECTOR: RICHARDS BAY CAMPUS Vacant

EXECUTIVE DIRECTOR: INFRASTRUCTURE Mr T Mngcwango

EXECUTIVE DIRECTOR: HUMAN RESOURCES

Mr R.T. Ngcobo

## **EXECUTIVE DIRECTOR: FINANCE**

Mr J Du Plessis

EXECUTIVE DIRECTOR: INSTITUTIONAL PLANNING Vacant

**REGISTRAR** Mr D Mothilall

## UNIZULU DEANS

Faculty of Arts Prof. MA Masoga

Faculty of Commerce, Administration and Law Prof L Greyling

Faculty of Education Prof SS Ntombela

Faculty of Science and Agriculture Prof K Lehloenya

Dean of Students Dr T. A. Ncokazi

## FACULTY OF EDUCATION (FED) OFFICE BEARERS

#### DEAN

Prof SS Ntombela, BA; UED (UNIZULU), B. Ed Hons, Dip in Special Education (Remedial Education), (University of Natal), MEd (University of Manchester), PhD (UKZN).

### DEPUTY DEANS

#### **Teaching and Learning**

Prof S Govender, BA (UDW), Bed Hons, EMD, MEd (RAU), D. Ed (UNIZULU), HDE (UDW).

### **Research and Innovation - Acting**

Prof BT Gamede, SSTD, PGDip –Dev Studies, B. Paed, B. Ed Hons (UNIZULU), Business Mngmt Cert, Business Studies Dip (MANCOSA), ABET Cert, Local Gov Dip, HRM Dip (UNISA), MBA (MANCOSA), D. Ed (UNIZULU).

## DEAN'S OFFICE CONTACT DETAILS

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	New Education Building
POSTAL ADDRESS :	THE DEAN
	Faculty of Education
	University of Zululand
	Private Bag X1001
	KwaDlangezwa
	3886
DEAN'S SECRETARY	: Ms T Khumalo
Phone :	035-902 6348
Fax :	086373242
e-mail :	KhumaloTY@unizulu.ac.za

## HEADS OF DEPARTMENTS

## **Department of Languages and Social Sciences**

Dr NP Khumalo, SSTD, B. Paed, B. Ed Hons, MEd (UNIZULU) Cert (ABET), H. Dip (ABET), N. Dip (HRM) (UNISA), DED (UNISA)

## **Department of Educational Foundations**

Dr HR Mhlongo, JSTC (ESHOWE), BA, BAHons, MEd, D. Ed (UNIZULU), Cert (Local Government Admin & Management) (UNISA)

## Department of Mathematics, Science and Technology Education

Mr NH Ngwenya, BPaed, BEdHons, MEd (UNIZULU), SSTD

## **Department of Early Childhood Education**

Prof TA Mbatha-Ngubane, BA, (University of Botswana and Swaziland) B. Ed Hons, PhD (UCT), Multilingual Education Course (Centre for Research in Bilingualism, Stockholm University

## ACADEMIC STAFF

Kok ECA Dr	Early Childhood Education
Luthuli, C Ms	Early Childhood Education
Mbatha-Ngubane, TA Prof	HoD: Early Childhood Education
Mtshali, ZE Dr	Early Childhood Education
Xulu, SCB Dr	Early Childhood Education

Buthelezi, AB Dr	Educational Foundations
Govender, S Prof	Educational Foundations
Govender, SA Prof	Educational Foundations
Gumede, GV Mr	Educational Foundations
Kent, CD Dr	Educational Foundations
Khumalo, PN Ms	Educational Foundations
Makhonza, L Dr	Educational Foundations
Makhubu, SS Ms	Educational Foundations
Mhlongo, HR Prof	Acting HoD: Educational Foundations
Mkhasibe, RG Dr	Educational Foundations
Mngomezulu, TP Dr	Educational Foundations
Mokoena, TD Mr	Educational Foundations
Msimango, WN Dr	Educational Foundations
Mthethwa, LC Dr	Educational Foundations
Mzimela, AM Dr	Educational Foundations
Ndaba, NH Mrs	Educational Foundations
Ngidi, TZ Dr	Educational Foundations
Ngubane, PB Dr	Educational Foundations
Nkwanyana, BP Dr	Educational Foundations
Ntshangase, TC Dr	Educational Foundations
Nzima, DR Prof	Educational Foundations

Bele, LLP Miss.	Languages and Social Sciences
Gamede, BT Prof	Languages and Social Sciences
Hlatshwayo, ZV Ms	Languages and Social Sciences
Khumalo, NP Dr	Acting HoD: Languages and Social Sciences
Khumatake, MR Mrs	Languages and Social Sciences

Kutame, AP Prof	Languages and Social Sciences
Magwaza, TF Dr	Languages and Social Sciences
Masuelele, OP Mr	Languages and Social Sciences
Mkhwanazi, KG Ms	Languages and Social Sciences
Mngomezulu, TF Miss	Languages and Social Sciences
Mokoena, S Dr	Languages and Social Sciences
Msweli, ZP Ms	Languages and Social Sciences
Mthembu-Ngema, WNZ Dr	Languages and Social Sciences
Nyathi, P Mr	Languages and Social Sciences
Nyathikazi, CP Dr	Languages and Social Sciences
Pillay, P Prof	Languages and Social Sciences
Sabela, C Mr	Languages and Social Sciences

Chibisa, A Dr	. Mathematics, Sciences and Technology Education
Chinaka, TW Dr	Mathematics, Sciences and Technology Education
Gayadeen, RC Mr	. Mathematics, Sciences and Technology Education
Gumbi, NM Miss	. Mathematics, Sciences and Technology Education
Kok, PJ Dr	. Mathematics, Sciences and Technology Education
Krishnannair, A Dr	Mathematics, Sciences and Technology Education
Ngwenya, NH MrActing HoD	: Mathematics, Sciences and Technology Education
Sibaya, DC Prof	Mathematics, Sciences and Technology Education
Sondlo, A Dr	Mathematics, Sciences and Technology Education
Talasi, T Dr	. Mathematics, Sciences and Technology Education
Xaba, N Ms	Mathematics, Sciences and Technology Education

#### SUPPORT STAFF

Feketshane, S Mr	Deans Office: Resource Centre
Gumede, S Mrs	Educational Foundations
Khanyile, V	Educational Foundations
Khumalo, T Ms	Dean's Office: Faculty Secretary
Maikoo, MI Mrs	Mathematics Science and Technology Education
Maistry-Reddy, J Mrs	Educational Foundations
Manyoni, MP Mr	Educational Foundations
Mdletshe, T Ms	Deans Office: Resource Centre
Mkhonza, ZH Mrs	Mathematics Science and Technology Education
Mthembu, TK Mr	Dean's Office: Faculty Administration
Mtotywa, P Mrs	Dean's Office: Faculty Office
Sibiya, MW Mr	Languages and Social Sciences
Zuma, N Mr	Dean's Office: Faculty Office

#### ACRONYMS

- FED = Faculty of Education
- 3DED = Doctoral qualification codes
- 3MED = 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

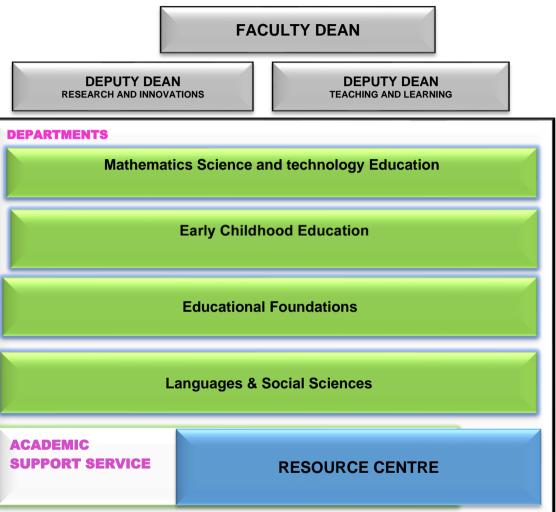
#### NB:

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**



#### TABLE OF CONTENTS

CONTACT THE RE	GISTRAR'S UNIT	I
ACCOUNTABILITY	/	1
UNIVERSITY OF Z	ULULAND (UNIZULU): OFFICE BEARERS	11
UNIZULU DEANS.		111
FACULTY OF EDU	CATION (FED) OFFICE BEARERS	IV
DEAN'S OFFICE C	ONTACT DETAILS	v
HEADS OF DEPAR	RTMENTS	VI
ACADEMIC STAFF		VII
FACULTY OF EDU	CATION STRUCTURE	XI
TABLE OF CONTE	NTS	XII
FED.1. RUL	ES	15
FED.1.1.	FACULTY RULES AUTHORITY OF THE GENERAL RULES	15
FED.1.2.	FACULTY-SPECIFIC RULES	15
FED.1.3.	ADMISSIONS	15
FED.1.4.	REGISTRATIONS	15
FED.1.5.	MODULES	15
FED.1.6.	CONTINUATION OF STUDIES	15
FED.1.7.	INTERNATIONAL STUDENTS	15
FED.1.8.	EXAMINATIONS AND PASS REQUIREMENTS	16
FED.1.9.	RELATION BETWEEN NOTIONAL HOURS, CREDITS AND EXAM PAPERS	16
FED.1.10.	EXCLUSION RULES (AS SHOWN ON G20A (5); PG 86 OF THE CALENDAR	16
FED.1.11.	SOUTH AFRICAN COUNCIL FOR EDUCATORS	16
FED.1.12.	PROFESSIONAL STATUS (SACE) AND SCHOOL EXPERIENCE	16

	FED.1.13.	SCHOOL EXPERIENCE MODULES	16
	FED.1.14.	PRE/CO REQUISITES	16
	FED.1.15.	MODULE CHANGES/ MODIFICATION OF COURSES	17
	FED.1.16.	LEAVE OF ABSENCE FOR STUDENT TEACHERS	17
	FED.1.17.	EDUCATION BURSARY SCHEMES (FUNZA LUSHAKA)	17
	FED.1.18.	WARNING AGAINST PLAGIARISM	17
	FED.1.19.	LANGUAGE MEDIUM	17
	FED.1.20.	ADMISSION REQUIREMENTS FOR UNDERGRADUATE PROGRAMMES	18
	FED.	1.20.1. GENERAL ADMISSION REQUIREMENTS	18
	FED.	1.20.2. CALCULATION OF THE ADMISSION POINTS SCORE (APS) SCORE	18
	FED.	1.20.3. ELECTION MODEL:	18
	FED.	1.20.4. MINIMUM ADMISSION REQUIREMENTS TO BACHELOR DEGREES	19
	FED.1.21.	FACULTY DEPARTMENTS	20
	FED.1.22.	FACULTY OF EDUCATION QUALIFICATIONS	20
	FED.1.23.	QUALIFICATIONS, PROGRAMMES AND CURRICULA	22
	FED.1.24.	RECOGNISED SCHOOL TEACHING SUBJECTS	23
FED	.2. 4 YEAR F	T BACHELORS DEGREES: ACTIVE IN THE SYSTEM.	23
	FED.2.1. B/	ACHELOR OF EDUCATION: FOUNDATION PHASE TEACHING -3BFPT1	24
	FED.2	2.1.1 LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE - REQUISITES	24
	FED.2	2.1.2 BACHELOR OF EDUCATION: FOUNDATION PHASE. QUAL. CODE: 3BFPT1	26
	FED.2	2.1.3 MODULE CONTENT & OUTCOMES FOR FOUNDATION PHASE - 3BFPT1	27
	FED.2	2.1.4 MODULE CONTENT & OUTCOMES FOR FOUNDATION PHASE – 3BFPT1	33
	FED.2	2.1.5 TEACHING PRACTICE MODULE CONTENT AND OUTCOME – 3BFPT1	37
	FED.2.2 B	ACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING -3BDIP1	39
	FED.2	2.5.1 LIFE ORIENTATION AND LANGUAGE – EBDFT1	106
	FED.2	2.5.2 HISTORY AND LANGUAGE – EBDFT2	113
	FED.2	2.5. GEOGRAPHY AND LANGUAGE – EBDFT3	119
	FED.2	2.5.4 ACCOUNTING/BUSINESS MANAGEMENT/ECONOMICS – EBDFT4	125
	FED.2	2.5.5 HISTORY AND GEOGRAPHY – EBDFT5	132

FED.2.5.6 COMPUTE	R SCIENCE AND MATHEMATICS – EBDFT6	138
FED.2.5. PHYSICAL SCIEN	CE AND MATHEMATICS – EBDFT7	144
FED.2.6. FOUNDATION & INTE	RMEDIATE PHASE PROGRAMMES - PHASING OUT	158
FED.2.6.1 EMS AND	ANGUAGE EDUCATION - EBDIS1	158
FED.3. POSTGRADUATE CERTI	FICATE IN EDUCATION (PGCE)	239
FED.4. WEIGHTING OF MODULI	E TESTS AND ASSIGNMENTS	286

#### 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: -

#### General rules supersede Faculty rules.

#### Therefore, the following applies:

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.1.3. Admissions

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

#### FED.1.4. Registrations

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

#### FED.1.5. Modules

- a) Subjects are presented in modules; of which everyone is awarded a specific credit value.
- b) Each module must be passed individually.
- c) 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.1.6. Continuation of studies.

- a) On taking an appropriate Bachelor degree; students are not automatically admitted to the postgraduate programmes of the Faculty.
- b) Admission and registration for postgraduate programmes take place in accordance with the General Rules.
- c) Prospective postgraduate students are advised to consult the University's Manual for Postgraduate Studies **before applying for admission**.

#### FED.1.7. 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.
- b) For professional qualifications, students must register with the appropriate Professional Board.
- c) The Office for international students should be contacted for additional information.

#### FED.1.8. Examinations and Pass requirements

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

#### FED.1.9. 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.1.10. 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.1.11. 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.1.12. 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.1.13. 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.1.14. 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.1.15. 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.1.16. 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.1.17. Education Bursary Schemes (FUNZA LUSHAKA)

Funza Lushaka applications are done on line. Prospective and returning applicants should apply online. Visit <u>http://www.funzalushaka.doe.gov.za/</u>. 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
- c) 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.1.18. 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.1.19. 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.1.20. ADMISSION REQUIREMENTS FOR UNDERGRADUATE PROGRAMMES

#### FED.1.20.1. 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.1.20.2. 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) <u>APS-Score</u> 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.

APS	Marks	APS score	MATRIC	
NSC scale			HIGHER GRADE	STANDARD GRADE
8	90-100%	8		
7	80-89%	7	А	
6	70-79%	6	В	А
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.1.20.3. ELECTION MODEL: DETERMININ<u>G THE APS (ACADEMIC PERFORMANCE SCALE)</u>

## FED.1.20.4. MINIMUM ADMISSION REQUIREMENTS TO BACHELOR DEGREES – MAIN STREAMS

Students 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	Required NSC Subjects Required SC Subjects APS Selec						
	Curriculum code	Plus Selection Criteria	Plus Selection Criteria		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	3BDIP1	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	26	No			
B.Ed. Intermediate. Phase Teaching: Lang & Humanities	3BDIP2	NSC endorsement with: - – IsiZulu 4 and – Engl 4 plus – Geog 4 and Hist 4	Matric exemption with: - - IsiZulu HG-D or SG-C - Engl HG-D or SG- C - Geography HG-D or SG-C - History 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 student

#### FED.1.21. FACULTY DEPARTMENTS

Names of Departments	Departmental Abbreviations	Head of Department	Corporate Secretaries and contact numbers
Early Childhood Education	ECE	Prof TA Mbatha- Ngubane	Mr M W Sibiya <u>SibiyaMW@unizulu.ac.z</u> <u>a</u> Phone No. 035902 6725
Mathematics Science and Technology Education	MSTE	Mr NH Ngwenya	Ms Z Mkhonza <u>MkhonzaZ@unizulu.ac.z</u> <u>a</u> Phone No. 035902 6714
Languages and Social Sciences	LSS	Dr NP Khumalo	Ms Z Mkhonza <u>MkhonzaZ@unizulu.ac.z</u> <u>a</u> Phone No. 035902 6714
Educational Foundations	EF	Dr HR Mhlongo	Mrs J Reddy-Maistry <u>ReddyJ@unizulu.ac.za</u> Phone No.035902 6233

#### Breakdown of the different departments that are in the faculty

#### FED.1.22. 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.1.22.1 BACHELOR OF EDUCATION PROGRAMMES OFFERED – HEQSF ALIGNED

Qualification Name	Qual. Code			First Cohort (PQM Summary)		
	Code			First year of Registration	First year of Graduation	
BACHELOR OF EDUCAT	ON: Foundat	ion Phase Teaching		•		
B. Ed in Foundation Phase Teaching	3BFPT1	Foundation Phase	Main	2018	2022	
BACHELOR OF EDUCAT	ON: Interme	diate Phase	•	·		
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 EDUCATION: SP AND FET Band (NO NEW INTAKE IN 2023)						

Bachelor of Education in SP and FET Teaching	3BDSF1	NST – Natural Science Technology	Main	2020	2024
Bachelor of Education in SP and FET Teaching	3BDSF2	HSSE – Humanities and 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 CERTI	FICATE IN E	UCATION			
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.1.22.2 PROGRAMMES THAT ARE PHASING OUT AS OF 2018 (NO NEW INTAKE)

Department	Qual. Specialization in		Campus	Teach Out Plan Summary		
				Last intake	Last Graduation	
BACHELOR OF EDUCATION: FET Bar	d (Old Curric	ulum- Phasing Out)				
		Ç,	1	T	-	
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: Intermed	liate Phase (	Old Curriculum – Phasing ou	t)	<u>1</u>	- <u>P</u>	
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: Foundation Phase (Old Curriculum – Phasing out)								
Early Childhood Development	EBEDEF	Early Childhood	Main	2017	2023			

#### FED.1.23. 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.1.23.1 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.1.22.3 BACHELOR OF EDUCATION NEW CURRICULUM

New B.Ed. programmes (Foundation Phase and Intermediate Phase) 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 and Intermediate Phase Teaching. These specialisation are categorised as follows: -

- Foundation phase (Grade R 3)
- Intermediate Phase (Grade 4 6)

#### FED.1.24. 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 Aaricultural Sciences Business Studies Consumer Studies Dramatic Arts Engineering Graphics & Desian Physical Sciences Geography Information Technology Languages Life Sciences Mathematical Literacy Mathematics

#### **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 Hospitality Studies

#### FED.2. 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		

#### FED.2.1. BACHELOR OF EDUCATION: FOUNDATION PHASE TEACHING –3BFPT1

#### FED.2.1.1 LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE - REQUISITES. B. Ed in Foundation Phase Teaching : Early Childhood Education

B. Ed in Foundation Phase Teaching : Early Childhood Education							
Module Codes	Descriptive name	Credits	NQFL	Pre/ Co requisites			
3EZU111	IsiZulu Home Language 1*	10	5	NONE			
3ENG112	English FAL 1	10	6	NONE			
3ELK111	Life Skills 1A*	10	5	NONE			
3ELK112	Life Skills 1B*	10	6	NONE			
3EMA111	Basic Mathematics 1A*	10	5	NONE			
3MA112	Basic Mathematics 1B*	10	6	NONE			
3EDS111	Education Studies 1A: Child Development *	12	6	NONE			
3EPS112	Pedagogical Studies 1B: Classroom Management	12	5	NONE			
3ECA100	Academic and Computer Literacy*	16	5	NONE			
3EZU212	IsiZulu Home Language 2	10	6	NONE			
3ELG211	Language Education (English FAL) 2A	10	6	EENG112			
	ZA			3ENG112			
3ELG212	Language Education (isiZulu HL) 2B*	10	6	EEZU111			
	20			3EZU111			
3ELK211	Life Skills 2A	10	6	NONE			
3ELK212	Life Skills 2B	10	6	NONE			
3EMA211	Mathematics Education 2A*	12	6	NONE			
3EMA212	Mathematics Education 2B	12	6	EEMA111			
				3EMA111			
3EPS211	Pedagogical Studies 2A: Curriculum Development	12	6	NONE			
3EDS212	Education Studies 2B: Child Development	12	6	NONE			
3ECL200	Conversational Language Afrikaans	16	5	NONE			
3ENG311	English FAL 3	10	6	EENG112			
				3ENG112			
3EZU312	IsiZulu Home Language 3	10	7	EEZU111			
				3EZU111			
3EGL311	Language Education (English FAL) 3A	10	6	EEGL211			
	50			3EGL211			
3EGL312	Language Education (IsiZulu HL) 3B	12	6	NONE			

3EDS311	Education Studies 3A: Child Development	12	6	EEDS111 3EDS111
3ELK312	Life Skills Education 3B	10	6	NONE
3EMA300	Mathematics Education 3	24	7	EEMA112
				3EMA112
3EZU400	IsiZulu Home Language 4	12	7	EEZU212
				3EZU212
3ENG400	English FAL 4	10	7	EENG211
				3ENG211
3ELK400	Life Skills Education 4 (Service Learning)	30	7	NONE
3EDS400	Education Studies: Educational Law and Systems	12	7	NONE
3EDS410	Education Studies: Sociology and Philosophy	12	7	NONE
3EDS420	Education Studies: History and Comparative Education	12	7	NONE
3ETP100	School Experience (FP)1*	10	5	NONE
3ETP200	School Experience 2 *	10	6	EETP100
				3ETP100
3ETP300	School Experience 3	40	6	EETP200
				3ETP200
				EEDS212
				3EDS212
				EELK212
				3ELK212
				EEMA212
				3EMA212
				EEZU212
				3EZU212
				EEGL212
				3EGL212
3ETP400	School Experience 4	40	7	EETP300
				3ETP300

Year Level 1			Year level 2	Year level 2 First semester			Year level 3 First semester			Year level 4			
First Semester			First semester							First semester			
Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr		
3EZU111	С	10	3ENG211	С	10	3ENG311	С	10					
3ELK111	С	10	3EGL211	С	10	3EGL311	С	10		/	/		
3EMA111	С	10	3ELK211	С	10	3EDS311	С	12					
3EDS111	С	12	3EMA211	С	12								
			3EPS211	С	12								
Total 1st semester		42	Total 1st semester		54	Total 1st semester		32					
Year Level 1	•		Year Level 2	•		Year Level 3	•			•			
Year Level 1			Year level 2			Year level 3			Year level 4				
Second Semester			Second Semester			Second Semester	•		Second Semester	•			
Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr		
3ENG112	С	10	3EZU212	С	10	3EZU312	С	10					
3ELK112	С	10	3EGL212	С	10	3EGL312	С	12		/			
3MA112	С	10	3ELK212	С	10	3ELK312	С	10					
3EPS112	С	12	3EMA212	С	12								
			3EDS212	С	12								
Total 2 <sup>nd</sup> semester		42	Total 2 <sup>nd</sup> semester		54	Total 1st semester		32					
Year Level 1			Year level 2			Year level 3		Year level 4					
Year modules			Year modules			Year module			Year modules		_		
Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr		
3ECA100	С	16	3ECL200	С	16	3EMA300	С	24	3EZU400	С	12		
3ETP100	С	10	3ETP200	С	10	3ETP300	С	40	3ENG400	С	10		
									3ELK400	С	30		
									3EDS400	С	12		
						Ī			3ETP400	С	40		
									3EDS410	С	12		
									3EDS420	С	12		
Total Year credit		26	Total Year credit		26	Total Year credit		64	Total Year credit		128		
Overall Total		110	Overall Total		134	Overall Total		128	Overall Total		128		
year level 1			year level 2			year level 2			year level 2				
TOTAL NUMBER O	OF CREDITS										500		

#### FED.2.1.2 Qualification Name: Bachelor of Education: Foundation Phase Teaching. Qualification Code: 3BFPT1

### FED.2.1.3 Module content and outcomes for foundation phase teaching – 3BFPT1

	TION PHASE TEACHING -	COURSES				
Module code:-	Semester1:3EZU111	NQF level: 5	Semester2: 3ENG111	NQF level: 6		
Title: ISIZ	ULU (HL) 1		Title: English (FAL) 1			
Content:			Content:			
<ul> <li>IsiZu and phra</li> <li>IsiZu</li> <li>Note</li> <li>Spea</li> </ul>	lu word Class grammar lu linguistic skills (sentend construction of senten ses and clauses in creative lu phonetics and phonology -taking and note-making in aking and oral presentation	ice types, writing) / IsiZulu	<ul> <li>Spoken English</li> <li>Written English.</li> <li>Dictionary usage.</li> <li>English morphemes.</li> <li>English language co skills for academic lang</li> </ul>			
Module or	utcomes:		Module outcomes:			
By the en equipped v	d of the module, students with:	should be	By the end of the module, stu be equipped with:	dents should		
<ul> <li>competence to apply word class grammar to written isiZulu.</li> <li>competence to apply word class grammar to spoken isiZulu.</li> <li>competence to apply isiZulu in various forms of communication in their future studies</li> </ul>			<ul> <li>competence to communeffectively and competence to use English.</li> <li>Competence to use Englianguage appropriately of contexts using both swritten forms.</li> </ul>	ntly in glish in a variety poken and		
	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:-	Semester1:3ELK111	NQF level: 5	Semester2: 3ELK112	NQF level: 6		
Title: Life	Skills 1A		Title: Life Skills 1B			
<ul> <li>Content</li> <li>Terminology related to Life Skills, moral development and human rights for the analysis and discussion of case studies.</li> <li>Curricula that supports a culture of human rights and democracy.</li> <li>The value of moral development as a theoretical framework for human rights and value formation in learners in Grades R-3</li> <li>A school health policy</li> <li>Signs, symptoms and effects of child abuse</li> <li>Procedure for reporting child abuse and supporting child abuse victims</li> </ul>			Content:      Key concepts in the nat philosophy of science.     Scientific literacy     Classification of scientif knowledge.     Science process skills     Inquiry process     Science concept develo children     Technological literacy     Technological problem the application of the de	ic opment in solving and		
Module or	utcomes		Module outcomes:			
equipped			By the end of the module, stu be equipped with:			
relat - an u sexu pers	Inderstanding self and in ionships nderstanding of the concep ality as an integral part o on which finds expression iuman life cycle.	ot of human of the total	<ul> <li>competence to explain technological literacy</li> <li>competence to app process skills to investigation</li> <li>competence to apply</li> </ul>	oly science a scientific		

<ul> <li>an understanding of the env threats to the health and w learners, families, schoo communities.</li> </ul>	<ul> <li>competence to explain how children learn scientific concepts-</li> </ul>		
Method of delivery: Full Time	Method of delivery: Full Time		
<b>Assessment modes</b> : This module is by means of assignments, tests examination		Assessment modes: This modules is coursework/research which is assessed by means of examination	
Module Semester1: 3EMA111 code:-	NQF level: 5	Semester2: 3EMA112 NQF level: 6	
Title: Basic Mathematics 1A		Title: Basic Mathematics 1B	
Content:		Content:	
<ul> <li>Mathematical operations using v number, fractions, decimals and percentages.</li> <li>Fractions, decimals and percent</li> <li>Problem solving involving expon</li> </ul>	ages.	<ul> <li>Problem solving using geometric properties</li> <li>Geometric constructions to complete simple proofs</li> <li>Geometrical reasoning skills and argumentation</li> <li>Construction of geometric diagrams from familiar and unfamiliar contexts</li> </ul>	
Module outcomes:		Module outcomes:	
By the end of the module, students equipped with: -	should be	By the end of the module, students should be equipped with: -	
theory – understanding and compe conversions between fractions, ratio and percentages.	<ul> <li>understanding of key concepts in number theory</li> <li>understanding and competence to conversions between fractions, decimals, ratio and percentages.</li> <li>Understanding and competence to apply</li> </ul>		
Method of delivery: Full Time		Method of delivery: Full Time	
Assessment modes: This module is by means of assignments, tests examination		Assessment modes: This module is assessed by means of assignments, tests and an examination	
Module Semester 1:3EDS111 code:-	NQF level: 5	Semester2: 3EPS112 NQF level: 6	
Title: Education Studies 1A: Child Dev	velopment	<b>Title:</b> Pedagogical Studies 1B: Classroom Management	
Content:		Content:	
Domains of child development		<ul> <li>Managing discipline in the Foundation Phase.</li> </ul>	
Physical developmental stages Importance of play Module outcomes:		<ul> <li>Houndation Phase.</li> <li>Managing health, safety and equipment in Foundation Phase classrooms.</li> <li>Managing the classroom environment for learner participation.</li> <li>Classroom administration.</li> <li>Developing own classroom management plan and tasks.</li> <li>Education law and the provisions regulating classroom management and administration.</li> <li>Module outcomes:</li> </ul>	
	about to		
By the end of the module, students equipped with: -	should be	By the end of the module, students should be equipped with:	

<ul> <li>knowledge of the different domains of child development</li> <li>an understanding of the physical development stages and know which activities are appropriate for each stage</li> <li>an understanding of theories of child development and developmental milestones.</li> <li>Method of delivery: Full Time</li> </ul>			<ul> <li>an understanding of general classroom management and administration issues and techniques</li> <li>an understanding of how these issues and techniques apply to the Foundation Phase classroom</li> <li>Method of delivery: Full Time</li> </ul>	
Assessment modes: This module is assessed by means of assignments, tests and an examination		Assessment modes: This module is assessed by means of assignments, tests and an examination		
Module code:-	Semester1: 3ENG211	NQF level: 6	Semester2: 3EZU212	NQF level: 6
Title: Engl	ish (FAL) 2	•	Title: IsiZulu (HL) 2	
Content:			Content:	
<ul> <li>English sentence structure and its analysis</li> <li>Varieties of English.</li> <li>Functional language for different communication purposes.</li> <li>Graphical representation of English sentences (Tree Diagrams)</li> </ul>			<ul> <li>IsiZulu sentence structure and its analysis</li> <li>Varieties of IsiZulu.</li> <li>Functional language for communication in IsiZulu</li> <li>Graphical representation of IsiZulu sentences (Tree Diagram)</li> </ul>	
Module ou	itcomes:		Module outcomes:	
By the end of the module, students should be equipped with:		By the end of the module, students should be equipped with:		
<ul> <li>competence to identify, construct and use different English sentences depending on structure</li> <li>competence to analyse English sentences to identify meaning and purpose.</li> </ul>		<ul> <li>competence to communicate effectively in written isiZulu</li> <li>competence to communicate effectively in spoken isiZulu</li> <li>understanding of structure and analysis of isiZulu.</li> <li>Method of delivery: Full Time</li> </ul>		
Method of delivery: Full Time Assessment modes: This module is assessed by means of assignments, tests and an examination		Assessment modes: This module is assessed by means of assignments, tests and an examination		
Module code:-	Semester1: 3EGL211	NQF level: 6	Semester 2: 3EGL212	NQF level: 6
Title: Lang	uage Education (English F	AL) 2A	Title: Language Education (Isiz	ulu HL) 2
Content:			Content:	
<ul> <li>Second Language Acquisition Theories</li> <li>Teaching and learning aids for foundation phase classrooms for listening and speaking in English as a second language.</li> <li>Incorporation of play in the teaching of literacy.</li> <li>Environmental and biological influences on language acquisition.</li> <li>Plan, teach and assess English as a second language in the Foundation Phase focussing on literacy skills</li> </ul>		<ul> <li>First Language Acquisition Theories</li> <li>Teaching and learning aids for listening and speaking in IsiZulu in the foundation phase</li> <li>Play in the teaching of listening and speaking IsiZulu as a home language</li> <li>Environmental and biological influences on IsiZulu language acquisition.</li> <li>Plan, teach and assess IsiZulu listening and speaking</li> </ul>		
Module ou	Module outcomes:		Module outcomes:	
By the end of the module, students should be equipped with:		By the end of the module, students should be equipped with		
<ul> <li>competence to plan, teach, assess and develop resources for the teaching of listening and speaking of English.</li> </ul>		<ul> <li>competence to plan, tea and develop resources</li> </ul>		

<ul> <li>competence to identify learners with barriers to listening and speaking of English and plan appropriate intervention strategies.</li> <li>competence to apply a play-based approach to the teaching of listening and speaking.</li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is assessed by means of assignments, tests and an</li> </ul>		<ul> <li>teaching of listening and speaking of IsiZulu.</li> <li>competence to identify learners with barriers to listening and speaking in IsiZulu</li> <li>competence to plan appropriate interventions strategies for learners with barriers to listening and speaking in IsiZulu.</li> <li>Competence to apply a play-based approach to the teaching of listening and speaking in isiZulu:-</li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is assessed by means of assignments, tests</li> </ul>		
examinatio Module code:-	Semester1:3ELK211	NQF level: 6	and an examination Semester2: 3ELK212	NQF level: 6
Title: Life S	Skills 2A		Title: Life Skills 2B	
Content:			Content:	
<ul> <li>Theoretical aspects of the development of creativity and aesthetic appreciation</li> <li>Barriers to the development of creativity in young learners</li> <li>Design principles in visual art</li> <li>Developing singing activities for the Foundation Phase.</li> <li>Playing a selection of instruments suitable for the foundation phase</li> <li>Listening to, analysing and describing music</li> <li>Movement elements and skills in creative movement activities</li> <li>Writing scripts for drama activities for foundation phase learners</li> <li>Theoretical understanding of acting for foundation phase learners</li> </ul>		<ul> <li>Major events in South African history</li> <li>Physical geography, particularly soil formation, the solar system, the water cycle, the atmosphere</li> <li>Concepts related to Ecosystems</li> <li>Environmental issues (pollution, global warming, waste management, deforestation, desertification, biodiversity and extinction).</li> <li>Current issues debated at the earth summits</li> </ul>		
Module ou			Module outcomes:	
<ul> <li>By the end of the module, students should be equipped with:         <ul> <li>understanding theoretical aspects of creativity and aesthetics in visual arts, music, dance and drama for young learners</li> <li>competence to recognise barriers to the development of creativity in young learners</li> <li>competence to assess and evaluate their own and others' visual arts, music, dance and drama performances:-</li> </ul> </li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is assessed by means of assignments, tests and an examination</li> </ul>		By the end of the module, students should be equipped with: - foundational knowledge of South African history - foundational knowledge of physical geography - an understanding of environmental issues such as pollution, global warming and waste management - 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 Assessment modes: This module is assessed by means of assignments, tests and an examination		
Module code:-	Semester1: 3EMA211	NQF level: 6	Semester2: 3EMA212	NQF level: 6
Title: Mathematics Education 2A Title: Mathematics Education 2B				

Content:	Content:	
<ul> <li>Theories on emergent numeracy.</li> <li>Theories of and approaches to teaching Mathematics.</li> <li>Teaching and learning Mathematics through play.</li> <li>Ethno-mathematics in various cultures.</li> <li>Barriers to the effective teaching and learning of Mathematics</li> <li>Resources development related to theme planning in mathematics</li> </ul>	<ul> <li>Content:</li> <li>How children learn to recognise, read and write numbers, basic number operations, concepts and skills</li> <li>The specialized nature of the teaching of Mathematics as determined by the school curriculum.</li> <li>Planning, teaching and assessing for the development of number sense, patterns, functions and algebra in the Foundation Phase.</li> <li>Resources to teach numbers, patterns and functions</li> <li>Identification of barriers to effective learning of number, operations and relationships.</li> <li>Word sums: challenges for learners and its facilitation</li> <li>Developing mathematical problem solving abilities in foundation phase</li> </ul>	
Module outcomes:	learners (including modelling) Module outcomes:	
By the end of the module, students should be equipped with: - - competence to apply theories and approaches used in the teaching of Mathematics in the Foundation Phase	By the end of the module, students should be equipped with: - understanding of the specialized nature of the teaching of Mathematics in the Foundation Phase as determined by the school curriculum-	
Method of delivery: Full Time	Method of delivery: Full Time	
<b>Assessment modes</b> : This module is assessed by means of assignments, tests and an examination	Assessment modes: This module is assessed by means of assignments, tests and an examination	
Module Semester1: 3EPS211 NQF level: 6	Semester2: 3EDS212 NQF level: 6	
<b>Title:</b> Pedagogical Studies 2A: Curriculum Development	Title: Education Studies 2B: Child development	
Content:	Content:	
<ul> <li>Theories of curriculum development</li> <li>Levels of curriculum development</li> <li>Principles underpinning curriculum design for the foundation phase</li> </ul>	<ul> <li>Application of cognitive development theory to a teaching environment</li> <li>Application of recent theories of how children learn to teaching in the foundation phase.</li> <li>Application of how knowledge about development and learning of language should reflect in teaching of the foundation phase</li> <li>Application of knowledge on how the development and learning of mathematical concepts should reflect in the teaching of foundation phase</li> <li>Different kinds of barriers to learning and how to support a learner in the foundation phase classroom</li> </ul>	
	<ul> <li>development and learning of mathematical concepts should reflect in the teaching of foundation phase</li> <li>Different kinds of barriers to learning and how to support a learner in the foundation phase classroom</li> </ul>	
Module outcomes:	<ul> <li>development and learning of mathematical concepts should reflect in the teaching of foundation phase</li> <li>Different kinds of barriers to learning and how to support a learner in the</li> </ul>	
<b>Module outcomes:</b> By the end of the module, students should be equipped with:	<ul> <li>development and learning of mathematical concepts should reflect in the teaching of foundation phase</li> <li>Different kinds of barriers to learning and how to support a learner in the foundation phase classroom</li> </ul>	

<ul> <li>the ability to distinguish between conventional, progressive, and liberation/ critical theory and use these theories accordingly</li> <li>understanding, recognising and evaluating levels of curriculum development</li> <li>understanding and adhering to principles underpinning curriculum design for foundation phase education</li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is assessed by means of assignments, tests and an examination</li> </ul>	<ul> <li>knowledge of development in children's thinking</li> <li>an understanding of language development from birth through childhood.</li> <li>An understanding of literacy development from birth through childhood</li> <li>Competence to recognize signs of developmental delays or impairments in children.</li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is assessed by means of assignments, tests and an examination</li> </ul>	
Module Semester1: 3ENG311 NQF level: 6	Semester2: 3EZU312 NQF level: 7	
Title: English ( English FAL)3A	Title: IsiZulu HL 3B	
<ul> <li>Content:         <ul> <li>Differences between genres of modern literature.</li> <li>Differences between genres of traditional literature.</li> <li>visual literacy and dialogue</li> </ul> </li> <li>Module outcomes:</li> </ul>	Content:      Differences between genres of modern literature.      Differences between genres of traditional literature.      visual literacy and dialogue  Module outcomes:	
By the end of the module, students should be equipped with: Competence in understanding modern literature - Competence in familiarity of traditional literature - Competence in understanding dialogue and visual literacy Method of delivery: Full Time	By the end of the module, students should be equipped with: - Competence in understanding modern literature - Competence in familiarity with traditional literature - Competence in understanding dialogue and visual literacy 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	
Module Semester 1: 3EGL311 NQF level: 6	Semester 2: 3ELG312 NQF level: 6	
Title: Language Education (English FAL) 3A	<b>Title:</b> Language Education 3B (isiZulu HL) 3B	
<ul> <li>Content: <ul> <li>Identify children's literature and use them for the teaching of literacy</li> <li>Materials for the teaching of literacy in the foundation phase.</li> <li>Use resources for the teaching of literacy in the foundation phase.</li> </ul> </li> <li>Module outcomes:</li> </ul>	Content:         -       Modern and traditional literature genres         -       Materials for the teaching of modern and traditional literature for young children.         -       Teaching of traditional and modern literature for young children.         -       Teaching of traditional and modern literature for young children.         Module outcomes:       Module outcomes:	
By the end of the module, students should be equipped with: - - Competence in Identify and use appropriate children's' literature for the teaching - Competence in develop materials for the	By the end of the module, students should be equipped with: - Competence in analysing modern and traditional literature - Competence in Teaching of modern and traditional literature	

<ul> <li>and writing.</li> <li>Competence in Prepare resources for teaching, planning, assessing and for the development of resources</li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is assessed by means of assignments, tests and examination</li> </ul>			<ul> <li>Competence in The teaching and assessment of modern and traditional literature</li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is assessed by means of assignments, tests and examination</li> </ul>	
Module code:-	Semester 1: 3EDS311	NQF level: 6	Semester 2: 3ELK312 NQF level: 6	
Title: Educ	Title: Education Studies 3A: Child Development		Title: Life Skills Education 3B	
Content:         -       Emotional development in young children.         -       Moral development in young children.         -       Social development in young children.         -       Skills in fostering child-parent relationships         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.         Method of delivery: Full Time		Content:  - terminology of physical development - one page report using academic language and referencing  Module outcomes: 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		
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.2.1.4 MODULE CONTENT & OUTCOMES FOR FOUNDATION PHASE TEACHING – 3BFPT1 FOUNDATION PHASE TEACHING – YEAR COURSES

Мос	ule code:- Year Level 1: 3ECA100	NQF level: 5			
Title	Title: Academic and Computer Literacy				
Con	tent:				
_	The role of language in learning and teaching				
-	Academic vocabulary				
-	<ul> <li>Skills and strategies to read selectively</li> </ul>				
-	– Plagiarism				
-	<ul> <li>Word processing skills needed for the writing process</li> </ul>				
-	Referencing skills				
-	Developing a presentation				
-	Spreadsheets for basic data processing				
-	Emailing				
-	Information gathering skills in the library				
-	Internet search skills				
-	The role of computers in Foundation Phase Classrooms				
-	Developing teaching resources using computers				
Mod	lule outcomes:				
Bv t	ne end of the module, students should be equipped with: -				
_	academic reading and writing skills				
_	critical reading skills				
_	academic language and skills in learning				
-	presentation skills				
-	skills to use information technology to plan, administer, develop tea collect information	ching resources and			
-	skills needed to use computers in childhood education (5-9 year old	s) classes			

Method of delivery:	Full Time					
Assessment modes: examination	This module is assessed by means of assign	ments, tests and an				
Module code:- Y	(ear Level : 3ECL200	NQF level: 5				
Title: Conversational	Language Afrikaans					
<ul> <li>Pronunciation a garden, at the h</li> <li>Speech acts: g</li> </ul>	Language vocabulary, and sentence structures in various contexts such iospital, at school, on the farm, sports greetings; expressing emotions; opening and clos uestions; using appropriate tone					
Module outcomes:						
By the end of the mod	dule, students should be equipped with:					
<ul> <li>basic conversat</li> </ul>						
Method of delivery:						
Assessment modes examination	: This module is assessed by means of assign	ments, tests and an				
Module code:- Y	(ear Level 3: 3EMA300	NQF level: 7				
Title: Mathematics E	ducation 3					
•	em solving icepts during teaching m-solving activities					
	dule, students should be equipped with: -					
<ul> <li>Competence in</li> <li>Competence in</li> </ul>	understanding the learning theories the ability to teach geometrical concepts understanding the importance of measurement					
-	This module is assessed by means of assignments, t	ests and examination				
	(ear Level 4: 3EZU400	NQF level: 7				
		Nut level. /				
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:       Image: Content isiZulu language.						
By the end of the module, students should be equipped with: -						
1. Competence in syr	ntactic structures of isiZulu language.					
2. Competence of isiz	Zulu language.					
3. Competence in pra	ctical application of IsiZulu					
4. Competence in the	use of isiZulu idiom					
5. Competence in am	biguities in isiZulu.					
5. Competence on Ho	ome Language development					

Method of delivery: Full Time							
Assessment mode	s: This module is assessed by means of assignments, t						
Module code:-	Year Level 4: 3ENG400	NQF level: 7					
Title: English FAL 4							
Content:							
<ul> <li>Analyse sema</li> <li>Pragmatic use</li> <li>Construct idio</li> </ul>	<ul> <li>Identify different syntactic structures of English language.</li> <li>Analyse semantic properties of English language.</li> <li>Pragmatic uses and forms of English language.</li> <li>Construct idiomatic use of English language for different purposes.</li> <li>Construct and analyse ambiguities in written and spoken language.</li> </ul>						
Module outcomes							
By the end of the m	odule, students should be equipped with: -						
- Competence	in understanding the syntactic structures of English lan	iguage.					
<ul><li>Competence</li><li>Competence</li></ul>	in conducting a semantic analysis of English language in applying English practically in the use of English idiom in identifying ambiguities in English. <i>r</i> : Full Time						
Assessment mode	es: This module is assessed by means of assignments	, tests and exam,					
Module code:-	Year Level 4: 3ELK400	NQF level: 7					
Title: Life Skills Edu	ucation 4 (Service Learning)						
Content:							
<ul> <li>Service Learn</li> </ul>	e Skills theme plan ing project unity development						
Module outcomes							
By the end of the m - Competence	odule, students should be equipped with: - in Life Skills						
<ul> <li>Competence i the different ty</li> <li>Competence community.</li> </ul>	<ul> <li>Competence in Life Skills components for inclusion in a possible Service Learning project</li> <li>Competence in understanding of the concepts of community, community engagement, and the different types of community engagement, particularly Service Learning.</li> <li>Competence in the acquisition of knowledge and strategies for identifying needs of the</li> </ul>						
	means of a Service Learning project. in the development of appropriate reflective skills.						
Method of delivery							
Assessment mode	es: This module is assessed by means of assignments	, tests and exam					
Module code:-	Year Level 4: 3EDS400	NQF level: 7					
Title: Educational L	aw and Systems						
Content:							
	an understanding of the South African education syste	m					
<ul> <li>Manage pare</li> </ul>	nt partnerships in childhood education						
	analyse educational policies e.g. EWP5, I school governance						
Module outcomes							
<ul><li>Competence</li><li>Competence</li></ul>	odule, students should be equipped with: - in understanding the legal structure of the South Africa in understanding South African laws pertaining to child in managing parent partnerships						

	in educational policies						
Competence in school governance Method of delivery: Full Time							
Assessment mod	Assessment modes: This module is assessed by means of assignments, tests and examination						
Module code:-	Iodule code:- Year Level 4: 3EDS410 NQF level: 7						
Title: Education St	udies: Sociology and Philosophy						
Content:							
	and philosophical principles. ctices with reference to various philosophical principles						
Module outcomes							
By the end of the n	nodule, students should be equipped with: -						
- Competence	in underpinning theories of sociology						
- Competence	in underpinning theories of philosophy						
Method of deliver	y: Full Time						
Assessment mode	s: This module is assessed by means of assignments, to	ests and examination					
Module code:-	Year Level 4: 3EDS420	NQF level: 7					
Title: Education St	udies: History and Comparative Education						
Content:							
	<ul> <li>History of Education in South African</li> <li>International education systems</li> </ul>						
Module outcomes							
By the end of the n	By the end of the module, students should be equipped with: -						
- Understandir	<ul> <li>Understanding history of education systems of selected countries.</li> </ul>						
- Competence	in Comparing education systems						
- Competence	in comparing various journal articles on education system	ems.					
Method of deliver	y: Full Time						
Assessment mod	es: This module is assessed by means of assignments, t	ests and examination					

## FED.2.1.5 TEACHING PRACTICE MODULE CONTENT AND OUTCOME – 3BFPT1

FOUNDATION PHASE	E TEACHING PRACTICE – YEAR COURSES					
Module code:-	Year Level 1: 3ETP100	NQF level: 5				
Title: School Experience	ce 1					
Content: In the conte	xt of a grade R classroom					
<ul> <li>School as an organization</li> <li>Roles and functions of different school designates</li> <li>Observation techniques – school functionality</li> <li>Becoming a teacher: what inspired you?</li> <li>The task of a teacher</li> <li>Analysis of the qualities of an effective teacher</li> <li>Writing a teaching philosophy statement</li> <li>Reflecting on characteristics of a classroom</li> </ul>						
Module outcomes:						
-	ule, students should be equipped with:	- haan introduced				
as a pre-service	ccount for the school experiences to which s/he ha teacher anding of themselves as pre-service teachers with					
organisation		in the school as an				
<ul> <li>observation skills</li> </ul>	t of the teacher-student mentorship relationship to observe mentor teachers in the schools or developing reflexive practice of school based a	activities, observed				
Method of delivery: F	ull Time					
Assessment modes: examination	This module is assessed by means of assignm	ents, tests and an				
Module code:-	Year Level : 3ETP200	NQF level: 6				
Title: School Experience	ce 2					
Title: School Experience	ce 2					
Content:	ce 2	(play and inquiry				
Content: – Applying teachir method). – Preparing, desig		logies – pictures,				
<ul> <li>Content:</li> <li>Applying teachir method).</li> <li>Preparing, desig charts, flashcarc materials.</li> <li>Reflecting on obs</li> </ul>	ng methods to foundation phase classrooms gning, developing and using classroom techno ds, magazines and various audio-visual teach servation of teaching and learning practices	logies – pictures,				
Content: - Applying teachir method). - Preparing, desig charts, flashcarc materials. - Reflecting on obs - Completing the jo - Working under so	ng methods to foundation phase classrooms phing, developing and using classroom techno ds, magazines and various audio-visual teach servation of teaching and learning practices ournal, writing with critical reflection upervision and assessment of school mentors	logies – pictures,				
Content:      Applying teachir method).      Preparing, desig charts, flashcard materials.      Reflecting on obs Completing the jo Working under su      Organizing and d	ng methods to foundation phase classrooms gning, developing and using classroom techno ds, magazines and various audio-visual teach servation of teaching and learning practices purnal, writing with critical reflection	logies – pictures, ning and learning				
Content:      Applying teachir method).      Preparing, desig charts, flashcard materials.      Reflecting on obs Completing the jo Working under su Organizing and d Identifying, interv	ng methods to foundation phase classrooms gning, developing and using classroom techno ds, magazines and various audio-visual teach servation of teaching and learning practices burnal, writing with critical reflection upervision and assessment of school mentors leveloping a portfolio	logies – pictures, ning and learning				
Content: <ul> <li>Applying teachir method).</li> <li>Preparing, desig charts, flashcard materials.</li> <li>Reflecting on obs</li> <li>Completing the jo</li> <li>Working under so</li> <li>Organizing and d</li> <li>Identifying, intervibarriers</li> </ul> Module outcomes:	ng methods to foundation phase classrooms gning, developing and using classroom techno ds, magazines and various audio-visual teach servation of teaching and learning practices burnal, writing with critical reflection upervision and assessment of school mentors leveloping a portfolio	logies – pictures, ning and learning				
<ul> <li>Content:</li> <li>Applying teachir method).</li> <li>Preparing, desig charts, flashcarc materials.</li> <li>Reflecting on obs</li> <li>Completing the js</li> <li>Organizing and d</li> <li>Identifying, intervisor</li> <li>Module outcomes:</li> <li>By the end of the modu</li> <li>Competence to a</li> </ul>	ng methods to foundation phase classrooms gning, developing and using classroom techno ds, magazines and various audio-visual teach servation of teaching and learning practices ournal, writing with critical reflection upervision and assessment of school mentors developing a portfolio vening and supporting learners with learning a ule, students should be equipped with: apply theoretical knowledge to teaching Grade R-3	logies – pictures, ning and learning nd developmental				
<ul> <li>Content:</li> <li>Applying teachir method).</li> <li>Preparing, desig charts, flashcarc materials.</li> <li>Reflecting on obs</li> <li>Completing the js</li> <li>Organizing and d</li> <li>Identifying, intervisor</li> <li>Module outcomes:</li> <li>By the end of the modu</li> <li>Competence to a</li> </ul>	ng methods to foundation phase classrooms gning, developing and using classroom techno ds, magazines and various audio-visual teach servation of teaching and learning practices purnal, writing with critical reflection upervision and assessment of school mentors developing a portfolio vening and supporting learners with learning a ule, students should be equipped with: apply theoretical knowledge to teaching Grade R-3 execute teaching, learning and assessment as	logies – pictures, ning and learning nd developmental				
Content:      Applying teachir method).      Preparing, desig charts, flashcarc materials.      Reflecting on obs Completing the jo Working under su Organizing and d Identifying, interv barriers      Module outcomes: By the end of the modu      Competence to a      Competence to	ng methods to foundation phase classrooms gning, developing and using classroom techno ds, magazines and various audio-visual teach servation of teaching and learning practices bournal, writing with critical reflection upervision and assessment of school mentors developing a portfolio vening and supporting learners with learning a ule, students should be equipped with: apply theoretical knowledge to teaching Grade R-3 execute teaching, learning and assessment as	logies – pictures, ning and learning nd developmental				
Content:      Applying teachir method).      Preparing, desig charts, flashcarc materials.      Reflecting on obs Completing the jo Working under su Organizing and d Identifying, intervi- barriers  Module outcomes: By the end of the modu Competence to a Competence to a student teachers      microteaching sk	ng methods to foundation phase classrooms gning, developing and using classroom techno ds, magazines and various audio-visual teach servation of teaching and learning practices bournal, writing with critical reflection upervision and assessment of school mentors developing a portfolio vening and supporting learners with learning a ule, students should be equipped with: apply theoretical knowledge to teaching Grade R-3 execute teaching, learning and assessment as	logies – pictures, ning and learning nd developmental				
Content:      Applying teaching method).      Preparing, designed charts, flashcard materials.      Reflecting on obset of the module of the module outcomes:      By the end of the module outcomes:      By	ng methods to foundation phase classrooms gning, developing and using classroom techno ds, magazines and various audio-visual teach servation of teaching and learning practices burnal, writing with critical reflection upervision and assessment of school mentors developing a portfolio vening and supporting learners with learning a ule, students should be equipped with: apply theoretical knowledge to teaching Grade R-3 execute teaching, learning and assessment as tills	logies – pictures, ning and learning and developmental g				
Content:      Applying teachin method).      Preparing, desig charts, flashcarc materials.      Reflecting on obs Completing the jo Working under su Organizing and d Identifying, intervi- barriers  Module outcomes: By the end of the modu Competence to a Competence to a microteaching sk skills to engage v competence to an	ng methods to foundation phase classrooms gning, developing and using classroom techno ds, magazines and various audio-visual teach servation of teaching and learning practices burnal, writing with critical reflection upervision and assessment of school mentors developing a portfolio vening and supporting learners with learning a ule, students should be equipped with: apply theoretical knowledge to teaching Grade R-3 execute teaching, learning and assessment as tills with workplace mentors and learners nalyze and reflect on practical work based assignn es in the prescribed observation journal -	logies – pictures, ning and learning and developmental g				

Module code:-	Year Level 3: 3ETP300	NQF level: 6					
Title: School Experien	ce3						
Content:							
<ul> <li>Plan, prepare and as independently</li> <li>Critique peer's les</li> </ul>	<ul> <li>Concepts and teaching strategies</li> <li>Plan, prepare and present full lessons under guidance of lecturer and mentor as well as independently</li> <li>Critique peer's lessons and presentations and improve quality of own work</li> <li>Identify and assist learners with learning problems</li> </ul>						
Module outcomes:							
By the end of the modu	le, students should be equipped with: -						
<ul> <li>Competence in id</li> <li>Competence in as</li> </ul>	tegrating the teaching of Life Skills, Literacy and M entifying learners with learning difficulties ssessing the learning area and context ducational technologies for teaching and learning - a						
Method of delivery: Fu	III Time						
Assessment modes: examination	This module is assessed by means of assignment	nents, tests and					
Module code:-	Year Level 4: 3ETP400	NQF level: 7					
Title: School Experience	e						
Module outcomes:							
By the end of the modu	le, students should be equipped with:						
<ul> <li>Competence in va identify with difference</li> </ul>	aluing others, listen to their wants and needs and e ent cultures	empathize or					
<ul> <li>Competence in ur</li> </ul>	ndertaking case study						
<ul> <li>Competence in competence</li> </ul>	ompleting the student teacher's diary						
<ul> <li>Competence in competence</li> </ul>	ompleting the prescribed teaching						
<ul> <li>Competence on s</li> </ul>	ervice learning and other related specialized tasks	i					
<ul> <li>Competence in p orally</li> </ul>	<ul> <li>Competence in presenting their thoughts and experiences of their teaching weeks orally</li> </ul>						
Method of delivery: Fu	III Time						
Assessment modes: examination	This module is assessed by means of assignment	nents, tests and					
<ul> <li>Campus based: Application of the seven roles of the educator through lesson presentation to peers</li> </ul>							
<ul> <li>Engaging learners</li> </ul>	<ul> <li>Engaging learners in extra-curricular activities</li> </ul>						
<ul> <li>The how of 'comm</li> </ul>	nunity engagement in school issues'						
<ul> <li>Practical applica</li> </ul>	tion of teachers' code of ethics as enshrined in SA	CE-role plays					
<ul> <li>Professionalism a</li> </ul>	nd Teacher Unions						

## FED.2.2. BACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING –3BDIP1

## FED.2.2.1. LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE REQUISITES.

B. Ed in Intermediate Phase Teaching : Language and MSTE						
Module	Descriptive name	Credits	NQFL	Pre/Co requisites		
Codes						
3LZL111	IsiZulu Language 1A (IP)	8	5	NONE		
3LZL112	IsiZulu Language 1B	8	6	NONE		
3LEL111	English Language 1A (IP)	8	5	NONE		
3LEL112	English Language 1B	8	6	NONE		
3SMA121	Mathematics 121A (IP)	8	5	NONE		
3SMA122	Mathematics 1B	8	6	NONE		
3SNT111	Natural Science & Technology 1A (IP)	8	5	NONE		
3SNT112	Natural Science & Technology 1B	8	6	NONE		
3DST111	Education Studies 1A	12	5	NONE		
3DST112	Education Studies 1B	12	6	NONE		
3GEP111	General Pedagogy 1A	12	5	NONE		
3GEP112	General Pedagogy 1B	12	6	NONE		
3DSL100	Academic skills for educators	16	5	NONE		
3LZL211	IsiZulu Language 2A	8	6	NONE		
3LZL212	IsiZulu Language 2A	8	6	NONE		
3LEL211	English Language 2A	8	6	NONE		
3LEL212	English Language 2A	8	6	NONE		
3SMA221	Mathematics 2A	8	6	NONE		
3SMA222	Mathematics 2B	8	6	NONE		
3SNT211	Natural Science & Technology 2A	8	6	NONE		
3SNT212	Natural Science & Technology 2B	8	6	NONE		
3EBS211	Basic Social Science and Life Skills	8	5	NONE		
3EBE212	Basic EMS	8	5	NONE		
3DST211	Education Studies 2A	12	7	NONE		
3DST211 3DST212	Education Studies 2B	12	7	NONE		
3GEP211		12	6	NONE		
	General Pedagogy 2A					
3GEP212	General Pedagogy 2B	12	6	NONE		
3LZL311	IsiZulu Language Education 3A	8	6	3LEL111		
				3LZL111		
				3SMA111		
				3SNT111		
				3LEL112		
				3LZ112		
				0014140		
				3SMA112		
				3SNT112		
3LZL312	IsiZulu Language Education 3B	8	6	3LEL111		
				3LZL111		
				3SMA111		
				3SNT111		
				3LEL112		
				3LZL112		
				3SMA112		

B. Ed in Intermediate Phase Teaching : Language and MS

				3SNT112
3LEL311	English Language Education 3A	8	6	3LEL111
				3LZL111
				3SMA111
				3SNT111
				3LEL112
				3LZ112
				3SMA112
				3SNT112
3LEL312	English Language Education 3B	8	6	3LEL111
0122012		U U	°	3LZL111
				3SMA111
				3SNT111
				3LEL112
				3LZ112
				3SMA112
00144021	Mathematics Education 24			3SNT112
3SMA321	Mathematics Education 3A	8	6	ELZL111
				3LZL111
				ELEL111
				3LEL111
				ESMA121
				3SMA121
				ESNT111
				3SNT111
3SMA322	Mathematics Education 3B	8	6	ELZL112
				3LZL112
				ELEL112
				3LEL112
				ESMA122
				3SMA122
				ESNT112
				3SNT112
3SNT311	Natural Science & Technology	8	6	ELZL111
	Education 3A			3LZL111
				ELEL111
				3LEL111
				ESMA121
				3SMA121
				ESNT111
				3SNT111
3SNT312	Natural Science & Technology	8	6	3LZL111
	Education 3B			3LEL111
				3SMA111
			1	3SNT111
				3LZL112
				3LEL112
				3SMA112
				3SNT112
3DST311	Education Studies 3A	12	7	NONE
3DST312	Education Studies 3B	12	7	NONE
3LZL400	IsiZulu Language Education 4	16	7	ELZL211
				3LZL211
3LEL400	English Language Education 4	16	7	ELEL211

			I	3LEL211
3SMA400	Mathematics Education 4	16	7	NONE
3SNT400	Natural Science & Technology Education 4	16	7	3SNT211
3LCL400	Conversational Language for Teachers	8	5	NONE
3PTE100	Teaching Practice 1	8	5	NONE
3PTE200	Teaching Practice 2	16	6	3PTE100
3PTE300	Teaching Practice 3	24	6	3PTE200 3LEL212 3SMA222 3DST212 3LZL212 3SNT212 3GEP212
3PTE400	Teaching Practice 4	48	7	3PTE300

Year Level 1			Year level 2			Year level 3			Year level 4		
First Semester		First semester				First semester			First semester		
Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elec	Cr
3LZL111	С	08	3LZL211	С	08	3LZL311	С	08			/
3LEL111	С	08	3LEL211	С	08	3LEL311	С	08			
3SMA121	С	08	3SMA221	С	08	3SMA321	С	08			
3SNT111	С	08	3SNT211	С	08	3SNT311	С	08			
3DST111	С	12	3EBS211	С	08	3DST311	С	12			
3GEP111	С	12	3DST211	С	12						
			3GEP211	С	12						
Fotal 1st semester		56	Total 1st semester		64	Total 1st semester		44			
Second Semester			Second Semester	•		Second Semeste	r		Second Semeste	r	
Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elec	Cr
3LZL112	С	08	3LZL212	С	08	3LZL312	С	08			
3LEL112	С	08	3LEL212	С	08	3LEL312	С	08			
3SMA122	С	08	3SMA222	С	08	3SMA322	С	08			
3SNT112	С	08	3SNT212	С	08	3SNT312	С	08			
3GEP112	С	12	3DST212	С	12	3DST312	С	12			
3DST112	С	12	3GEP212	С	12						
			3EBE212	С	08						
Total 2 <sup>nd</sup> semester		56	Total 2 <sup>nd</sup> semester		64	Total 2 <sup>nd</sup> semester		44			
Year Level 1			Year level 2			Year level 3			Year level 4		
Year modules			Year modules			Year module			Year modules		
Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elec	Cr
3DSL100	С	08	3PTE200	С	16	3PTE300	С	24	3LZL400	С	16
3PTE100	С	08							3LEL400	С	16
									3SMA400	С	16
									3SNT400	С	16
									3LCL400	С	08
									3PTE400	С	48
Total Year		16	Total Year		16	Total Year		24	Total Year		120
Overall Total year level 1		144	Overall Total year level 1		144	Overall Total year level 1		112	Overall Total year level 1		120
Fotal numb	er of credits for the	curricul	lum								520

### FED.2.2.2. Qualification Name: Bachelor of Education: Intermediate Phase Teaching (Language and MSTE). Qualification Code: 3BDIP1

## FED.2.2.3. MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – 3BDIP1

COURSES	PHASE TEACHING ( L	ANGUAGE AND MSTE)	- SEMESTER	
Module code:-	Semester1:	Semester2:		
	3LZL111	3LZL112		
Title: IsiZulu Lang	uage 1A (IP)	Title: IsiZulu Language 1	В	
Content:		Content:		
<ul><li>Phonetics.</li><li>Phonology.</li></ul>		<ul> <li>Literary theories and prose, drama and m</li> </ul>		
<ul> <li>Morphology.</li> <li>Lexicology.</li> <li>Semantics.</li> </ul>		<ul> <li>Literary analysis of and media texts.</li> </ul>	prose, drama	
<ul> <li>Semiotics.</li> </ul>		<ul> <li>Creation of prose, d texts.</li> </ul>	Irama and media	
Module outcomes	8:	Module outcomes:		
By the end of the mable to:	nodule, students should be	By the end of the module be able to:	, students should	
IsiZulu Home	basic understanding of Language linguistics. Home Language Is in texts.	<ul> <li>Demonstrate integrative understanding of literary theories and the criticism of prose, drama and media.</li> <li>Critically analyse and interpret prose, drama and media texts.</li> <li>Create and evaluate meaningful literary and media texts.</li> </ul>		
Method of deliver	y: Full Time	Method of delivery: Full Time		
	y means of	Assessment modes: T coursework/research whi		
and summative as	native assessments 50% sessment 50%	by means of examinat assessments 50% a assessment 50%		
		assessments 50% a	ion Formative	
and summative as	sessment 50%	assessments 50% a assessment 50%	ion Formative nd summative	
and summative as	Semester 1: 3LEL111	assessments 50% a assessment 50%	ion Formative nd summative NQF level: 5	
and summative as: Module code:-	Semester 1: 3LEL111	assessments 50% a assessment 50%	ion Formative nd summative NQF level: 5	
and summative as: Module code:- Title: English Lang Content: - Language ca non-verbal la - Introduction f	Sessment 50% Semester 1: 3LEL111 Juage 1A (IP) Itegories: (verbal and	assessments 50% a assessment 50% Semester2: 3LEL112 Title: English Language 1	IB IB IB IB various ills needed to ires. nd design	
and summative as: Module code:- Title: English Lang Content: - Language ca non-verbal la - Introduction f	Sessment 50% Semester 1: 3LEL111 Juage 1A (IP) Attegories: (verbal and inguage). to linguistic concepts. to discourse competence.	assessments 50% a assessment 50% Semester2: 3LEL112 Title: English Language 1 Content: - Differentiate betwee genres. - Demonstrate the sk analyse various ger - Analyse, interpret a	IB IB IB IB various ills needed to ires. nd design	
and summative as: Module code:- Title: English Lang Content: - Language ca non-verbal la - Introduction f Module outcomes	Sessment 50% Semester 1: 3LEL111 Juage 1A (IP) Attegories: (verbal and inguage). to linguistic concepts. to discourse competence.	assessments 50% a assessment 50% Semester2: 3LEL112 Title: English Language 1 Content: - Differentiate betwee genres. - Demonstrate the sk analyse various ger - Analyse, interpret a various non-literary	INQF level: 5	

<ul> <li>Demonstrate language and grammatical competence by applying language and grammatical rules and analytical skills in various contexts.</li> <li>Demonstrate discourse competence in language skills.</li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%</li> </ul>			Analysis of literary t nod of delivery: Full essment modes: T sework/research whi means of examinati essments 50% a essment 50%	Time his modu ch is asso ion Form nd summ	essed
	mester1: 3SNT111		ester2: 3SNT112	NQF leve	
Title: Natural Science &	& Technology 1A	litle	: Natural Science & T	echnology	1B
Content:          1)       Kinematics and d         2)       The heat transfer         3)       Thermodynamics         4)       Matter         5)       Periodic table         6)       Atomic structure         7)       Electron configure         8)       The Solar system         9)       Moons and small bodies <b>Module outcomes:</b> By the end of the modul able to: -	ation er solar system e, students should be	1) 2) 3) 4) 5) 6) 7) Moc By th	tent: Waves, sound and I Geometrical optics Electricity and magr Intermolecular force Acids and bases Electrochemistry Organic chemistry Organic chemistry	, students s	
<ul> <li>identify and apply concepts in different contexts across all topics covered</li> <li>demonstrate critical reasoning and problem solving skills through the application of chemical concepts.</li> <li>demonstrate proficiency in the laboratory in manipulative, planning, data processing and data communication skills.</li> </ul>			demonstrate critical problem solving skil application of chemi demonstrate proficie laboratory in manipu data processing and communication skill identify and apply co different contexts ac covered	Is through t ical concep ency in the ulative, plar d data s oncepts in cross all top	he ts. nning,
Method of delivery: F					
Assessment modes:This module is coursework/research which is assessed by means of:SUMMATIVE:Formal end of Module Exam50 of Test 1Test 115 Test 215 Test 3Test 310 Practs10			essment modes: sework/research which ns of: JMMATIVE: Formal d of Module Exam \SS: st 1 st 2 tal		

Total 10 0			
Module code:- Semester1: 3DST111	Semester2: 3DST112		
Title: Education Studies 1A	Title: Education Studies 1B		
Content:         1: Conceptions of education         -       Sociological understanding of education         -       Institutional understanding of education         -       Enlightenment period of understanding education         2: Ethics and values in education         2: 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       -         -       Influence of economic, social and political trends on education         -       Influence of economic, social and political trends on education         -       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         -       People's education         -       Single national	Content         -       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         -       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.         -       Demonstrate an understanding of the sociology of education in school practice.         -       Demonstrate an understanding of the sociology of education.         -       Demonstrate an understanding of the trends		
Curriculum and assessment policy statement.  Method of delivery: Full Time	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	Assessment modes: This module is assessed by means of assignments		

Module code:- Semester1: 3GEP111	Semester 2: 3GEP112 NQF level: 6
Title: General Pedagogy 1A	Title: General Pedagogy 1B
Content:	Content:
<ol> <li>Introduction to teaching and learning processes</li> <li>Curriculum</li> <li>Content</li> <li>Context</li> <li>Teaching</li> <li>Learning</li> <li>Classroom management</li> <li>Principles of classroom management</li> <li>Classroom climate</li> <li>Approaches to classroom management</li> <li>Classroom discipline</li> <li>Observation techniques</li> <li>Reflection modalities</li> <li>Curriculum differentiation</li> <li>Multi-level teaching and assessment</li> <li>Service learning</li> <li>Theoretical conceptions of service learning</li> <li>Service learning in the curriculum: reflection, assessment and evaluation</li> <li>Understanding the Intermediate Phase (IP) Curriculum</li> <li>Background and overview of the IP curriculum</li> <li>Requirements and roles of all subjects in the IP curriculum</li> </ol>	<ol> <li>Introduction to teaching as a profession</li> <li>Definition of educational terms</li> <li>Characteristics of teaching as a profession</li> <li>Professional development of educators</li> <li>Staff induction</li> <li>Professional development (journal)</li> <li>Staff appraisal</li> <li>Staff development</li> <li>SACE</li> <li>The role of teacher unions in education</li> <li>Grganisational rights of unions</li> <li>Collective bargaining in education</li> <li>Establishing and implementing workplace forums</li> </ol>
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
<ul> <li>Demonstrate basic knowledge and understanding of teaching and learning processes and curriculum differentiation</li> <li>Demonstrate competence in managing the classroom and the learning environment to support teaching and learning</li> <li>Demonstrate basic knowledge and understanding of service learning theories and concepts</li> <li>Demonstrate sufficient broad background knowledge of the requirements and roles of all subjects in the Intermediate Phase curriculum.</li> </ul>	<ul> <li>Demonstrate a knowledge and understanding of teaching as a profession</li> <li>Demonstrate a knowledge and understanding of the professional development of educators</li> <li>Demonstrate a knowledge and understanding of the role of teacher unions in education</li> <li>Critically reflect on the professional development of educators</li> </ul>
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 1:3LZL211	Semester 2: 3LZL212	NQF level: 6
Title: IsiZulu Home	e Language 2A	Title:	
Content:		Content:	
– Syntax – Sociolinguist	ics and Pragmatics	<ul> <li>Poetry.</li> <li>Folklore.</li> <li>Critical analysis and interpretation of poetry and folklore.</li> </ul>	
Module outcomes	s:	Module outcomes:	
By the end of the mable to:	nodule, students should be	By the end of the module, be able to:	students should
understandin Language sy – Apply isiZulu	knowledge and g of isiZulu Home ntax. J Home Language cs and pragmatics skills	<ul> <li>Demonstrate a knowledge and understanding of poetry and folklore.</li> <li>Critically analyse and interpret poetry and folklore.</li> <li>Create and evaluate poetry and</li> </ul>	
Method of deliver	y: Full Time	folklore. 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:-	Semester1:3LEL211	Semester2: 3LEL212	NQF level: 6
Title: English First Additional Language 2A		Title: English First Addit 2B	ional Language
Content:		Content:	
<ul> <li>Language structures and conventions.</li> <li>Construction and communication of thoughts and ideas.</li> <li>Application of grammatical structures and conventions.</li> <li>Construction and conventions.</li> <li>Analysis of written and visu Analysis and interpretation literary texts.</li> <li>Producing written texts.</li> </ul>		etation of non-	
Module outcomes	3:	Module outcomes:	
Method of deliver	y: Full Time	Method of delivery: Full Time	
coursework/research which is assessed by coursework means of examinationFormative by mean assessments 50% and summative assessme		Assessment modes: The coursework/research white by means of examinate assessments 50% assessment 50%.	ch is assessed
Module code:-	Semester1: 3SMA221	Semester2: 3SMA222	NQF level: 6
<b>Title:</b> Mathemati functions)	ics 2A (Set, theory and	<b>Title:</b> Mathematics 2B and Matrices)	(Vector, Algebra
sets and subset Assignment on h	system and exercises, ets, Algebra of sets, istory of Venn diagrams of sets, Denumerable sets,	lectures, group discussions, independent learning and research/study projects	

Module outcomes: To broaden pre-service teachers, knowledge on the theory of sets. This module emphasizes the mathematical theory of sets. This entails formal methods of proof and applied problem solving techniques related to sets.Module outcomes: To develop stude algebra.Method of delivery: Full TimeSolving systems of equations, matric Crammer's rule, vectors in 2D and 3D.Method of delivery: Full TimeMethod of delivery: Full TimeAssessment modes: This module is assessed by means of examinationAssessment modes: This module is assessed by means of examinationModule code:-Semester1: 3SNT211Semester 2: 3SNT212NQF level:		
Title: Natural Science & Technology 2A Content:	Title: Natural Science & Technology 2B	
Content:	Content:	
Brief description of subject	Brief description of subject	
(List concepts)	(List concepts)	
<ol> <li>The Technological Process         <ul> <li>Investigation</li> <li>Designing</li> <li>Manufacturing</li> <li>Evaluating</li> </ul> </li> <li>Graphic communication and design         <ul> <li>Two-dimensional drawing</li> <li>Three-dimensional drawing</li> </ul> </li> <li>Structures         <ul> <li>Classification and purpose</li> <li>Strength, rigidity and stability</li> <li>Assembly</li> <li>Design of structures</li> </ul> </li> <li>Processing of materials         <ul> <li>Types of materials for manufacturing</li> <li>Properties of materials for manufacturing</li> <li>Systems and control -Mechanical systems</li> <li>Types of motion</li> <li>Function of mechanical systems and sub-systems</li> </ul> </li> <li>Design of electrical circuits</li> <li>Components of electrical circuits</li> <li>Design of electrical circuits</li> </ol>	<ol> <li>Life processes in plants and animals</li> <li>Support and transport systems in plants</li> <li>Support systems in animals</li> <li>Transport systems in mammals</li> <li>Transport systems in mammals</li> <li>Energy transformations to support life</li> <li>Photosynthesis</li> <li>Animal nutrition</li> <li>Energy transformations</li> <li>Respiration</li> <li>Gas exchange</li> <li>Excretion</li> <li>Reproduction in vertebrates</li> <li>Human reproduction</li> <li>Nervous system</li> <li>Senses</li> <li>Endocrine system</li> <li>Diversity, Change and Continuity</li> <li>Biodiversity – classification</li> <li>History of life on earth</li> <li>Biodiversity – plants</li> <li>Reproduction – plants</li> <li>Biodiversity – animals</li> <li>Darwinism and Natural Selection</li> <li>Human evolution</li> <li>Environmental Studies</li> <li>Biosphere to ecosystems</li> <li>Population ecology</li> <li>Human impact on environment</li> </ol>	
Module outcomes:	Module outcomes:	
On successful completion of the module, students will be able to:	On successful completion of the module, students will be able to:	
<ul> <li>Demonstrate a knowledge and understanding of the technological process as the basis for design in Technology</li> </ul>	<ul> <li>Demonstrate a knowledge and understanding of the concepts related to life processes in plants and animals</li> <li>Demonstrate a knowledge and understanding of the concepts</li> </ul>	

<ul> <li>Demonstrate a knowledge and understanding of two-and-three dimensional drawing methods</li> <li>Demonstrate a knowledge and understanding of structures in technology</li> <li>Demonstrate a knowledge and understanding of processing materials into products</li> <li>Demonstrate a knowledge and understanding of mechanical and electrical systems</li> <li>Apply the knowledge of technology acquired to designing and solving problems</li> </ul>	<ul> <li>related to Environmental Studies and the human impact on the environment</li> <li>Apply a knowledge and understanding of diversity, change and continuity to problem-solving activities.</li> <li>Design, plan and conduct scientific investigations related to anatomy and physiology</li> </ul>
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: 3EBS211	Semester 2: 3EBE212 NQF level: 6
Title: Basic Social Sciences and Life Skills	Title: Basic EMS
Content:	Content:
Brief description of subject	Brief description of subject
(List concepts)	(List concepts)
<ol> <li>Social sciences         <ul> <li>Meaning and scope of social science</li> <li>Disciplines of social sciences</li> <li>Methods of social sciences</li> </ul> </li> <li>Human development         <ul> <li>The origin of human beings</li> <li>Nature versus nurture</li> <li>Aspects of human development</li> <li>Explanations of behaviour</li> </ul> </li> <li>Development of human civilization         <ul> <li>From Stone Age to Iron Age</li> <li>The Middle Ages and the Renaissance</li> <li>Modern economic, political and social institutions</li> </ul> </li> <li>Society, culture and cultural change</li> <li>The elements of culture</li> <li>Factors causing cultural change</li> <li>Patterns, forms and functions of family</li> <li>The role of religion in society</li> <li>Demography, Ecology and Society         <ul> <li>Population dynamics</li> <li>Impact of ecology on society</li> </ul> </li> <li>Self-awareness and empathy skills         <ul> <li>Communication and interpersonal relationship skills</li> <li>Coping with emotions and stress skills</li> <li>Coping with emotions and stress skills</li> <li>Creative thinking and critical thinking skills</li> </ul> </li> </ol>	<ol> <li>The Economic and Management Sciences as a field of study</li> <li>The economy         <ul> <li>History of money</li> <li>Goods and services</li> <li>Production process</li> <li>Inequality and poverty</li> <li>Modern economic systems</li> <li>The market</li> <li>Financial literacy</li> <li>The role of Accounting</li> <li>Accounting concepts</li> <li>Income and expenditure</li> <li>The Accounting Equation</li> <li>The Accounting system</li> <li>Entrepreneurship</li> <li>The entrepreneur</li> <li>Starting a business</li> <li>Different types of businesses</li> </ul> </li> <li>Teaching and learning strategies in Economic and Management Sciences.</li> </ol>

<ul> <li>Roles o</li> <li>Politica</li> </ul>	ns of government	
<ul> <li>Politica</li> </ul>		
Madula autoanaa	I theories	
Module outcomes	:	Module outcomes:
<ul> <li>Demonstrate a knowledge and understanding of social sciences and life skills.</li> <li>Explain the nature of human development.</li> <li>Trace the development of human civilization.</li> <li>Demonstrate knowledge and understanding of the inter- relationships between society and culture.</li> <li>Explain how population and natural environment interact and affect the ecology.</li> <li>Identify and use life skills to deal with challenges of life.</li> <li>Demonstrate a basic understanding of the functions and forms of government.</li> </ul>		<ul> <li>Demonstrate a knowledge and understanding of Economic and Management Sciences concepts.</li> <li>Demonstrate an integrative knowledge and understanding of economics, accounting and business studies.</li> <li>Apply knowledge and skills to solve defined and routine problems in Economic and Management Sciences.</li> <li>Apply strategies of teaching and assessing Economic and Management Sciences.</li> </ul>
Method of deliver	<b>y:</b> Full Time	Method of delivery: Full Time
Assessment mode assessed by means	es: This module is s of examination	Assessment modes: This module is assessed by means of examination
Module code:-	Semester 1: 3DST211	Semester 2: 3DST212
Title: Education St	tudies 2A	Title: Education Studies 2B
Content:		Content: -
1: Understanding development	child and adolescence	1. Study of learning
<ul> <li>Principles of elements</li> </ul>	evelopment	<ul> <li>Learning theories and philosophies</li> <li>Relation of learning and instruction</li> </ul>

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

<ul> <li>child develor needs.</li> <li>Design ap strategies in</li> <li>Design, sele teaching a materials for</li> <li>Demonstrate</li> </ul>	ries of teaching, learning, opment and curriculum popropriate assessment IsiZulu Home Language. ct and adapt appropriate and learning support IsiZulu Home Language. an understanding of the facilitating IsiZulu Home	<ul> <li>different learning problems in IsiZulu Home Language.</li> <li>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.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences.</li> <li>Evaluate curriculum policies for the teaching of IsiZulu Home Language.</li> <li>Demonstrate understanding of the use of ICT in facilitating IsiZulu Home Language.</li> </ul>		
Method of deliver	y: Full Time	Metho	od of delivery: Full	Time
	and summative	Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%.		
Module Code	Semester1: 3LEL311	Seme	ster2: 3LEL312	NQF level: 6
<b>Title:</b> English First Education 3A	Additional Language		English First Additio tion 3B	nal Language
Content:		Conte	ent:	
in English. – English First policy docum – Teaching and English First – Assessment Additional La – Lesson desig Additional and Materials in E Language.	d learning strategies in Additional Language. strategies in English First nguage. In in English First nguage. Teaching Support English First Additional	<ul> <li>English First Additional Language teaching and learning in school.</li> <li>Curriculum differentiation and adaptive teaching in English First Additional Language.</li> <li>Classroom research in English First Additional Language.</li> <li>Develop pedagogical content knowledge in English First Additional Language.</li> <li>ICT in English First Additional Language.</li> </ul>		ig in school. lation and English First in English First e. al content h First e.
Module outcomes		Modu	le outcomes:	
able to:	odule, students should be	be abl		
teaching and Additional La – Demonstrate understandin in English F teaching and	g of the foundations of l learning in English First nguage. a knowledge and g of the relevant policies irst Additional Language learning.	i   	Use elementary stat nformation to mana earning and assess First Additional Lang Demonstrate compe assessing and moni progress and achiev English First Additio Use the results of as	ge teaching, ment in English Juage. Itence in toring learner rement in nal Language.
methods ar teaching and Additional La – Design appr	se appropriate strategies, nd techniques in the I learning of English First nguage. opriate lesson plans in g into account theories of	i E - /	Dise the results of as improve teaching an English First Additio Adapt lessons and a tasks to accommoda	nd learning of nal Language. assessment

<ul> <li>and curriculu</li> <li>Design ap strategies in Language.</li> <li>Design, sele teaching a materials for Language.</li> <li>Demonstrate</li> </ul>	ppropriate assessment English First Additional ct and adapt appropriate and learning support English First Additional understanding of the use facilitating English First	<ul> <li>different learning problems in English First Additional Language.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the English First Additional Language classroom and to enhance their own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences.</li> <li>Evaluate curriculum policies for English First Additional Language teaching.</li> <li>Demonstrate understanding of the use of ICT in facilitating English First Additional Language.</li> </ul>	
Method of deliver	<b>y:</b> Full Time	Method of delivery: Full	Time
	and summative	Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%	
Module code:-	Semester1: 3SMA311	Semester2: 3SMA312	NQF level: 6
Title: Mathematics	s Method	Title: Mathematics Metho	bd
	atics: definitions, purpose g for mathematics lesson, nt in mathematics		
	es: To demonstrate the the fields of knowledge thematics		
Method of deliver	y: Full Time	Method of delivery: Full Time	
Assessment mo assessed by mean	odes: This module is s of	Assessment modes: assessed by	This module is
Module code:-	Semester1:3SNT311	Semester2: 3SNT312	NQF level: 6
<b>Title:</b> Natural Scie Education 3A	nce & Technology	<b>Title:</b> Natural Science & Education 3B	Technology
Content:		Content:	
Brief description of subject Brief description of subject		t	
(List concepts)		(List concepts)	
in Natural Sc – History of Na Technology t 2. Natural Scier policy docum	of teaching and learning ience and Technology tural Science and eaching and learning nce and Technology ents d learning strategies in	<ol> <li>Natural Science and Technology teaching and learning in school</li> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>Curriculum differentiation and</li> </ol>	

<ul> <li>Teaching and learning theories</li> </ul>	<ul> <li>Barriers to learning and development</li> </ul>
<ul> <li>Teaching and learning strategies</li> </ul>	<ul> <li>Designing differentiated learning activities</li> </ul>
3. assessment strategies in Natural Science and Technology	3. Classroom research in Natural
<ol> <li>Lesson design in Natural Science and Technology</li> </ol>	<ul> <li>Science and Technology</li> <li>Use existing research literature in</li> </ul>
5. Learning and Teaching Support	Natural Science and Technology to improve classroom practice
Materials in Natural Science and Technology	4. Develop pedagogical content
<ul> <li>Improvisation in Intermediate Phase</li> </ul>	knowledge in Natural Science and Technology
<ul><li>science</li><li>Experiments, demonstrations and</li></ul>	<ul> <li>Epistemology of Science</li> <li>Addressing alternative pre- and</li> </ul>
investigations in Natural Science and Technology	misconceptions
7. ICT in Natural Science and Technology	<ol> <li>ICT in Natural Science and Technology</li> </ol>
rechnology	6. Experiments, demonstrations and investigations in Natural Science
	and Technology
Module outcomes:	Module outcomes:
On successful completion of the module, students will be able to:	On successful completion of the module, students will be able to:
<ul> <li>Demonstrate a knowledge and understanding of the foundations of teaching and learning in Natural Science and Technology.</li> <li>Demonstrate a knowledge and understanding of the relevant policies in Natural Science and Technology teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Natural Science and Technology.</li> <li>Design appropriate lesson plans in Natural Science and Technology, taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Natural Science and Technology.</li> <li>Design appropriate assessment and curriculum needs.</li> <li>Design, select and adapt appropriate teaching and learning support materials for Natural Science and Technology.</li> <li>Demonstrate understanding of the use of ICT in facilitating Natural Science and Technology.</li> <li>Conduct experiments, demonstrations and investigations in Natural Science and Technology.</li> </ul>	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in Natural Science and Technology</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Natural Science and Technology</li> <li>Use the results of assessment to improve teaching and learning of Natural Science and Technology</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Natural Science and Technology</li> <li>Demonstrate the competence needed to learn from the available research in order to improve teaching in the Natural Science and Technology</li> <li>Demonstrate the competence needed to learn from the available research in order to improve teaching in the Natural Science and Technology</li> <li>Develop content knowledge in Natural Science and Technology</li> <li>Develop content knowledge in Natural Science and Technology</li> <li>Conduct experiments, demonstrations and investigations in Natural Science and Technology</li> </ul>
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: 3DST311	Semester 2: 3DST312 NQF level: 7
Title: Education Studies 3A	Title: Education Studies 3B

Cor	tent:	Content:
1.	Administration as it relates to school administration and school management.	<ul> <li>Common law practices in education</li> <li>Legislation impacting on education</li> <li>The Constitution of the Republic of</li> </ul>
	School administration School management School administration and effectiveness	South Africa, Act 108 of 1996 - The South African Schools Act - The Employment of Educators Act - The Labour Relations Act - Legal foundations for school
2.	Education management theories	<ul> <li>practice</li> <li>Rules and interpretation of statutes</li> </ul>
-	Collegial management theories	<ul> <li>Court cases that impact on school</li> </ul>
-	Bureaucratic management theories	<ul> <li>practice</li> <li>The legal status of the</li> </ul>
-	Political management theories	<ul><li>✓ educator</li><li>✓ learner</li></ul>
3.	The nature and the purpose of school management and leadership both generally and in the context of a changing South Africa.	✓ school
-	School leadership and management practice for the changing South African context School management teams Embracing alternative ways of managing and leading	
4.	Management of resources	
-	Management of human resources Management of physical resources Financial resources	
Мос	lule outcomes:	Module outcomes:
	successful completion of the module, lents should be able to:	On successful completion of the module, students will be able to:
_	Demonstrate knowledge of and insight into school administration and 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. Demonstrate knowledge of the management theories which impact on educational practice.	<ul> <li>Demonstrate a knowledge and understanding of the legislation and policies that impact on school practice</li> <li>Apply their knowledge and skills to classroom and school management in ways that demonstrate their ability to interpret the legislation and policies</li> <li>Analyse and critique court cases that impact on school practice</li> </ul>
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.2.2.4. MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – 3BDIP1

Module code:-	Year Level 1: 3DSL100	NQF level: 5
Title:		
1 Academic literacy		
Communicative competence Reading and writing for acade Information literacy skills Planning as an important com 2 Computer Literacy	mic purposes ponent of academic writing process	
Computing Fundamentals Key Applications Living online		
Module outcomes: On succe	essful completion of the module, students should be a	ible to: -
Demonstrate the use of critica Use presentation skills Use information technology to Apply the skills needed to use	and writing skills acquired to their learning I reading skills in the pursuit of their studies plan, administer, develop teaching resources and co computers in intermediate phase classes	illect information
Method of delivery: Full Tim	e odule is assessed by means of assignments, tests an	d examination
Module code:-	Year Level 1: 3LZL400	NQF level: 5
Title: IsiZulu Home Language	Education 4	
Advanced development of peo Curriculum policies in IsiZulu I	Home Language. dagogical content knowledge in IsiZulu Home Langua dagogical content knowledge in IsiZulu Home Langua	
By the end of the module, stud	dents should be able to:	
processes in IsiZulu Home La Demonstrate competence to u Reflect on teaching and learni Critique curriculum policies in	ise action research in IsiZulu Home Language. ng experiences in IsiZulu Home Language.	
Method of delivery: Full Tim		igo practicosi
	modules is coursework/research which is assest assments 50% and summative assessment 50%	ssed by means of
Module code:-	Year Level 4: 3LEL400	NQF level: 7
Title: English First Additional I	Language Education 4	
Content:		
English First Additional Langu		

Curriculum policies in English I	First Additional Language.		
Reflection on teaching and learning experiences in English First Additional Language			
Module outcomes:			
By the end of the module, stud	ents should be able to:		
processes in English First Addi Demonstrate the competence in Reflect on teaching and learnin Critique curriculum policies for Demonstrate competence to practice.	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		
Method of delivery: Full Time			
	modules is coursework/research which is assesse ssments 50% and summative assessment 50%	,	
Module code:-	Year Level 4: 3SMA400	NQF level: 7	
Title: MATHEMATICS EDUC/	ATION 4		
processes and address comple Classroom research in Mathen Use Action research in Mathen gather and process information validate sources of information address complex problems app Advanced development of pe Link the epistemology of Mathe Addressing alternative pre- and Curriculum policies in Mathe Critique curriculum policies in Mathe	mation to critically reflect on their teaching, learning an exproblems applying evidence-based solutions ematics natics to: h olying evidence-based solutions and theory-driven argu edagogical content knowledge in Mathematics ematics with Mathematics practice d misconceptions ematics		
	e module, students will be able to		
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: 3SNT400	NQF level: 7	
Title: Natural Science & Tech	nology Education 4		
Content: Natural Science and Technology teaching and learning in school			

Basic reading in Afrikaans. Basic written text in Afrikaans. Module outcomes: By the end of the module, stud Demonstrate functional use of Listen and respond to multi mo Read and view various texts ir Write basic texts in Afrikaans Method of delivery: Full Time Assessment modes: This	basic Afrikaans odal texts in Afrikaans n Afrikaans modules is coursework/research which is a essments 50% and summative assessment 50% Year Level 4: 3LCL400	ssessed by means of NQF level: 5
Basic reading in Afrikaans. Basic written text in Afrikaans. Module outcomes: By the end of the module, stud Demonstrate functional use of Listen and respond to multi mo Read and view various texts in Write basic texts in Afrikaans Method of delivery: Full Time Assessment modes: This examination Formative asse	basic Afrikaans odal texts in Afrikaans n Afrikaans modules is coursework/research which is a essments 50% and summative assessment 50%	
Basic reading in Afrikaans. Basic written text in Afrikaans. Module outcomes: By the end of the module, stud Demonstrate functional use of Listen and respond to multi mo Read and view various texts ir Write basic texts in Afrikaans Method of delivery: Full Time Assessment modes: This	basic Afrikaans odal texts in Afrikaans n Afrikaans e modules is coursework/research which is a	ssessed by means of
Basic reading in Afrikaans. Basic written text in Afrikaans. Module outcomes: By the end of the module, stud Demonstrate functional use of Listen and respond to multi mo Read and view various texts in Write basic texts in Afrikaans	basic Afrikaans odal texts in Afrikaans n Afrikaans	
Basic reading in Afrikaans. Basic written text in Afrikaans. Module outcomes: By the end of the module, stud Demonstrate functional use of Listen and respond to multi mo Read and view various texts in	basic Afrikaans odal texts in Afrikaans	
Basic reading in Afrikaans. Basic written text in Afrikaans. Module outcomes: By the end of the module, stud Demonstrate functional use of Listen and respond to multi mo	basic Afrikaans odal texts in Afrikaans	
Basic reading in Afrikaans. Basic written text in Afrikaans. Module outcomes: By the end of the module, stud Demonstrate functional use of	basic Afrikaans	
Basic reading in Afrikaans. Basic written text in Afrikaans. Module outcomes: By the end of the module, stud		
Basic reading in Afrikaans. Basic written text in Afrikaans. Module outcomes:	dents should be able to:	
Basic reading in Afrikaans. Basic written text in Afrikaans.		
Basic reading in Afrikaans.		
Listening in Afrikaans.		
Content: Basic functional use of Afrikaa	ns	
Title: Conversational Languag	je ior i eachers - Afrikaans	
		14-31 16761.0
Assessment modes: This mo	odule is assessed by means of examination	NQF level: 5
Demonstrate competence to li	Natural Science and Technology nk the epistemology of science with science prace strations and investigations in Natural Science ar	
	ng experiences in Natural Science and Technolo	gy
processes in Natural Science Demonstrate the competence		C C
On successful completion of th	ne module, students will be able to: formation to critically reflect on teaching, lea	ming and assessment
	ns and investigations in Natural Science and T	
	earning experiences in Natural Science and T	echnology
-	Natural Science and Technology	
Addressing alternative pre- an Curriculum policies in Natur	·	
Link epistemology of science	with science practices	
Advanced development of p	edagogical content knowledge in Natural Scie	ence and Technology
gather and process informatio validate sources of information	n	en arguments
Use Action research in Natura	ral Science and Technology	
Use Action research in Natura		
processes and address compl Classroom research in Natu Use Action research in Natura	rmation to critically reflect on their teaching, learn ex problems applying evidence based solutions	ning and assessment

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.2.3. BACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING – 3BDIP2

## FED.2.3.1. LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE /CO REQUISITES.

B. Ed in intermediate Phase Teaching: Language and Humanities				
Module Codes	Descriptive name	Credits	NQF Level	Pre/Co
3LZL111	IsiZulu Language 1A	8	5	NONE
3LZL112	IsiZulu Language 1B	8	6	NONE
3LEL111	English Language 1A	8	5	NONE
3EL112	English Language 1B	8	6	NONE
3ESS111	Social Sciences 1A	8	5	NONE
3ESS112	Social Sciences 1B	8	6	NONE
3PPS111	Life Skills 1A	8	5	NONE
3PPS112	Life Skills 1B	8	6	NONE
3DST111	Education Studies 1A	12	5	NONE
3DST112	Education Studies 1B	12	6	NONE
3GEP111	General Pedagogy 1A	12	5	NONE
3GEP112	General Pedagogy 1B	12	6	NONE
3DSL100	Academic skills for educators	8	5	NONE
3LZL211	IsiZulu Language 2A	8	6	NONE
3LZL212	IsiZulu Language 2A	8	6	NONE
3LEL211	English Language 2A	8	6	NONE
3LEL212	English Language 2A	8	6	NONE
3ESS211	Social Sciences 2A	8	6	NONE
3ESS212	Social Sciences 2B	8	6	NONE
3PPS211	Life Skills 2A	8	6	NONE
3PPS212	Life Skills 2B	8	6	NONE
3SBM211	Basic Mathematics	8	5	NONE
3EBE212	Basic EMS	8	5	NONE
3DST211	Education Studies 2A	12	7	NONE
3DST212	Education Studies 2B	12	7	NONE
3GEP211	General Pedagogy 2A	12	6	NONE
3GEP212	General Pedagogy 2B	12	6	NONE
3LZL311	IsiZulu Language Education 3A	8	6	3LEL111
				3LZL111
				3LEL112
				3LZL112
				3PPS111
3LZL312	IsiZulu Language Education 3B	8	6	3LEL111
				3LZL111
				3LEL112
				3LZL112

3LEL311	English Language Education 3A	8	6	3LEL111
				3LZL111
				3LEL112
				3LZL112
				3PPS111
3LEL312	English Language Education 3B	8	6	3LEL111
				3LZL111
				3LEL112
				3LZL112
				3PPS111
3ESS311	Social Sciences Education 3A	8	6	3LEL111
				3LZL111
				3LEL112
				3LZL112
				3PPS111
3ESS312	Social Sciences Education 3B	8	6	3LEL111
				3LZL111
				3LEL112
				3LZL112
				3PPS111

3PPS311	Life Skills Education 3A	8	6	3LEL111
0110011	Ene oning Education of	Ŭ	Ŭ	0222111
				3LZL111
				3LEL112
				3LZL112
				<b>ULLLIIL</b>
				3PPS111
3PPS312	Life Skills Education 3B	8	6	3LEL111
		-	-	-
				3LZL111
				3LEL112
				3LZL112
				JELLITZ
				3PPS111
2067211	Education Studios 24	10	7	NONE
3DST311 3DST312	Education Studies 3A	12	7	NONE
3DST311 3DST312 3LZL400	Education Studies 3B	12 12 16	7 7 7	NONE NONE 3LZL211
3DST312		12	7	NONE
3DST312	Education Studies 3B	12	7	NONE
3DST312 3LZL400	Education Studies 3B IsiZulu Language Education 4	12 16	7 7	NONE 3LZL211
3DST312 3LZL400 3LEL400	Education Studies 3B IsiZulu Language Education 4 English Language Education 4	12 16 16	7 7 7	NONE 3LZL211 3LEL211
3DST312 3LZL400 3LEL400 3ESS400 3PPS400	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4	12 16 16 16 16	7 7 7 7 7 7	NONE 3LZL211 3LEL211 3ESS211 NONE
3DST312 3LZL400 3LEL400 3ESS400 3PPS400 3LCL400	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for	12 16 16 16 16 8	7 7 7 7 7 7 5	NONE 3LZL211 3LEL211 3ESS211 NONE NONE
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1	12 16 16 16 16	7 7 7 7 7 7	NONE 3LZL211 3LEL211 3ESS211 NONE NONE NONE
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100 3PTE200	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1 Teaching Practice 2	12 16 16 16 16 8 8 8	7 7 7 7 7 7 5 5	NONE 3LZL211 3LEL211 3ESS211 NONE NONE NONE 3PTE100
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1	12 16 16 16 16 8 8 8 16	7 7 7 7 7 7 5 5 6	NONE 3LZL211 3LEL211 3ESS211 NONE NONE NONE
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100 3PTE200	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1 Teaching Practice 2	12 16 16 16 16 8 8 8 16	7 7 7 7 7 7 5 5 6	NONE 3LZL211 3LEL211 3ESS211 NONE NONE NONE 3PTE100
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100 3PTE200	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1 Teaching Practice 2	12 16 16 16 16 8 8 8 16	7 7 7 7 7 7 5 5 6	NONE 3LZL211 3LEL211 3ESS211 NONE NONE NONE 3PTE100
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100 3PTE200	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1 Teaching Practice 2	12 16 16 16 16 8 8 8 16	7 7 7 7 7 7 5 5 6	NONE 3LZL211 3LEL211 3ESS211 NONE NONE 3PTE100 3LEL111
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100 3PTE200	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1 Teaching Practice 2	12 16 16 16 16 8 8 8 16	7 7 7 7 7 7 5 5 6	NONE           3LZL211           3LEL211           3ESS211           NONE           NONE           3PTE100           3LEL111           3LZL111
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100 3PTE200	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1 Teaching Practice 2	12 16 16 16 16 8 8 8 16	7 7 7 7 7 7 5 5 6	NONE 3LZL211 3LEL211 3ESS211 NONE NONE 3PTE100 3LEL111
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100 3PTE200	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1 Teaching Practice 2	12 16 16 16 16 8 8 8 16	7 7 7 7 7 7 5 5 6	NONE 3LZL211 3LEL211 3ESS211 NONE NONE 3PTE100 3LEL111 3LZL111
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100 3PTE200	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1 Teaching Practice 2	12 16 16 16 16 8 8 8 16	7 7 7 7 7 7 5 5 6	NONE           3LZL211           3LEL211           3ESS211           NONE           NONE           3PTE100           3LEL111           3LZL111           3LZL111
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100 3PTE200	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1 Teaching Practice 2	12 16 16 16 16 8 8 8 16	7 7 7 7 7 7 5 5 6	NONE 3LZL211 3LEL211 3ESS211 NONE NONE 3PTE100 3LEL111 3LZL111
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100 3PTE200	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1 Teaching Practice 2	12 16 16 16 16 8 8 8 16	7 7 7 7 7 7 5 5 6	NONE           3LZL211           3LEL211           3ESS211           NONE           NONE           3PTE100           3LEL111           3LZL111           3LZL111
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100 3PTE200	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1 Teaching Practice 2	12 16 16 16 16 8 8 8 16	7 7 7 7 7 7 5 5 6	NONE           3LZL211           3LEL211           3ESS211           NONE           NONE           3PTE100           3LEL111           3LZL111           3LZL111
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100 3PTE200	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1 Teaching Practice 2	12 16 16 16 16 8 8 8 16	7 7 7 7 7 7 5 5 6	NONE           3LZL211           3LEL211           3ESS211           NONE           NONE           3PTE100           3LEL111           3LZL111           3LZL111           3LZL111           3LZL111
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100 3PTE200 3PTE300	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1 Teaching Practice 2 Teaching Practice 3	12 16 16 16 16 8 8 16 24	7 7 7 7 7 5 5 6 6 6	NONE           3LZL211           3LEL211           3LEL211           3ESS211           NONE           NONE           3PTE100           3LEL111           3LZL111           3LEL112           3LZL112           3LZL112           3PPS111
3DST312 3LZL400 3ESS400 3PPS400 3LCL400 3PTE100 3PTE200	Education Studies 3B IsiZulu Language Education 4 English Language Education 4 Social Sciences Education 4 Life Skills Education 4 Conversational Language for Teaching Practice 1 Teaching Practice 2	12 16 16 16 16 8 8 8 16	7 7 7 7 7 7 5 5 6	NONE           3LZL211           3LEL211           3ESS211           NONE           NONE           3PTE100           3LEL111           3LZL111           3LZL111           3LZL111           3LZL111

## FED.2.3.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING (LANGUAGE AND HUMANITIES). QUAL. CODE: 3BDIP2

Year Level 1			Year level 2			Year level 3			Year level 4		
First Semester	irst Semester		First semester			First semester First semester					
Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elec	Cr
3LZL111	С	08	3LZL211	С	08	3LZL311	С	08			/
3LEL111	С	08	3LEL211	С	08	3LEL311	С	08			
3ESS111	С	08	3ESS211	С	08	3ESS311	С	08			
3PPS111	С	08	3PPS211	С	08	3PPS311	С	08			
3DST111	С	12	3SBM211	С	08	3DST311	С	12			
3GEP111	С	12	3DST211	С	12					Í	
			3GEP211	С	12						
Total 1st semester		56	Total 1st semester		64	Total 1st semester		44			
Second Semester			Second Semeste	r		Second Semeste	r		Second Semeste	r	
Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elec	Cr
3LZL112	С	08	3LZL212	С	08	3LZL312	С	08			
3EL112	С	08	3LEL212	С	08	3LEL312	С	08			
3ESS112	С	08	3ESS212	С	08	3ESS312	С	08			
3PPS112	С	08	3PPS212	С	08	3PPS312	С	08			
3DST112	С	12	3EBE212	С	08	3DST312	С	12			
3GEP112	С	12	3DST212	С	12						
			3GEP212	С	12						
Total 2 <sup>nd</sup> semester		56	Total 2 <sup>nd</sup> semester		64	Total 2 <sup>nd</sup> semester		44			
Year Level 1		-	Year level 2			Year level 3			Year level 4	<u>.</u>	
Year modules			Year modules			Year module			Year modules		
Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elective	Cr	Module Codes	Core/Ancillary/Elec	Cr
3DSL100	С	08	3PTE200	С	16	3PTE300	С	24	3LZL400	С	16
3PTE100	С	08							3LEL400	С	16
									3ESS400	С	16
									3PPS400	С	16
									3LCL400	С	08
									3PTE400	С	48
Total Year		16	Total Year leve		16	Total Year		24	Total Year		120
Overall Total year level 1		128	Overall Total year level 2		144	Overall Total year level 3		112	Overall Total year level 4		120
Total numb	er of credits for the	curricul	um								504

# FED.2.3.3. MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING - 3BDIP2

INTERMEDIA COURSES	TE PHASE TEACHING (	ES AND HUMANITIES) -	SEMESTER		
Module code:-	Semester1:3LZL111	NQF level: 5	Semester2: 3LZL112	NQF level: 6	
Title: IsiZulu	Language 1A (IP)	Title: IsiZulu Language	1B		
Content:		Content:			
Phonetics.			Literary theories and prose, drama and media		
Phonology. Morphology.			Literary analysis of prose	, drama and	
Lexicology.			media texts.		
Semantics.			Creation of prose, drama texts.	and media	
Semiotics.					
Module outcor	nes:		Module outcomes:		
By the end of t to:	he module, students shou	ld be able	By the end of the modu should be able to:	le, students	
Demonstrate basic understanding of IsiZulu Home Language linguistics. Apply isiZulu Home Language linguistic skills in			Demonstrate integrative understanding of literary theories and the criticism of prose, drama and		
texts.			media. Critically analyse and interpret prose, drama and media texts.		
			Create and evaluate meaningful literary and media texts.		
Method of de	livery: Full Time		Method of delivery: Full	Time	
by means	nodes: This modules is of examination… 50% and summative as	Formative	Assessment modes: This coursework/research assessed by means of ex Formative assessments summative assessment 5	which is amination 50% and	
Module code:-	Semester1:3LEL111	NQF level: 5	Semester2: 3LEL112	NQF level: 6	
Title: English	Language 1A (IP)		Title: English Language	1B	
Content:			Content:		
Language ca language).	tegories: (verbal and n	ion-verbal	Differentiate between various genres.		
	linguistic concepts.	Demonstrate the skills analyse various genres.	needed to		
Introduction to discourse competence.			Analyse, interpret and de non-literary texts.	sign various	
Module outcor	nes:		Module outcomes:		
By the end of t to:	he module, students shou	ld be able	By the end of the modu should be able to:	le, students	

Demonstrate language cate	knowledge and understagories.	Text genres: Literary and texts.	Non-literary	
	an understanding of the	Analysing literature genres.		
communicatio	guage as a system fo n.	or numan	Analysis of non-literary to and/or visual	exts: written
Demonstrate competence grammatical re contexts.	0 0 0		Analysis of literary texts.	
Demonstrate o skills.	discourse competence in	language		
Method of deli	very: Full Time		Method of delivery: Full T	ime
means of examination of examination of examination of the second s			Assessment modes: This coursework/research assessed by means of ex Formative assessments summative assessment 5	which is amination 50% and
Module code:-	Semester1:3ESS11 1	NQF level: 5	Semester 2: 3ESS112	NQF level:6
Title: Social S	Sciences A		Title: Social Sciences B	
Content:			Content:	
Social Science	es as a subject.		Physical Geography.	
0 1 9	a component of Social S tion growth and distribution		Physical Features and landscape of South Africa.	
Map work skill	0		Weather climate and vegetation of South Africa	
History as a co	omponent of Social Scien	се	Resources in South Africa	
			Map work	
			British colonialism in South Africa	
			South Africa Kingdom	
			Local history	
Module outcor	nes:		Module outcomes:	
By the end o equipped with	f the module, students s :-	should be	By the end of the modu should be equipped with:	
Demonstrate Science as a s	a basic understanding subject.	of Social	Demonstrate an understanding of physical Geography	
	a basic understanding eography concepts	of basic	Demonstrate an understanding and interpretation of Map work.	
	a basic understanding wth and distribution	of global	Demonstrate an understa impact of British Colonia	lism on the
Demonstrate a basic understanding of Map work skills Chronicle Palaeolithic Ages in South Africa			landscape in South Africa	
Demonstrate understanding settlement in S	a basic knowled of early inhabitants and South Africa		Demonstrate an unders process of interaction racial groups in South Afr	of different
			Demonstrate an understa development of Sou Kingdom.	

Demonstrate and understanding of sources and their importance in the interpretation of Historical knowledge				
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations		Assessment modes: This module is assessed by means of This module is assessed by means of Tests, Assignments, Presentations and Examinations.		
Module code:-	Semester1:3PPS11 1	NQF level: 5	Semester2: 3PPS112	NQF level: 6
Title: LIFE S development	KILLS 1A (Social and )	personal	Title: LIFE SKILLS 1E Education)	8 (Physical
Content:			Content:	
Personal grow	vth and development		Physical education	
Aspects of dev	velopment		The value of physical edu	cation
Self-awarenes Self-esteem	3S		Movements concepts awareness, body awar qualitative awareness)	<b>`</b>
Self-confidence	ce		Fundamental skills (loco-	motor. non-
Coping with th	ne challenges of developm	nent	loco-motor and manipulative)	
Human relatio	onships		Educational gymnastics	
-	naintaining relationships		Rolls; jumping; balances; transfer of weights; and vaults	
	otentials and self-identity		Games	
Coping with performed Family life	eer pressure and competi	tion	Territorial games; Net/Wall games; Line games	
Family structu	Ire		Athletic /track field	
The roles and	functions of family memb	ers	Eating plan for the athletes	
Enhancement	of family life		Swimming	
Harmonious fa	amily relationships		Recognized strokes	
Culture and di	iversity		Water safety	
Economic and	social class differences		Water confidence	
Cultural differe	ences		Swimming survival technic	ques
Ethnicity and I	race		Health and physical fitnes	s
Gender issues	6		Healthy lifestyle	
Moral values a	and citizenship		Components of fitness	
Core values o	f citizens		Physical fitness tests	
Rights and res	sponsibilities		Nutrition	
Political system	ms		Body composition	
Consciousnes	s of global citizenship.		The relationship betwee activity and body composite	
			Methods used to assess index	body mass

	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		
Module outcomes:	Module outcomes:		
On completion of this module students will be able to:	On successful completion of this module, students will be able to:		
Demonstrate knowledge and understanding of personal growth and development	Demonstrate a knowledge and understanding of physical education concepts		
Demonstrate the skills needed to initiate and maintain human relationships	Apply physical education concepts to the execution and teaching of various		
Demonstrate an understanding of the different forms of family structures	skills		
Demonstrate and understanding and appreciation of human values and attitudes	Confidently use the acquired concepts to engage in the successful application of physical education skills		
Demonstrate a knowledge and understanding of culture and diversity	Design a safe and appropriate healthy lifestyle management programme		
Demonstrate a knowledge and understanding of moral values and citizenship.	incorporating elements of physical activity and nutrition		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by	Assessment modes: This module is		
means of	assessed by means of		
Module code:-Semester1:3DST11 level: 5NQF level: 5	Semester2: 3DST112 NQF level: 6		
Title: Education Studies 1A	Title: Education Studies 1B		
Content:	Content		
1: Conceptions of education	Sociological Theories in Education		
Sociological understanding of education	Functionalism		
Institutional understanding of education	Conflict theory		
Enlightenment period of understanding education	Symbolic Interactionism		
2: Ethics and values in education The nature of ethical thinking, conceptual	Sociology of Education in school practice		
	Ecology of the school		
analysis, and the evaluation of arguments	Ecology of the school		
analysis, and the evaluation of arguments Morality, etiquette and law	Ecology of the school The role of the school in society		

Morality and religion	Culture
Personal relativism and existentialism	Race
Utilitarianism	Gender
Moral Rights	Socialisation
3: History of education	Stratification
History of education	Norms and Values
Historiography of South African education	Status and role
Influence of economic, social and political trends on education	Citizenship education Ancient and modern concepts of
4: Education provisioning during the period of National Party rule	citizenship
Christian National Education	History of South African citizenship
Bantu Education Act of 1953	Future of citizenship education in South African schools
Separate education for whites, Indians, blacks and coloureds	
Resistance to Bantu Education	
June 1976 Soweto uprisings	
The De Lange Commission	
People's education	
5: 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.	
Module outcomes:	Module outcomes:
	On successful completion of the module, students should be able to
	Demonstrate a knowledge and understanding of sociological theories of education.
	Demonstrate an understanding of the sociology of education in school practice.
	Demonstrate an understanding of diversity in education.
	Demonstrate an understanding of the trends in citizenship education.
	Critically analyse the relationship between education and society to make informed decisions.
	Method of delivery: Full Time

Assessment modes: This module is ass means of assignments	Assessment modes: This modes assessed by means of assignment			
Module Semester1:3GEP21 code:- 1	NQF level: 6	Semester2: 3GEP212 NQ leve	F el: 6	
Title: General Pedagogy 2A		Title: General Pedagogy 2B		
Content:		Content:		
A framework for understanding inclu South African school communities	usion for	Foundations of teaching and le	arning	
What is inclusion?		Philosophies and perspective pedagogical content knowledge		
Changing paradigms		Principles underpinning the pro-	cess of	
Inclusion in the South African context		teaching and learning		
Barriers to learning.		Approaches to knowledge stru and models for quality teaching		
Types of barriers		The learner and the learning pr	ocess	
Current school reforms and addressing b student learning	parriers to	Important factors a teacher know about the learner	should	
Identification and assessment of learn barriers to learning.	ners with	Perspectives on learning proce learning styles	ss and	
Purpose of assessment		Teaching and learning strategie	es	
Assessment strategies		Cooperative teaching and le	earning	
Learning support		strategies		
Learning support in South Africa		Problem-based teaching and learning strategies		
Principles of Universal Design for Learning	ing (UDL)	Expository teaching and learning		
Differentiated instructional strategies		strategies		
Designing a learner support programme		Indirect teaching and learning strategies		
Collaboration		Education Technologies (Teaching		
Collaboration		Medias)		
Collaboration with teachers, families, ed	lucation	Orientation into assessment		
Professional development portfolio		Understanding key issue assessment	s in	
support services, and community memb	ers.	Theories on the nature of learners' needs in assessment (Gardner and Maslow' theories)		
		Purposes, procedures in cont assessment	inuous	
		Organising, planning and dea activities for baseline assessme		
		Understanding formative assessme and its implication for teachers practice		
		Diagnostic assessment and its in effective teaching and learning		
		Understanding sum assessment	mative	
		Assessment grading models		

		responsibilities Programming models Management of asse assessment in schools Marking and grading Recording and filing	ssment of	
		Reporting learners' perfor	mance	
Module outcomes:		Module outcomes:		
On successful completion of the module, should be able to	students	On successful complet module, students should be		
	Demonstrate a knowledge and understanding of he practical implications of inclusion for South		ledge and ous methods oplication in	
Identify and assess learners with various to learning	barriers	· · · · · · · · · · · · · · · · · · ·	rning and gainst the	
Design effective differentiated teaching, and assessment tasks	esign effective differentiated teaching, learning nd assessment tasks		inciples and nd learning	
the principles of Universal Design for I	emonstrate a knowledge and understanding of e principles of Universal Design for Learning JDL) to support the learning of all students		ledge and purpose of a class with	
differentiated instructional strategies to learning in inclusive classrooms	support	Demonstrate a know understanding of the vario	us concepts	
Demonstrate the collaborative skills new working with peer professionals, suppor parents, and community members		and contexts in assessme Demonstrate the ability assessment plans and ac	to produce	
Demonstrate a knowledge and understa preparing a professional development po				
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assemeans of examination	essed by	Assessment modes: This assessed by me examination	s module is eans of	
Module Semester1:3LZL211 code:-	NQF level: 6	Semester2: 3LZL212	NQF level: 6	
Title: IsiZulu Home Language 2A		Title:		
	Content:		Content:	
Content:		Content:		
Content: Syntax		Content: Poetry.		
Syntax		Poetry.	pretation of	

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.	Demonstrate a knowledge and understanding of poetry and folklore.	
Apply isiZulu Home Language sociolinguistics and pragmatics skills in texts.	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 Semester1:3LEL211 NQF level: 6	Semester2: 3LEL212 NQF level: 6	
Title: English First Additional Language 2A	Title: English First Additional Language 2B	
Content:	Content:	
Language structures and conventions.	Analysis of written and visual texts.	
Construction and communication of thoughts and ideas.	Analysis and interpretation of non- literary texts.	
Application of grammatical structures and conventions.	Producing written texts.	
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:	
	Analyse written and visual texts.	
	Analyse and interpret non-literary texts.	
	Produce coherent written texts in English.	
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:-         Semester1:3ESS21         NQF level: 6	Semester2: 3ESS212 NQF	
	level: 6	
Title: Social Sciences 2A (History)	level: 6 Title: Social Sciences 2B (Geography)	
Title: Social Sciences 2A (History) Content:	Title: Social Sciences 2B	
	Title: Social Sciences 2B (Geography)	
Content:	Title: Social Sciences 2B (Geography) Content:	

		Water resources manager	ment
		0	
Module outcomes:	Module outcomes:		
By the end of the module, students should be able to:		By the end of the modul should be able to:	le, students
Demonstrate a deep understanding of early Southern African Kingdoms		Demonstrate a knowl understanding of human a geography	
Demonstrate an integrative understanding of political and social-economic dispensation in pre- and post-independence periods of African states		Evaluate the impact of growth and distribution on sustainable development	
		Analyse the influence environment and development in African	of urban economic
		Demonstrate understanding of climat geomorphology	integrative tology and
		Interpret weather patterns to predicts climatic weather conditions	
		Embrace responsibility for water resources utilisation in South Africa	
		Appreciate the challenges of water resources management in South Africa	
Method of delivery: Full Time			
Method of delivery: Full Time Assessment modes: This module is a means of This module is assessed to Tests, Assignments, Presentat Examinations	by means of	Africa	Time module is s module is of Tests,
Assessment modes: This module is a means of This module is assessed to Tests, Assignments, Presentat	by means of	Africa Method of delivery: Full Assessment modes: This assessed by means of Thi assessed by means Assignments, Presenta	Time module is s module is of Tests,
Assessment modes: This module is a means of This module is assessed to Tests, Assignments, Presentat Examinations           Module         Semester1: 3ES211	NQF level: 6	Africa Method of delivery: Full Assessment modes: This assessed by means of Thi assessed by means Assignments, Presenta Examinations	Time module is s module is of Tests, tions and NQF level: 6
Assessment modes: This module is a means of This module is assessed to Tests, Assignments, Presentat Examinations           Module         Semester1: 3ES211           Title: Economic and Management         Code:-	NQF level: 6	Africa Method of delivery: Full Assessment modes: This assessed by means of Thi assessed by means Assignments, Presenta Examinations Semester2:/3ESE212 Title: Economic and Ma	Time module is s module is of Tests, tions and NQF level: 6
Assessment modes: This module is a means of This module is assessed to Tests, Assignments, Presentat Examinations           Module code:-         Semester1: 3ES211           Title: Economic and Management 2A         Title: Economic and Management 2A	NQF level: 6	Africa Method of delivery: Full Assessment modes: This assessed by means of Thi assessed by means Assignments, Presenta Examinations Semester2:/3ESE212 Title: Economic and Ma Sciences 2B	Time module is s module is of Tests, tions and NQF level: 6
Assessment modes: This module is a means of This module is assessed to Tests, Assignments, Presentat Examinations           Module code:-         Semester1: 3ES211           Title: Economic and Management 2A         Content:	NQF level: 6	Africa Method of delivery: Full Assessment modes: This assessed by means of Thi assessed by means Assignments, Presenta Examinations Semester2:/3ESE212 Title: Economic and Ma Sciences 2B Content: Partnership Sole Trader AFS (profits	Time module is s module is of Tests, tions and NQF level: 6 anagement
Assessment modes: This module is assessed to means of This module is assessed to Tests, Assignments, Presentat Examinations           Module code:-         Semester1: 3ES211           Title: Economic and Management 2A         Content:           Accounting equation         Content:	NQF level: 6	Africa Method of delivery: Full Assessment modes: This assessed by means of Thi assessed by means Assignments, Presenta Examinations Semester2:/3ESE212 Title: Economic and Ma Sciences 2B Content: Partnership Sole Trader AFS (profits income statement and Bal	Time module is s module is of Tests, tions and NQF level: 6 anagement
Assessment modes: This module is a means of This module is assessed by Tests, Assignments, Presentat Examinations           Module code:-         Semester1: 3ES211           Title: Economic and Management 2A         Content:           Accounting equation         Value Added Tax (VAT)	NQF level: 6	Africa Method of delivery: Full Assessment modes: This assessed by means of Thi assessed by means Assignments, Presenta Examinations Semester2:/3ESE212 Title: Economic and Ma Sciences 2B Content: Partnership Sole Trader AFS (profits income statement and Ball GAAP principles	Time module is s module is of Tests, tions and NQF level: 6 anagement s and loss, ance sheet)
Assessment modes: This module is assessed to the module of the module	NQF level: 6	Africa Method of delivery: Full Assessment modes: This assessed by means of Thi assessed by means Assignments, Presenta Examinations Semester2:/3ESE212 Title: Economic and Ma Sciences 2B Content: Partnership Sole Trader AFS (profits income statement and Bal GAAP principles Cash transactions a reconciliation	Time module is s module is of Tests, tions and NQF level: 6 anagement
Assessment modes: This module is a means of This module is assessed by Tests, Assignments, Presentat Examinations           Module code:-         Semester1: 3ES211           Title: Economic and Management 2A         Content:           Accounting equation         Value Added Tax (VAT)           Salaries and wages         Non-Current Assets	NQF level: 6	Africa Method of delivery: Full Assessment modes: This assessed by means of Thi assessed by means of Thi assessed by means Assignments, Presenta Examinations Semester2:/3ESE212 Title: Economic and Ma Sciences 2B Content: Partnership Sole Trader AFS (profits income statement and Bal GAAP principles Cash transactions a	Time module is s module is of Tests, tions and NQF level: 6 anagement s and loss, ance sheet)
Assessment modes: This module is a means of This module is assessed by Tests, Assignments, Presentat Examinations           Module code:-         Semester1: 3ES211           Title: Economic and Management 2A         Content:           Accounting equation         Value Added Tax (VAT)           Salaries and wages         Non-Current Assets	NQF level: 6	Africa Method of delivery: Full Assessment modes: This assessed by means of Thi assessed by means Assignments, Presenta Examinations Semester2:/3ESE212 Title: Economic and Ma Sciences 2B Content: Partnership Sole Trader AFS (profits income statement and Bal GAAP principles Cash transactions a reconciliation	Time module is s module is of Tests, tions and NQF level: 6 anagement s and loss, ance sheet)
Assessment modes: This module is a means of This module is assessed by Tests, Assignments, Presentat Examinations           Module code:-         Semester1: 3ES211           Title: Economic and Management 2A         Content:           Accounting equation         Value Added Tax (VAT)           Salaries and wages         Non-Current Assets           Year-end adjustments         Year-end adjustments	NQF level: 6 t sciences	Africa Method of delivery: Full Assessment modes: This assessed by means of Thi assessed by means of Thi assessed by means Assignments, Presenta Examinations Semester2:/3ESE212 Title: Economic and Ma Sciences 2B Content: Partnership Sole Trader AFS (profits income statement and Ball GAAP principles Cash transactions a reconciliation Credit transactions	Time module is s module is of Tests, tions and NQF level: 6 anagement s and loss, ance sheet) and Bank

Assessment modes: This module is assessed by means of This module is assessed by means of Tests, Assignments, Presentations and Examinations		Assessment modes: This module is assessed by means of This module is assessed by means of Tests, Assignments, Presentations and Examinations		
Module code:-	Semester1:3PPS21 1	NQF level: 6	Semester2: 3PPS212	NQF level: 6
Title: LIFE SH	KILLS 2A (Health Educa	tion)	Title: Life Skills 2B (Creation of the second secon	ative Arts)
Content:			Content:	
1. Health pror	notion		1. Creative Art forms	
the evolution	of health education		Historical background of art forms	the creative
health educat	ion versus health promotio	on	Elements and principles o	f creative art
comprehensiv	ve school health		forms	r orodario di t
2.Physical hea	alth		Creative arts genres	
growth and he	ealth		2.Visual Arts	
nutrition and g	growth		Developing visual literacy	,
•	nd hygiene habits		Creating 2-dimensional te	echniques
vision and ora			Creating 3-dimensional te	echniques
infectious dise			The art world	
chronic diseases		3.Drama		
3. Emotional and psychological health		Purpose of drama		
the importance of mental health		The actor's instrument		
management and control of emotions		Drama in performance		
stress manag	ement		Drama production	
self-esteem			4.Music	
conflict manag	-		Notation	
managing pee			Major music categories	
	of good human relationshi	ps	Types of songs/music	
4. Body system			Music conducting techniques	
	nuscular systems		5. Dance	
digestive syst			Dance theory and principles	
nervous syste			Dance composition	
endocrine sys			Dance performance	
respiratory sys				
circulatory sys				
5. Sexuality e		ducation		
• •	mplications of sexuality ec			
0	comprehensive sexuality	education		
, ,	nd sexuality education			
relationships a	and pregnancy			

child abuse			
6. Substance use and abuse			
alcohol use and abuse			
cigarette smoking			
drug use and abuse			
medication abuse			
7. Environmental health			
safety first (preventing accidents)			
safe from illness and diseases (ge diseases)	erms and		
pollution (water pollution; air pollution)			
waste management			
Module outcomes:		Module outcomes:	
On successful completion of this students will be able to:	module,	On completion of th students will be able to:	e module,
Demonstrate an understanding of the related to health promotion and prevention		Demonstrate a know understanding of the vario Art disciplines	
Analyse the influence of family, peers		Apply a variety of skills in creative arts	
media, technology and other factors behaviours		Demonstrate creativity in a variety of different art forms	
Search and access valid health information health-promoting products, and services	,	Value and appreciate their own and others' artistic processes and/or	
Practice health-enhancing behavio reduce health-related risks	urs and	products.	
Advocate for personal, family, and envir health.	ronmental		
Method of delivery: Full Time		Method of delivery: Full	Time
Assessment modes: This module is by means of	assessed	Assessment modes: Thi assessed by	s module is
Module Semester1:3SBM21	NQF	Semester2: 3EBE212	NQF
code:- 1	level: 5		level: 5
Title: Basic Mathematics		Title: Basic EMS	
Content:		Content:	
Measurements		The Economic and Management Sciences as a field of study	
Conversion of units		The economy	
Perimeter, area and volume		History of money	
Two and three dimensional figures		Goods and services	
Basic Financial literacy		Production process	
Cost price and selling price		Inequality and poverty	
Profit margins		Modern economic system	s
Taxation			-

Currency fluctuations	The market
Financial and other indices	
	Financial literacy
Simple and compound growth	The role of Accounting
Budgeting	Accounting concepts
Bond repayments	Income and expenditure
Inflation	The Accounting Equation
Investments and loans	The Accounting system
Exchange rates	Entrepreneurship
Data	The entrepreneur
Pictographs and circle graphs	Starting a business
Stem and leaf plots	Different types of businesses
Scatter plots	Teaching and learning strategies in Economic and Management
Histograms and frequency polygons	Sciences.
Statistical measures	
Probability	
Probability of single event	
Independent events	
Two way diagrams	
Number	
Sequences	
Percentages	
Ratio and proportion	
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 a minimal understanding of mathematics concepts	Demonstrate a knowledge and understanding of Economic and
Demonstrate general understanding of mathematics concepts	Management Sciences concepts. Demonstrate an integrative
Demonstrate a basic application of mathematics concepts.	knowledge and understanding of economics, accounting and business studies.
	Apply knowledge and skills to solve defined and routine problems in Economic and Management Sciences.
	Apply strategies of teaching and assessing Economic and Management Sciences.
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 1:3DST211	NQF level: 7	Semester 2: 3DST212	NQF level: 7
Title: Education Studies 2A		Title: Education Studies 2B		
Content:		Content: -		
Understanding child and adolescence		Study of learning		
development Theories of development		Learning theories and philosophies		
Principles of d			Relation of learning and instruction	
•	d development		Neuroscience of learning	
	early childhood developr	ment	Neurophysiology of learni	ng
	lopment in early childhood		Brain functions and learni	ng
•			Motivation and emotions	
childhood	I language development	in early	Theories of learning	
	emotional development	in early	Behavioural	
childhood			Social Cognitive	
	od development		Information Processing	
	middle childhood develo		Constructivist	
-	lopment in middle childho		Complex Cognitive	learning
Cognitive and language development in middle childhood		in middle	processes. Metacognition and learning	
Social and e childhood	motional development i	in middle	Concept learning	
Adolescence development			Problem solving transfer of learning	
	The context of adolescent development		Motivation	
	lopment in adolescence		Theoretical approaches to motivation	
	nd language develop	ment in	Models of motivation	
adolescence			Achievements and motivation	
Social and adolescence	emotional developr	nent in	Goals, motives, and interest in motivation	
Module outco	omes:		Module outcomes:	
On successful should be able	completion of the module to:	, students	On successful complet module, students should l	
	a knowledge and underst adolescent development		understanding of the diffe	
	nking and problem solvin the childhood and a			
	developmental issues that occur during professional practice		Demonstrate a knowledge and understanding of the Neuroscience of learning.	
			Demonstrate knowledge and an integrative understanding of complex learning processes.	
			Analyse, compare and co of motivation.	ontrast types

			Critique and justify which best suited for learners needs.	
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed by means of assignments		Assessment modes: This module is assessed by means of assignments.		
Module code:-	Semester1:3GEP21 1	NQF level: 6	Semester2: 3GEP212	NQF level: 6
Title: Genera	l Pedagogy 2A		Title: General Pedagogy	2B
Content:			Content:	
	for understanding incl school communities	usion for	Foundations of teaching a	Ŭ
What is inclusi	ion?		Philosophies and pers pedagogical content know	
Changing para	adigms e South African context		Principles underpinning th teaching and learning	e process of
Barriers to lear			Approaches to knowledge and models for quality tea	
Types of barrie	ers		The learner and the learn	ing process
Current school student learnir	l reforms and addressing l ng	barriers to	Important factors a teacher should know about the learner	
Identification a barriers to lear	and assessment of lear ming.	ners with	Perspectives on learning process and learning styles	
Purpose of assessment		Teaching and learning str	ategies	
Assessment strategies		Cooperative teaching a	nd learning	
Learning support		strategies		
Learning support in South Africa		Problem-based teaching strategies	and learning	
Principles of Universal Design for Learning (UDL) Differentiated instructional strategies		Expository teaching and learning		
			strategies	_
Designing a le	arner support programme	э.	Indirect teaching and strategies	d learning
Collaboration			Education Technologies	(Teaching
	with teachers, families, es, and community memb		Medias)	(
	evelopment portfolio	Je15.	Orientation into assessment	
FIDIESSIDITALU	evelopment portiolio		Understanding key issues in assessment	
			Theories on the nature needs in assessment (C Maslow' theories)	
			Purposes, procedures in assessment	continuous
			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
Module outcomes:	Reporting learners' performance Module outcomes:
On successful completion of the module, students	On successful completion of the
should be able to Demonstrate a knowledge and understanding of the practical implications of inclusion for South African school communities	module, students should be able to Demonstrate a knowledge and understanding of the various methods of teaching and their application in
Identify and assess learners with various barriers to learning	their teaching and learning contexts Critically evaluate learning and
Design effective differentiated teaching, learning and assessment tasks	teaching activities against the knowledge acquired on principles and approaches to teaching and learning
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 the purpose of various learning styles in a class with diverse learning needs
Demonstrate a knowledge and understanding of differentiated instructional strategies to support learning in inclusive classrooms	Demonstrate a knowledge and understanding of the various concepts
Demonstrate the collaborative skills needed for working with peer professionals, support staff, parents, and community members	and contexts in assessment Demonstrate the ability to produce assessment plans and activities
Demonstrate a knowledge and understanding of preparing a professional development portfolio	
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 Semester1:3LZL311 NQF code:- level: 6	Semester2: 3LZL312 NQF level: 6
Title: IsiZulu Home Language Education 3A	<b>Title:</b> IsiZulu Home Language Education 3B
<b>Content:</b> Foundations of teaching and learning in IsiZulu Home Language.	Content: IsiZulu Home Language teaching and learning in school.

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. Module outcomes: By the end of the module, students should be able to: 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.	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. <b>Module outcomes:</b> By the end of the module, students should 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 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
and learning support materials for IsiZulu Home	
and learning support materials for IsiZulu Home Language. Demonstrate an understanding of the use of ICT in facilitating IsiZulu Home Language.	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. Evaluate curriculum policies for the teaching of IsiZulu Home Language. Demonstrate understanding of the use of ICT in facilitating IsiZulu Home Language.
Language. Demonstrate an understanding of the use of ICT	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. Evaluate curriculum policies for the teaching of IsiZulu Home Language. Demonstrate understanding of the use of ICT in facilitating IsiZulu Home
Language. Demonstrate an 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%.	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. Evaluate curriculum policies for the teaching of IsiZulu Home Language. Demonstrate understanding of the use of ICT in facilitating IsiZulu Home Language.
Language. Demonstrate an 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	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. Evaluate curriculum policies for the teaching of 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

Content:	Content:	
Foundations of teaching and learning in English.	English First Additional Language teaching and learning in school.	
English First Additional Language policy documents.	Curriculum differentiation and adaptive teaching in English First	
Teaching and learning strategies in English First Additional Language.	Additional Language.	
Assessment strategies in English First Additional Language.	Classroom research in English First Additional Language.	
Lesson design in English First Additional Language.	Develop pedagogical content knowledge in English First Additional Language.	
Learning and Teaching Support Materials in English First Additional Language.	ICT in English First Additional Language.	
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 a knowledge and understanding of the foundations of teaching and learning in English First Additional Language.	Use elementary statistical information to manage teaching, learning and assessment in English First Additional Language.	
Demonstrate a knowledge and understanding of the relevant policies in English First Additional Language teaching and learning.	Demonstrate competence in assessing and monitoring learner	
Select and use appropriate strategies, methods and techniques in the teaching and learning of	progress and achievement in English First Additional Language.	
English First Additional Language. Design appropriate lesson plans in English taking	Use the results of assessment to improve teaching and learning of English First Additional Language.	
into account theories of teaching, learning, child development and curriculum needs	Adapt lessons and assessment tasks	
Design appropriate assessment strategies in English First Additional Language.	to accommodate learners with different learning problems in English First Additional Language.	
Design, select and adapt appropriate teaching and learning support materials for English First Additional Language.	Demonstrate competence to learn from available research in order to improve teaching in the English First	
Demonstrate understanding of the use of ICT in facilitating English First Additional Language.	Additional Language classroom and to enhance their own academic learning.	
	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 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 summative assessment 50	
Module code:-	Semester1:3ESS31 1	NQF level: 6	Semester2: /3ESS312	NQF level: 6
Title: Social S	ciences Education 3A		Title: Social Sciences Ed	ucation 3B
Content:			Content:	
Foundations of Sciences	of teaching and learning	in Social	Social sciences teaching a in School	and learning
Teaching and Sciences	d Learning strategies	in Social	Curriculum differentiat adaptive teaching in socia	
	trategies in Social Scienc	es	Classroom research sciences	in social
Learning and	in Social sciences I Teaching Support Ma	iterials in	Develop pedagogical knowledge in Social Scien	
Social Science	es		ITC in Social Sciences	
Module outco	omes:		Module outcomes:	
By the end on able to:	of the module, students s	should be	By the end of the modul should be able to:	e, students
	a knowledge and underst is of teaching and learning		Use elementary statistical information to manage teaching, learning and assessment in Social Sciences	
	a knowledge and underst policies in social sciences		Demonstrate compete assessing and monitori progress and achievemer Sciences	ng learner
Select and use appropriate strategies, methods and techniques in the teaching and learning of social sciences			Use the results of asse improve teaching and Social Sciences	
sciences talkir	opriate lesson plans ng into account theories of ld development and c	teaching,	Adapt lessons and assess	ners with
Design appro social science	opriate assessment strat s	egies for	Demonstrate the competence needed	
	t and adapt appropriate upport materials for social		to learn from the available research to improve teaching in the Social Sciences classroom and to enhance	the Social to enhance
Demonstrate an understanding of the use of ICT in facilitating Social Sciences		their own academic learnir Develop the content needed to plan, imple assess effective teaching a experience	knowledge ement and	
			Evaluating curriculum Social Sciences	policies in
			Demonstrate an understanding of the use of ITC in facilitating Social Sciences	
Method of de	livery: Full Time		Method of delivery: Full	Гime
	modes: This module is his module is assessed		Assessment modes: This assessed by means of This assessed by means	s module is

of Tests, A Examinations	Assignments, Presentati	ons and	Assignments, Presenta Examinations	tions and
Module code:-	Semester1:3PPS31 1	NQF level: 6	Semester 2: 3PPS312	NQF level: 6
Title: Life Skil	Is Education 3A		Title: Life Skills Education	n 3B
Content: -			Content: -	
Foundations of	of teaching and learning in	Life Skills	Life Skills teaching and learning in	
History of Life	Skills teaching and learni	ng	school	
Life Skills poli	cy documents		Use elementary statistical information to manage teaching, learning and	
Subject policy	documents		assessment activities	
Teaching and	learning strategies in Life	Skills	Curriculum differentia adaptive teaching in Life S	
Teaching and	learning theories		Barriers to learning and d	evelopment
Teaching and	learning strategies		Designing differentiated	d learning
Assessment s	trategies in Life Skills		activities	
Lesson desigr	n in Life Skills		Classroom research in Lif	
Learning and Skills	Teaching Support Materi	als in Life	Use existing research liter Skills to improve classroo	
Improvisation	in Intermediate Phase Life	e Skills	Develop pedagogical content knowledge in Life Skills	
		Addressing alternative – pre- and misconceptions		
			ICT in Life Skills	
Module outco	omes:		Module outcomes:	
On successful will be able to	l completion of the module	e students	On successful complet module, students will be a	
Demonstrate a knowledge and understanding of the foundations of teaching and learning in Life Skills.		Use elementary statistical to manage teaching, le assessment in Life Skills.		
	a knowledge and underst policies in Life Skills tead		Demonstrate compet assessing and monitor progress and achievem Skills.	ing learner
	Design appropriate lesson plans for Life Skills taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Life		Use the results of ass improve teaching and lea Skills.	
taking into acc			Adapt lessons and assest to accommodate lear	rners with
child developr			different learning problems in Life Skills.	
	priate assessment strateg	ies in Life	Skills.	
Design approp Skills. Design, selec	oriate assessment strateg et and adapt appropriate support materials for Life S	teaching	Skills. Demonstrate the compete from available research improve teaching in the	ence to learn in order to E Life Skills
Design approp Skills. Design, select and learning s	t and adapt appropriate support materials for Life S an understanding of the ι	teaching Skills.	Skills. Demonstrate the compete from available research	ence to learn in order to E Life Skills

Method of delivery: Full Time Assessment modes: This modules is coursework/research which is assessed by means of		assess effective teaching a experiences. Evaluate curriculum polic Skills. Demonstrate an understa use of ICT in facilitating Li Method of delivery: Full Assessment modes: Th is coursework/research assessed by means of	cies for Life nding of the ife Skills Time is modules
code:- 1:3DST311 le	NQF evel: 7	Semester 2: 3DST312	NQF level: 7
Title: Education Studies 3A		Title: Education Studies 3	BB
Content:		Content:	
Administration as it relates to	school	Common law practices in	education
administration and school management. School administration		Legislation impacting on e	education
School management		The Constitution of the South Africa, Act 108 of 1	
School administration and effectiveness		The South African Schools Act	
Education management theories		The Employment of Educators Act	
Collegial management theories		The Labour Relations Act	
Bureaucratic management theories		3 Legal foundations	for school
Political management theories		practice	
The nature and the purpose of school management and leadership both generally and in the context of a changing South Africa.		Rules and interpretation of Court cases that impact practice	
School leadership and management prac the changing South African context	tice for	4 The legal status of the educator	
School management teams		learner	
Embracing alternative ways of managir leading	ng and	school	
Management of resources			
Management of human resources			
Management of physical resources			
Financial resources			
Module outcomes:		Module outcomes:	
On successful completion of the module, st should be able to:	tudents	On successful complet module, students will be a	
Demonstrate knowledge of and insight into administration and management.		Demonstrate a know understanding of the leg policies that impact on sch	
Apply a knowledge and understand educational management theories to solve management problems.		Apply their knowledge a classroom and school mai ways that demonstrate th interpret the legislation an	nagement in eir ability to

Demonstrate an understanding of the school administrative duties required for the effective management of learning environments.	Analyse and critique court cases that impact on school practice
Demonstrate knowledge of the management theories which impact on educational practice.	
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This modules is coursework/research which is assessed by means of	Assessment modes: This modules is coursework/research which is assessed by means of

#### FED.2.3.4. MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING - EBDIP2

INTERMEDIATE PHASE TEACHING (LANGUAGE AND HUMANITIES) - YEAR COURSES				
Module code:-	Year Level 1: 3DSL100	NQF level: 5		
Title: Academic skills	for Educators	•		
<ul> <li>Content: - <ul> <li>Communicative competence.</li> <li>Reading and writing for academic purposes.</li> <li>Information literacy skills.</li> <li>Planning as an important component of academic writing process.</li> <li>Computing Fundamentals.</li> <li>Key Applications.</li> <li>Living online.</li> </ul> </li> <li>Module outcomes: <ul> <li>By the end of the module, students should be able to:</li> <li>Apply the academic reading and writing skills acquired to their learning.</li> <li>Demonstrate the use of critical reading skills in the pursuit of their studies.</li> <li>Use presentation skills.</li> <li>Use information technology to plan, administer, develop teaching resources and collect information.</li> <li>Apply the skills needed to use computers in intermediate phase classes.</li> </ul> </li> </ul>				
Method of delivery: Full Time         Assessment modes: This modules is coursework/research which is assessed by means of examinationFormative assessments 50% and summative assessment 50%         Module code:-       Year Level 4: 3LZL400       NQF level: 7				
Title: IsiZulu Home Language Education 4				
<ul> <li>Content:</li> <li>IsiZulu Home Language teaching and learning in school.</li> <li>Classroom research in IsiZulu Home Language.</li> <li>Advanced development of pedagogical content knowledge in IsiZulu Home Language.</li> <li>Advanced development of pedagogical content knowledge in IsiZulu Home Language.</li> <li>Advanced development of pedagogical content knowledge in IsiZulu Home Language.</li> <li>Advanced development of pedagogical content knowledge in IsiZulu Home Language.</li> <li>Advanced development of pedagogical content knowledge in IsiZulu Home Language.</li> <li>Advanced development of pedagogical content knowledge in IsiZulu Home Language.</li> </ul>				
By the end of the module, students should be able to:				
<ul> <li>Use elementary statistical information to critically reflect on teaching and learning, and assessment processes in IsiZulu Home Language.</li> <li>Demonstrate competence to use action research in IsiZulu Home Language.</li> <li>Reflect on teaching and learning experiences in IsiZulu Home Language.</li> <li>Critique curriculum policies in IsiZulu Home Language.</li> <li>Demonstrate competence to link epistemology of IsiZulu with IsiZulu Home Language practices.</li> <li>Method of delivery: Full Time</li> </ul>				
	: This modules is coursework/research w mative assessments 50% and summative			

Title: English First Additional Language Education 4				
Content:				
<ul> <li>English First Additional Language teaching and learning in school.</li> <li>Classroom research in English First Additional Language.</li> <li>Advanced development of pedagogical content knowledge in English First Additional Language.</li> <li>Curriculum policies in English First Additional Language.</li> <li>Reflection on teaching and learning experiences in English First Additional Language.</li> </ul>				
Module outcomes:				
By the end of the mo	dule, students should be able to:			
<ul> <li>Use elementary statistical information to critically reflect on teaching, learning and assessment processes in English First Additional Language.</li> <li>Demonstrate the competence needed to use action research in English First Additional Language.</li> <li>Reflect on teaching and learning experiences in English First Additional Language.</li> <li>Critique curriculum policies for English First Additional Language.</li> <li>Demonstrate competence to link epistemology in English First Additional Language with English practice.</li> </ul>				
Method of delivery:		account by magne		
	s: This modules is coursework/research which is rmative assessments 50% and summative asses			
Module code:-	Year Level 4: 3ESS400	NQF level: 7		
Title: Social Science	s Education 4			
Content: -				
<ol> <li>Social Sciences teaching and learning in school</li> <li>Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence based solutions</li> <li>Classroom research in Social Sciences</li> <li>Use Action research in Social Sciences to :         <ul> <li>✓ gather and process information</li> <li>✓ validate sources of information</li> <li>✓ address complex problems applying evidence based solutions and theory driven arguments</li> </ul> </li> <li>Advanced development of pedagogical content knowledge in Social Sciences</li> <li>Link the epistemology of the Social Sciences with Social Sciences practice</li> <li>Addressing alternative pre- and misconceptions</li> <li>Curriculum policies in Social Sciences</li> </ol>				
5. <u>Reflection on teaching and learning experiences in Social Sciences</u>				
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				
of Module code:-	Year Level 4: 3PPS400	NQF level: 7		
woulde code:-	Teal Level 4. SFF 3400	NGF level: /		

Title: Life Skills Educ	cation 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 evidence-		
	based solutions 2. Classroom research in Life Skills		
	earch in Life Skills		
	nd process information		
	sources of information		
	complex problems applying evidence based solu	utions and theory	
driven ar		,	
	elopment of pedagogical content knowledge in L	ife Skills	
	ogy of Life Skills with Life Skills practices		
	ernative pre- and misconceptions		
	icies in Life Skills		
	ulum policies in Life Skills		
	eaching and learning experiences in Life Skills		
Module outcomes:			
On successful comp	pletion of the module, students will be able to:		
	y statistical information to reflect critically on tea ocesses in Life Skills.	ching, learning and	
	ompetence in the use of action research for Life	Skills.	
	ching and learning experiences in Life Skills.		
	lum policies for Life Skills.		
<ul> <li>Demonstrate the</li> </ul>	ne competence needed to link the epistemology	of Life Skills to Life	
Skills practices			
Method of delivery:	Full Time		
Assessment modes	s: This modules is coursework/research which is	s assessed by means	
Module code:-	Year Level 4: 3LCL400	NQF level: 5	
	Year Level 4: 3LCL400 I Language for Teachers - Afrikaans	NQF level: 5	
		NQF level: 5	
Title: Conversationa	I Language for Teachers - Afrikaans	NQF level: 5	
Title: Conversationa Content: - Basic functiona	I Language for Teachers - Afrikaans al use of Afrikaans.	NQF level: 5	
Title: Conversationa Content: - Basic functiona - Listening in Afr	I Language for Teachers - Afrikaans al use of Afrikaans. rikaans.	NQF level: 5	
Title: Conversationa Content: – Basic functiona – Listening in Afr – Basic reading i	I Language for Teachers - Afrikaans al use of Afrikaans. rikaans. in Afrikaans.	NQF level: 5	
Title: Conversationa Content: – Basic functiona – Listening in Afr – Basic reading i	I Language for Teachers - Afrikaans al use of Afrikaans. rikaans.	NQF level: 5	
Title: Conversationa Content: - Basic functiona - Listening in Afr - Basic reading i - Basic written te Module outcomes:	I Language for Teachers - Afrikaans al use of Afrikaans. ikaans. in Afrikaans. ext in Afrikaans.	NQF level: 5	
Title: Conversationa Content: - Basic functiona - Listening in Afr - Basic reading i - Basic written te Module outcomes: By the end of the mo	I Language for Teachers - Afrikaans al use of Afrikaans. rikaans. in Afrikaans. ext in Afrikaans.	NQF level: 5	
Title: Conversationa Content: - Basic functiona - Listening in Afr - Basic reading i - Basic written te Module outcomes: By the end of the mo - Demonstrate fu	I Language for Teachers - Afrikaans al use of Afrikaans. rikaans. In Afrikaans. ext in Afrikaans. ext in Afrikaans.	NQF level: 5	
Title: Conversationa Content: - Basic functiona - Listening in Afr - Basic reading i - Basic avritten te Module outcomes: By the end of the model - Demonstrate fut - Listen and resp	I Language for Teachers - Afrikaans al use of Afrikaans. rikaans. in Afrikaans. ext in Afrikaans. ext in Afrikaans. ext in Afrikaans. edule, students should be able to: unctional use of basic Afrikaans bond to multi modal texts in Afrikaans	NQF level: 5	
Title: Conversationa         Content:         -       Basic functiona         -       Listening in Afr         -       Basic reading i         -       Basic written te         Module outcomes:       By the end of the model         -       Demonstrate fully         -       Listen and response         -       Read and view	I Language for Teachers - Afrikaans al use of Afrikaans. rikaans. In Afrikaans. ext in Afrikaans. ext in Afrikaans. odule, students should be able to: unctional use of basic Afrikaans bond to multi modal texts in Afrikaans	NQF level: 5	
Title: Conversationa Content: - Basic functiona - Listening in Afr - Basic reading i - Basic avritten te Module outcomes: By the end of the model - Demonstrate fut - Listen and resp	I Language for Teachers - Afrikaans I use of Afrikaans. rikaans. in Afrikaans. ext in Afrikaans. bdule, students should be able to: unctional use of basic Afrikaans bond to multi modal texts in Afrikaans or various texts in Afrikaans ts in Afrikaans	NQF level: 5	
Title: Conversationa Content: - Basic functiona - Listening in Afr - Basic reading i - Basic written te Module outcomes: By the end of the model - Demonstrate fu - Listen and resp - Read and view - Write basic text	I Language for Teachers - Afrikaans I use of Afrikaans. rikaans. in Afrikaans. ext in Afrikaans. bdule, students should be able to: unctional use of basic Afrikaans bond to multi modal texts in Afrikaans or various texts in Afrikaans ts in Afrikaans		
Title: Conversationa Content: - Basic functiona - Listening in Afr - Basic reading i - Basic written te Module outcomes: By the end of the model - Demonstrate fu - Listen and resp - Read and view - Write basic text Method of delivery: Assessment modes	I Language for Teachers - Afrikaans I use of Afrikaans. ikaans. In Afrikaans. ext in Afrikaans. ext in Afrikaans. ext in Afrikaans. ext or use of basic Afrikaans pond to multi modal texts in Afrikaans or various texts in Afrikaans ts in Afrikaans ts in Afrikaans Full Time	s assessed by means	
Title: Conversationa Content: - Basic functiona - Listening in Afr - Basic reading i - Basic written te Module outcomes: By the end of the model - Demonstrate fu - Listen and resp - Read and view - Write basic text Method of delivery: Assessment modes	I Language for Teachers - Afrikaans I Language for Teachers - Afrikaans ikaans. In Afrikaans. ext in Afrikaans. ext in Afrikaans. In Afrikaans. In Afrikaans. In Afrikaans In Afrikaans In Afrikaans It is in Afrikaans It is in Afrikaans It is modules is coursework/research which is It is module to the second mathematical to the second ma	s assessed by means	
Title: Conversationa Content: - Basic functiona - Listening in Afr - Basic reading i - Basic written te Module outcomes: By the end of the model - Demonstrate fu - Listen and resp - Read and view - Write basic tex Method of delivery: Assessment modes of examination For	I Language for Teachers - Afrikaans I use of Afrikaans. ikaans. in Afrikaans. ext in Afrikaans. bdule, students should be able to: unctional use of basic Afrikaans boond to multi modal texts in Afrikaans various texts in Afrikaans ts in Afrikaans E Full Time s: This modules is coursework/research which is rmative assessments 50% and summative asses	s assessed by means ssment 50%	
Title: Conversationa Content: - Basic functiona - Listening in Afr - Basic reading i - Basic written te Module outcomes: By the end of the model - Demonstrate fu - Listen and resp - Read and view - Write basic tex Method of delivery: Assessment modes of examination For	I Language for Teachers - Afrikaans I Language for Teachers - Afrikaans ikaans. In Afrikaans. ext in Afrikaans. ext in Afrikaans. ext in Afrikaans. ext in Afrikaans counctional use of basic Afrikaans poond to multi modal texts in Afrikaans or various texts in Afrikaans ( various texts in Afrika	s assessed by means ssment 50%	
Title: Conversationa Content: - Basic functiona - Listening in Afr - Basic reading i - Basic written te Module outcomes: By the end of the model - Demonstrate fu - Listen and resp - Read and view - Write basic tex Method of delivery: Assessment modes of examination For Module code:- Title: Conversationa	I Language for Teachers - Afrikaans I Language for Teachers - Afrikaans ikaans. In Afrikaans. ext in Afrikaans. ext in Afrikaans. ext in Afrikaans. ext in Afrikaans counctional use of basic Afrikaans poond to multi modal texts in Afrikaans or various texts in Afrikaans ( various texts in Afrika	s assessed by means ssment 50%	

-	School and university: Contrasts in town and country life.		
-	Respect: Basic values for royal family.		
-	Radio and television programmes.		
Мо	dule outcomes:		
By t	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.		
Met	Method of delivery: Full Time		
	Assessment modes: This modules is coursework/research which is assessed by means of examination		

# FED.2.3.5. TEACHING PRACTICE MODULE CONTENT AND OUTCOME (3BDIP1 AND 3BDIP2)

INTERMEDIATE PHASE TEACHING PRACTICE MODULES – YEAR COURSES					
Module code:-	Year Level 1: 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					
<ul> <li>Reflect on school a</li> <li>Module outcomes:</li> </ul>	and classroom management				
	On successful completion of the module, students should be able to				
<ul> <li>Observe and document the classroom management strategies used by teachers</li> <li>Design and implement the observation tools learned</li> <li>Reflect on their school-based activities, observed and performed</li> </ul>					
Method of delivery: Full Time					
Assessment modes: T	Assessment modes: This module is assessed by means of examination				
Module code:-	Year Level : 3PTE200	NQF level: 6			
Title: School Experience 2					
Content:					
<ul> <li>Observe, reflect and document teaching, learning and assessment practices.</li> <li>Critically analyse various teaching and learning practices across a variety of contexts</li> <li>Present information using a journal and portfolio of evidence</li> <li>Identify and document observed barriers to learning</li> </ul>					
module outcomes.					

On su	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				
-		th learning and developmental barriers and ing strategies employed in the classroom	d reflect on the		
Meth	od of delivery: Ful	I Time			
Asse	Assessment modes: This module is assessed by means of examination				
Modu	Ile code:-	Year Level 3: 3PTE300	NQF level: 6		
Title:	School Experience	e 3			
Cont	ent:				
1.	Use of Educationa reparing, designing	I technology for teaching and learning g, developing and using classroom technolo magazines and various audio-visual teachi			
- U <b>2.</b> -	media involving mu	nnologies for teaching and learning – ICT, i ultiple senses of learners and instructional r ing centre to develop teaching and learning sons	material selection		
3.			rs and a university		
_					
	Demonstrate classroom management skills Designing teaching and learning activities that are informed by the focus area				
-	<ul> <li>Developing a professional development portfolio</li> </ul>				
-	Developing a profe	essional development portfolio	y the locae area		
- - -	Developing a profe Engage in post-ob	ssional development portfolio servation conferencing and support			
– – Methe	Developing a profe	ssional development portfolio servation conferencing and support			
	Developing a profe Engage in post-obs od of delivery: Ful	ssional development portfolio servation conferencing and support			
Asse	Developing a profe Engage in post-obs od of delivery: Ful	ssional development portfolio servation conferencing and support I Time			
Asse Modu	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: Th	ssional development portfolio servation conferencing and support I Time nis module is assessed by means of exam Year Level 4: 3PTE400	ination		
Asse Modu	Developing a profe Engage in post-obs od of delivery: Ful ssment modes: Th ile code:-	ssional development portfolio servation conferencing and support I Time nis module is assessed by means of exam Year Level 4: 3PTE400	ination		
Asse Modu Title:	Developing a profe Engage in post-obs od of delivery: Ful ssment modes: Th ile code:-	ssional development portfolio servation conferencing and support I Time nis module is assessed by means of exam Year Level 4: 3PTE400 e 4	ination		
Asse Modu Title: Conte	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: The ile code:- School Experience ent: Curriculum differe Manage barriers t	ssional development portfolio servation conferencing and support I Time his module is assessed by means of exam Year Level 4: 3PTE400 e 4 entiation to learning and development in practice	ination		
Asse Modu Title: Conte	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: The le code:- School Experience ent: Curriculum differentian Manage barriers to Design differentian	essional development portfolio servation conferencing and support I Time his module is assessed by means of exam Year Level 4: 3PTE400 e 4 entiation to learning and development in practice ted learning activities	ination		
Asse Modu Title: Conte	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: The ile code:- School Experience ent: Curriculum differe Manage barriers to Design differentia Use strategies for	ssional development portfolio servation conferencing and support I Time his module is assessed by means of exam Year Level 4: 3PTE400 e 4 entiation to learning and development in practice	ination		
Asse Modu Title: Conte	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: Th ile code:- School Experience ent: Curriculum differentia Use strategies for of learners, acros Design activities t	A service of the specific serv	ination NQF level: 7 c learning needs on		
Asse Modu Title: Conte	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: Th ile code:- School Experience ent: Curriculum differentia Use strategies for of learners, acros Design activities t Develop and desi	essional development portfolio servation conferencing and support I Time his module is assessed by means of exam Year Level 4: 3PTE400 e 4 entiation to learning and development in practice ted learning activities differentiating teaching to meet the specifi is the full range of abilities hat are informed by the area of specialisati gn intermediate phase lesson plans and da	ination NQF level: 7 c learning needs on		
Asse Modu Title: Conto 1. - - - -	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: The ile code:- School Experience ent: Curriculum differentia Use strategies for of learners, acros Design adtivities to Develop and desi Assess and report	A sister of the second	ination NQF level: 7 c learning needs on		
Asse Modu Title: Conte	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: The le code:- School Experience ent: Curriculum differentia Use strategies for of learners, acros Design activities t Develop and desi Assess and repor Developing a prof Evidence of all tea	essional development portfolio servation conferencing and support I Time nis module is assessed by means of exam Year Level 4: 3PTE400 e 4 entiation to learning and development in practice ted learning activities r differentiating teaching to meet the specifi s the full range of abilities hat are informed by the area of specialisati gn intermediate phase lesson plans and da t on learner performance ressional portfolio of evidence aching experiences	ination NQF level: 7 c learning needs on ily preparations		
Asse Modu Title: Conto 1. - - - -	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: Th ile code:- School Experience ent: Curriculum differentia Use strategies for of learners, acros Design activities t Develop and desi Assess and repor Developing a prof Evidence of all te: Application of app	A service of the serv	ination NQF level: 7 c learning needs on uily preparations		
Asse Modu Title: Conto 1. - - - 2. - 3.	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: The lle code:- School Experience ent: Curriculum differentia Use strategies for of learners, acros Design activities t Develop and desi Assess and repor Developing a profeveloping a profeveloping a profeveloping Evidence of all tea Application of app and supportive lea	essional development portfolio servation conferencing and support I Time his module is assessed by means of exam Year Level 4: 3PTE400 e 4 entiation to learning and development in practice ted learning activities differentiating teaching to meet the specifi s the full range of abilities hat are informed by the area of specialisati gn intermediate phase lesson plans and da t on learner performance ressional portfolio of evidence aching experiences propriate classroom management strategie arning environments.	ination NQF level: 7 c learning needs on uily preparations		
Asse Modu Title: Conto 1. - - - - 2. -	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: The ile code:- School Experience ent: Curriculum differentia Use strategies for of learners, acros Design differentia Use strategies for of learners, acros Design activities the Develop and desi Assess and repor Developing a profeveloping a profeveloping a profeveloping a profeveloping Evidence of all techt	A service of the serv	ination NQF level: 7 c learning needs on ily preparations is to promote safe		
Asse Modu Title: Conto 1. - - - 2. - 3.	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: The lle code:- School Experience ent: Curriculum different Design differentia Use strategies for of learners, acros Design activities to Develop and desi Assess and repor Developing a prof Evidence of all tea Application of app and supportive lea Educational techr Use visual and au Post- practice tea	A sistential development portfolio servation conferencing and support I Time his module is assessed by means of exam Year Level 4: 3PTE400 e 4 e 4 entiation to learning and development in practice ted learning activities r differentiating teaching to meet the specifi is the full range of abilities hat are informed by the area of specialisati gn intermediate phase lesson plans and dat to no learner performance tessional portfolio of evidence aching experiences propriate classroom management strategie arning environments. hologies for teaching and learning dido visual resources in lesson presentation ching conferencing	ination NQF level: 7 c learning needs on illy preparations is to promote safe		
Asse Modu Title: Contro 1. - - - 2. - 3. 4. -	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: Th ile code:- School Experience ent: Curriculum differentia Use strategies for of learners, across Design activities t Develop and desi Assess and repor Developing a prof Evidence of all te- Application of app and supportive lea Educational techr Use visual and au Post- practice tea Remediation of ch	A servation conferencing and support I Time his module is assessed by means of exam Year Level 4: 3PTE400 a 4 entiation to learning and development in practice ted learning activities differentiating teaching to meet the specifi s the full range of abilities hat are informed by the area of specialisati gn intermediate phase lesson plans and dat t on learner performance ressional portfolio of evidence aching experiences propriate classroom management strategies arning environments. hologies for teaching and learning udio visual resources in lesson presentation ching conferencing mallenges experienced during class room pri-	ination NQF level: 7 c learning needs on illy preparations is to promote safe		
Asse Modu Title: Contro 1. - - - 2. - 3. 4. -	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: Th ile code:- School Experience ent: Curriculum differentia Use strategies for of learners, across Design activities t Develop and desi Assess and repor Developing a prof Evidence of all te- Application of app and supportive lea Educational techr Use visual and au Post- practice tea Remediation of ch	A sistential development portfolio servation conferencing and support I Time his module is assessed by means of exam Year Level 4: 3PTE400 e 4 e 4 entiation to learning and development in practice ted learning activities r differentiating teaching to meet the specifi is the full range of abilities hat are informed by the area of specialisati gn intermediate phase lesson plans and dat to no learner performance tessional portfolio of evidence aching experiences propriate classroom management strategie arning environments. hologies for teaching and learning dido visual resources in lesson presentation ching conferencing	ination NQF level: 7 c learning needs on illy preparations is to promote safe		
Asse Modu Title: Contro 1. - - - 2. - 3. 4. -	Developing a profe Engage in post-ob- od of delivery: Ful ssment modes: The lle code:- School Experience ent: Curriculum differentia Use strategies for of learners, acros Design differentia Use strategies for of learners, acros Design activities to Develop and desi Assess and repor Developing a prof Evidence of all tech Application of app and supportive le; Educational techr Use visual and au Post- practice tea Remediation of cf Dealing with issue Peer reviews Challenges categ	A servation conferencing and support I Time his module is assessed by means of exam Year Level 4: 3PTE400 a 4 entiation to learning and development in practice ted learning activities differentiating teaching to meet the specifi s the full range of abilities hat are informed by the area of specialisati gn intermediate phase lesson plans and dat t on learner performance ressional portfolio of evidence aching experiences propriate classroom management strategies arning environments. hologies for teaching and learning udio visual resources in lesson presentation ching conferencing mallenges experienced during class room pri-	ination NQF level: 7 c learning needs on illy preparations s to promote safe h. ractice		

## FED.2.4. BACHELOR OF EDUCATION: SENIOR PHASE and FET TEACHING – 3BDSF1,3BDSF2 & 3BDSF3 (IMPORTANTNOTICE: THERE WILL BE NO INTAKE IN 2023)

#### FED.2.4.1. PRE /CO REQUISITES TABLE: 3BDSF1,2,3

B. Ed in Senior Phase and FET Teaching			
Module code (HEQSf aligned)	Descriptive name	Pre/Co requisite	
3DST211	Education Studies 2A	3DST111	
3GEP211	General pedagogy 2A	3GEP111	
3DST212	Educational Studies 2B	3DST112	
3GEP212	General pedagogy 2B	3GEP112	
3SCS311	Computer Science Education 3A	4CPS111	
		4CPS112	
3SLS311	Life Science Education 3A	4BOT111	
		4BOT112	
		4ZOL111	
		4ZOL112	
3SML311	Mathematic Literacy Education 3A	4MTH111	
		4MTH112	
3SMM311	Mathematical Literacy Education4 (FET)	4MTH111	
		4MTH112	
3SMS311	Mathematics Education 3A (SP)	4MTH111	
		4MTH112	
3SMT311	Technology Education #A	4PHY111	
		4PHY112	
3SNE311	Natural Sciences Education 3A	4BOT111	
		4BOT112	
		4CHM111	
		4CHM112	
		4PHY111	
		4PHY112	
		4ZOL111	
		4Z0L112	
3SPS311	Physical Science Education 3A	4CHM111	
		4CHM112	
		4CHM212	
		4PHY111	
		4PHY112	

3SCS312	Computer Science #B	4CPS111
		4CPS112
3SLS312	Life Science Education3A	4BOT111
		4BOT112
		4ZOL111
		4ZOL112
3SML312	Mathematics Literacy Education 3B	4MTH111
		4MTH112
3SMM312	Mathematics Education 3B (FET	4MTH111
0000000	Mathematics Education OD (OD)	4MTH112
3SMS312	Mathematics Education 3B (SP)	4MTH111
3SMT312	Technology Education 3B	4MTH112 4PHY111
COMPORE		4PHY112
3SNE312	Natural Sciences Education 3B	4FRT112 4BOT111
		4BOT112
		4CHM111
		4CHM112
		4PHY111
		4PHY112
		4ZOL111
0000010		4ZOL112
3SPS312	Physical Science Education 3B	4CHM111
		4CHM112
		4CHM212
		4PHY111
		4PHY112
3SCS400	Computer Science Education 4	3SCS311
001.0400	Life Online as Education 4	4CPS211
3SLS400	Life Science Education 4	3SLS311
3SML400	Mathematical Education 3A (FET)	3SML311
3SMS400	Mathematical Education4 (SP)	3SMS31
3SMT400	Technology Education 4	NONE
3SMM400		NONE
3SCC400		NONE
3SNE400	Natural Science Education 4	3SNE311
3SPS400	Physical Science Education 4	4PHY112
3HMH311	History Education 3A	1HIS111
		1HIS112
3HMS311	Social Sciences Education 3A	3ESS111
		3ESS112
3HMH312	History Education 3B	1HIS111
		1HIS112
		-

3HMS312	Social Sciences Education 3B	3ESS111
		3ESS112
3HAC311	Accounting Education 3A	2ACC101
		2ACC102
3HBE311	Business Studies Education 3A	2BMG101
		2BMG102
3HEC311	Economics Education 3A	2ECN101
		2ECN102
3HEM311	EMS Education 3A	2ACC101
		2ACC102
		2BMG101
		2BMG102
		2ECN101
		2ECN102
3HAC312	Accounting Education 3B	2ACC101
		2ACC102
3HBE312	Business Studies Education 3B	2BMG101
		2BMG102
3HEC312	Economics Education 3B	2ECN101
		2ECN102
3HEM312	EMS Education 3B	2ACC101
		2ACC102
		2BMG101
		2BMG102
		2ECN101
		2ECN102
3BHE400		2BMG101
3HEM400		2ACC101
		2BMG101
		3HEM311
3PTE200	School Experience 2	3PTE100
3PTE300	School Experience 3	3PTE200
3PTE400	School Experience 4	3PTE300

#### FED.2.4.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: SENIOR PHASE AND FET TEACHING QUAL.CODE: 3BDSF1

Year Level 1			Year level 2			Year level 3			Year level 4		
First semester	,		First semester			First semester			First semester		
Module code	Core/Ancillary/ Elective	Cr	Module code	Core/Ancillary/Electi ve	Cr	Module code	Core/Ancillary /Elective	Cr	Module code	Core/Ancillary/ Elective	Cr
EDST111	С	12	EDST211	C	12	3DST311	С	12			
EGEP111	С	12	EGEP211	С	12	3LTC311	С	08			
Group A: Cho	Group A: Choose one module specialisation Group A: Choose one module specialisation			isation	3SCS311	С	08				
4ZOL111	E	16	4ZOL211	E	16	3SLS311	С	08			
4MTH111	E	16	4MTH211	E	16	3SML311	С	08			
Group B: Cho	oose one module speciali	sation	Group B: Choo	se one module specialis	ation	3MM311	С	08			
4PHY111	E	16	4PHY211	E	16	3SMS311	С	08			
4BOT111	E	16	4BOT211	E	16	3SMT311	С	08			
4MTH111	E	16	4MTH211	E	16	3SNE311	С	08	/		
Group C: Cho	ose one module speciali	sation	Group C: Choo	se one module specialis	ation	3SPS311	С	08			
4CHM111	E	16	4CHM211	E	16						
4CPS111	E	16	4CPS211	E	16						
			4CPS231						×		
4MTH111	E	16	4MTH211	E	16						
Total 1st		72	Total 1st			Total 1st		84	Total 1st		
Year Level 1	•		Year level 2			Year level 3	•		Year level 4	•	
Second semes	ster		Second semes	ter		Second semester Second semester					
Module	Core/Ancillary/	Cr	Module code	Core/Ancillary/Electi	Cr	Module code	Core/Ancillary	Cr	Module code	Core/Ancillary/	Cr
EDST112	С	12	EDST212	С	12	3DST312	С	12			
EGEP112	С	12	EGEP212	С	12	3LTC312	С	08			
Group A: Cho	ose one module speciali	sation	Group A: Choo	se one module specialis	ation	3SCS312	С	08			
4ZOL112	E	16	4ZOL212	E	16	3SLS312	С	08			
4MTH112	E	16	4MTH212	E	16	3SML312	С	08			
Group B: Cho	ose one module speciali	sation	Group B: Choo	se one module specialis	ation	3SMM312	С	08			
4PHY112	E	16	4PHY212	E	16	3SMS312	С	08			
4BOT112	E	16	4BOT212	E	16	3SMT312	С	08			
4MTH112	E	16	4MTH212	E	16	3SNE312	С	08		/	
Group C: Cho	oose one module speciali	sation	Group C: Choo	se one module specialis	ation	3SPS312	С	08	/		
4CHM112	E	16	4CHM212	E	16						
4CPS112	E	16	4CPS212	E	16						
			4CPS242	E	16				×		
4MTH112	E	16	4MTH212	E	16						
Total 2 <sup>nd</sup>		72	Total 2 <sup>nd</sup>		72	Total 2 <sup>nd</sup>		84	Total 2 <sup>nd</sup>		
		Year	Modules		Year Mo	dules		Year	Modules		

Year Level 1			Year level 2			Year level 3			Year level 4		
3DSL100	С	08	3PTE200	С	16	3PTE200	С	32	3SCL400	С	12
3PTE100	С	08							3SCS400	С	20
									3SLS400	С	20
									3SML400	С	20
									3SMM400	С	20
									3SMS400	С	20
									3SMt400	С	20
									3SNE400	С	20
									3SPS400	С	20
									3PTE400	C	48
Year module		16	Year module		16	Year module			Year module		
Overall Total year level 1		88	Overall Total year level 2		88	Overall Total year level 3		116	Overall Total year level 4		220
Total credit	ts for the curriculu	m									512

#### FED.2.4.3. QUALIFICATION NAME: BACHELOR OF EDUCATION: SENIOR PHASE AND FET TEACHING QUAL.CODE: 3BDSF2

Year Level 1			Year level 2			Year level 3			Year level	Year level 4		
First semester			First semester			First semester			First seme	ester		
Module code	Core/Ancillary/ Elective	Cr	Module code	Core/Ancillary/Electi ve	Cr	Module code	Core/Ancillary/Elec tive	Cr	Module code	Core/Ancillary/ Elective	Cr	
3DST111	С	12	3DST211	С	12	3HGE311	С	12				
3GEP111	С	12	3GEP211	C	12	3HMH311	С	12				
Group A: Cho	ose one module specialis	sation	Group A: Cho	ose one module special	isation	3HMS311	С	12			/	
4GES111	E	16	4GES211	E	16	3LEL311	С	08		/	ŕ	
1RT0111	E	16	1RTO211	E	16	3LES311	С	12				
1ENG111	E	16	1ENG211	E	16	3LTC311	С	08				
Group B: Cho	ose one module specialis	ation	Group B: Cho	ose one module special	isation	3LZM311	С	12				
1HIS111	E	16	1HIS111	E	16	3LZN311	С	12				
1ZUL151	E	16	1ZUL241	E	16	3PTO311	С	12		/		
1ENG111	E	16	1ENG211	E	16							
Group C: Cho	oose one module specialis	ation	Group C: Cho	ose one module special	isation							
1ENG111	E	16	1ENG211	E	16							
1RT0111	E	16	1RTO211	E	16							
Total 1st		72	Total 1st		72	Total 1st		100	Total			
Year Level 1			Year level 2			Year level 3		•	Year level	4		
Second semes	iter		Second semes	ter		Second semester			Second semester			
Module code	Core/Ancillary/ Elective	Cr	Module code	Core/Ancillary/Electi ve	Cr	Module code	Core/Ancillary/Elec tive	Cr	Module code	Core/Ancillary/ Elective	Cr	
3DST112	С	12	3DST212	С	12	3DST312	С	12				
3GEP112	С	12	3GEP212	С	12	3HGE312	С	12				
Group A: Cho	ose one module specialis	ation	Group A: Cho	ose one module special	isation	3HMH312	С	12		/		
4GES112	E	16	4GE2112	E	16	3HMS312	С	12				
1RTO112	E	16	1RTO212	E	16	3LEL312	С	08				
1ENG112	E	16	1ENG122	E	16	3LES312	С	12				
Group B: Cho	ose one module specialis	sation	Group B: Cho	ose one module special	isation	3LTC312	С	08		/		
1HIS112	E	16	1HIS212	E	16	3LZM312	С	12		r		
1ZUL152	E	16	1ZUL242	E	16	3LZN312	С	12				
1ENG112	E	16	1ENG212	E	16	3MTO312	С	12	<b>×</b>			
Group C: Cho	ose one module specialis	sation	Group C: Cho	ose one module special	isation			1	1			
1ENG112	E	16	1ENG212	E	16			1	1			
1RT0112	E	16	1RTO112	E	16							
Total 2 <sup>nd</sup> semester		72	Total 2 <sup>nd</sup> semester		72	Total 2 <sup>nd</sup> semester		112	Total 2 <sup>nd</sup>			

		Year	Modules		Year Mo	dules		Year Mo	dules		
Year Level 1 Year level 2					Year level 3			Year leve	4		
EDSL100	С	08	3PTE200	С	16	3PTE300	С	32	3HGE4	С	20
EPTE100	С	08							3HMH4	С	20
									3HMS4	С	20
									3LCL40	С	12
									3LEL40	С	16
									3LES40	С	12
									3LZL40	С	16
									3LZM40	С	12
									3LZN40	С	12
									3MTO4	с	20
									3PTE40	С	48
Year module		16	Year module		16	Year module		32	Year		208
Overall Total year level 1		88	Overall Total year level 2		88	Overall Total year level 3		144	Overall Total		208
Total credits f	or the curricu	lum									528

### FED.2.4.4. QUALIFICATION NAME: BACHELOR OF EDUCATION: SENIOR PHASE AND FET TEACHING QUAL.CODE: 3BDSF3.

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/ Elective	Cr	Module code	Core/Ancillary /Elective	Cr	Module code	Core/Ancillary/ Elective	Cr	
3DST111	С	12	3DST211	С	12	3DST311	С	12				
3GEP111	С	12	3GEP211	С	12	3HAC311	С	12				
Group A: Ta	Group A: Take one module specialisation Group A: Take one module specialisation		3HBE311	С	12							
2ACC101	E	16	2ACC201	E	16	3HEC311	С	12				
Group B: Ta	ke one module special	isation	Group B: Ta	ke one module spe	cialisation	3HEM311	С	12		/		
2ECN101	E	16	2ECN201	E	16	3LTC311	С	08				
Group C: Ta	ke one module special	isation	Group C: Ta	Group C: Take one module specialisation								
2BMG101	E	16	2BMG201	E	16							
Total 1st		72	Total 1st		72	Total 1st		68	Total 1st			
Year Level 1 Year level 2				Year level 3		•	Year level 4					
Second semes	ter			Second semester		Second semes	ter		Second semes	ter		
Module	Core/Ancillary/	Cr	Module code	Core/Ancillary/	Cr	Module code	Core/Ancillary	Cr	Module code	Core/Ancillary/	Cr	
3DST112	C	12	3DST212	C	12	3DST312	С	12				
3GEP112	С	12	3GEP212	С	12	3HAC312	С	12				
Group A: Ta	ke one module special	isation	Group A: Ta	ke one module spe	cialisation	3HBE312	С	12				
2ACC102	E	16	2ACC202	E	16	3HEC312	С	12				
Group B: Ta	ke one module special	isation	Group B: Ta	ke one module spe	cialisation	3HEM312	С	12				
2ECN102	E	16	2ECN202	E	16	3LTC312	С	08		-		
Group C: Ta	ke one module special	isation	Group C: Ta	ke one module spe	cialisation	1						
2BMG102	E	16	2BMG202	E	16							
Total 2 <sup>nd</sup>		72	Total 2 <sup>nd</sup>		72	Total 2 <sup>nd</sup>		68	Total 2 <sup>nd</sup>			
		Year	Modules		Year Mo	dules	•	Year Mo	dules			
Year Level 1				Year level 2		Year level 3			Year level 4			
3DSL100	С	08	3PTE200	С	16	3PTE300		32	3HAC400		20	
3PTE100	С	08							3HBE400		20	
									3HEC400		20	
									3HEM400		20	
									3LCL400		12	
						1			3PTE400		48	
Year module		16	Year module		16	Year module		32	Year module		140	
Overall Total year level 1		160	Overall Total year level 2		160	Overall Total year level 3		100	Overall Total year level 4		140	
Total credit	ts for the curricul	um									570	

FED.2.4.5.

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

## (Compulsory Modules.)

SENIOR PH	SENIOR PHASE AND FET TEACHING – SEMESTER COURSES									
Module code:-	Semester1: 3DST111	NQF level: 5	Semester 2: 3DST112	NQF level: 5						
Title: Educ	ation studies 1A (IP)		Title: Education stu	dies 1B (IP)						
Content:			Content:							
and undersi of education 1. Conce - Socio educa - Institu educa - Institu educa - Enligh under 2. Ethics - The n conce evalue - Moral - Cultur - Moral - Cultur - Moral 3. Histor - Histor - Histor - Histor - Histor - Histor - Enligh - Coltur - Moral - Cultur - Moral - Noral - Cultur - Moral - Noral - Noral - Cultur - Moral - Noral -	eptions of education logical understanding of titon titonal understanding of titon tenment period of standing education at values in educatic ature of ethical thinking ptual analysis, and the ation of arguments ity, etiquette and law ral relativism and religion nal relativism and exister rianism Rights y of education y of education iography of South Afriction nce of economic, social al trends on education ation provisioning during d of National Party rule an National Education Education for white: is, blacks and coloureds tance to Bantu Education 1976 Soweto uprisings le Lange Commission e's education e national education dep ples of a new education ration reation autom transformation in	nd history f in , entialism an and g the s, son partment ial	To provide students knowledge of social education. 1. Sociological T Education – Functionalism – Conflict theory – Symbolic Inter 2. Sociology of the – The role of the society 3. Diversity in ed – Culture – Race – Gender – Socialisation – Stratification – Stratification – Stratification 4. Citizenship ed – Ancient and m concepts of ci – History of Sou citizenship – Future of citizt education in S schools	ogy of heories in actionism ducation in e school school in ucation ucation ucation ucation bodern tizenship th African enship						

Module outcomes:	Module outcomes:			
On successful completion of the module, students should be able to: — Demonstrate knowledge and	On successful completion of the module, students should be able to			
<ul> <li>Demonstrate knowledge and understanding of the relationship between education changes and various external social, political, ideological and economic factors.</li> <li>Demonstrate the ability to distinguish between traditional and contemporary ways of conceptualising education.</li> <li>Demonstrate an understanding of philosophical underpinnings of ethics in education.</li> <li>Demonstrate an understanding of the different education systems in the history of South African education.</li> <li>Demonstrate the ability to identify, analyse and critically reflect on philosophy, sociology and history of education to address complex</li> </ul>	<ul> <li>Demonstrate a knowledge and understanding of sociological theories of education.</li> <li>Demonstrate an understanding of the sociology of education in school practice.</li> <li>Demonstrate an understanding of diversity in education.</li> <li>Demonstrate an understanding of the trends in citizenship education.</li> <li>Critically analyse the relationship between education and society to</li> </ul>			
problems in education	make informed decisions.			
<ul> <li>Method of delivery: Full Time         <ul> <li>Lectures (face to face, limited interaction or technologically mediated)</li> <li>Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)</li> <li>Tutorials: individual groups of 30 or less</li> <li>Syndicate groups</li> <li>Practical workplace experience (experiential learning/work-based learning etc.)</li> </ul> </li> </ul>	<ul> <li>Method of delivery: Full Time         <ul> <li>Lectures (face to face, limited interaction or technologically mediated)</li> <li>Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)</li> <li>Tutorials: individual groups of 30 or less</li> <li>Syndicate groups</li> <li>Practical workplace experience (experiential learning/work-based learning etc.)</li> </ul> </li> </ul>			
Assessment modes:     Other (specify)-Assessment	Assessment modes:     Other (specify)-     Assessment			
Module code:-         Semester1: 3GEP111         NQF level: 5           Title:         General Pedagogy 1A (IP)	Semester 2: NQF 3GEP112 Ievel: 6 Title: General Pedagogy 1B (IP)			

Content:	Content:			
To provide students with a basic understanding of teaching and learning processes, classroom management, curriculum differentiation and service learning.	To provide students with sound knowledge of teaching as a professional practice. 1. Introduction to teaching as			
<ol> <li>Introduction to teaching and learning processes</li> <li>Curriculum</li> <li>Content</li> <li>Context</li> <li>Teaching</li> <li>Learning</li> <li>Classroom management</li> <li>Principles of classroom management</li> <li>Classroom climate</li> <li>Approaches to classroom management</li> <li>Coping with large classes</li> <li>Classroom discipline</li> <li>Observation techniques</li> <li>Reflection modalities</li> <li>Curriculum differentiation</li> <li>Multi-level teaching and assessment</li> <li>Service learning</li> <li>Theoretical conceptions of service learning</li> <li>Service learning as pedagogy, evaluation and teaching style</li> </ol>	<ul> <li>a profession</li> <li>Definition of educational terms</li> <li>Characteristics of teaching as a profession</li> <li>Professional development of educators</li> <li>Staff induction</li> <li>Professional development (journal)</li> <li>Staff appraisal</li> <li>Staff development</li> <li>SACE</li> <li>The role of teacher unions in education</li> <li>Freedom of association</li> <li>Organisational rights of unions</li> <li>Collective bargaining in education</li> <li>Managing strike action</li> <li>Establishing and implementing workplace forums</li> </ul>			
<ul> <li>Service learning in the curriculum: reflection, assessment and evaluation</li> </ul>				
Module outcomes:	Module outcomes:			
On successful completion of the module, the student will:	On successful completion of the module, students should be able to			
<ul> <li>Demonstrate basic knowledge and understanding of teaching and learning processes, curriculum differentiation and service learning.</li> <li>Demonstrate competence in managing the classroom and the learning environment to support teaching and learning.</li> </ul>	<ul> <li>Demonstrate knowledge and understanding of teaching as a profession.</li> <li>Demonstrate knowledge and understanding of the professional development of educators.</li> <li>Demonstrate knowledge and understanding of the role of teacher unions in education.</li> <li>Critically reflect on the professional development of educators.</li> </ul>			
Method of delivery: Full Time	Method of delivery: Full Time			
<ul> <li>Lectures (face to face, limited interaction or technologically mediated)</li> <li>Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)</li> </ul>	<ul> <li>Lectures (face to face, limited interaction or technologically mediated)</li> <li>Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)</li> </ul>			

Ass	learning etc.) sessment modes: Other (specify)-Assessment	learning/work-based learning etc.) Assessment modes: Other (specify)-Assessment
- - -	Tutorials: individual groups of 30 or less Syndicate groups Practical workplace experience (experiential learning/work-based	<ul> <li>Tutorials: individual groups of 30 or less</li> <li>Syndicate groups</li> <li>Practical workplace experience (experiential</li> </ul>

## FED.2.4.6. YEAR MODULE CONTENT AND OUTCOMES FOR SP AND FET TEACHING – 3BDSF1, 3BDSF2, 3BDSF3

SENIOR PHASE AND FET TEACHING – YEAR COURSES								
Module code:-	Year Level 1: 3DSL100	NQF level: 5						
Title: Academic sl	kills for Educators							
Content: -								
	s to communicate effectively, in general as w ubjects in order to mediate learning using tec							
<ol> <li>Academic lit</li> <li>Communication</li> </ol>	eracy tive competence							
<ul> <li>Reading and</li> </ul>	writing for academic purposes							
- Information	iteracy skills							
<ul> <li>Planning as</li> </ul>	an important component of academic writing	process						
	Computer Literacy Computing Fundamentals							
<ul> <li>Key Applicat</li> </ul>	Key Applications							
<ul> <li>Living online</li> </ul>								
Module outcome								
On successful con	npletion of the module, students should be a	ble to						
<ul> <li>Demonstrate</li> </ul>	e the use of critical reading skills in the pursu	it of their studies.						
<ul> <li>Apply the ac</li> </ul>	ademic reading and writing skills acquired to t	their area of study.						
<ul> <li>Demonstrate administer a</li> </ul>	e understanding of the use of information te nd develop teaching resources and collect ir	echnology to plan, formation.						
	ills needed to use computers in teaching and	d learning.						
Method of delive	ry: Full Time							
<ul> <li>Practicals</li> <li>knowledge,</li> </ul>	ce to face, limited interaction or technologica (laboratory work, applying and investig development of experimental techniques)							
<ul> <li>Tutorials: inc</li> <li>Syndicate gr</li> </ul>	dividual groups of 30 or less							
<ul> <li>Practical wo</li> </ul>	rkplace experience (experiential learning/wo	ork-based learning						
etc.) Assessment mod	les:							
<ul> <li>Other (speci</li> </ul>	fy): Tests and Examination							

## FED.2.4.7. TEACHING PRACTICE MODULE CONTENT AND OUTCOME 3BDSF1, 3BDSF2,3BDSF3

SENIOR PHASE AND FE COURSES	SENIOR PHASE AND FET TEACHING PRACTICE MODULES – YEAR COURSES									
Module code:-	Year Level 1: 3PTE100	NQF level: 5								
Title: School Experience	l									
Content:										
To provide students with o	To provide students with opportunities to observe and learn in and from authentic and									
simulated classroom situat										
Simulated Classicom Situat	015.									
	nces in this module are informed by p									
knowledge of General Pe	dagogy 1A (EGEP111) and 1B (EGE	EP112)								
1. (Campus based, Sen										
<ul> <li>Design an observati</li> <li>Write their teaching</li> </ul>	on tool philosophy statement									
2. (Campus based, Sen										
<ul> <li>Simulated activities</li> <li>(School based, Seme</li> </ul>	aster 2 1 week)									
<ul> <li>School observation –</li> </ul>										
	, write with critical reflection									
<ol> <li>(Campus based, Sen – Reflect on characteria</li> </ol>										
	d classroom management									
Module outcomes:										
On successful completion	of the module, students should be ab	ble to								
<ul> <li>Observe and docume</li> </ul>	ent the classroom management strate	egies used by								
teachers.										
	nt the observation tools learned. ol-based activities, observed and per	formed.								
Method of delivery: Full T										
	face, limited interaction or tec	hnologically								
mediated) – Practicals (laborato	ry work, applying and investigating	theoretical								
knowledge, develop	ment of experimental techniques)									
	<ul> <li>Tutorials: individual groups of 30 or less</li> </ul>									
<ul> <li>Syndicate groups</li> <li>Practical workplace</li> </ul>	experience (experiential learning/	work-based								
learning etc.)	-									
Assessment modes: This	module is assessed by means of ex	amination								
<ul> <li>Other (specify) Asse</li> </ul>	essment									

#### FED.2.4.8. SENIOR PHASE AND FET MODULES OFFERED IN OTHER FACULTIES

<u>NB:</u> PLEASE REFER TO 2020 ARTS, FCAL, FSAE HANDBOOKS FOR: - 3BSF1, 3BDSF2, SBDSF3 OUTCOMES ON MODULES LISTED IN THIS TABLE BELOW: -

FISRT SEM	ESTER		SECOND SEMESTER				
MODULE CODE	CREDITS	NQFL	MODULE CODE	CREDITS	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.2.5. 4 YEAR FT BACHELORS DEGREES: PHASING OUT

BACHELOR OF EDUCATION PROGRAMMES – 4 YEARS FULL TIME				
Qualification and Specialisation	Module Codes	Mode of delivery	Campus	NQF level
Early Childhood Development and Foundation Phase	EBEDE F	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 202; EBDFTs is 2024.

#### FED.2.5.1 LIFE ORIENTATION AND LANGUAGE – EBDFT1

## FED.2.5.1.1. 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	08	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)	08	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	08	6	NONE					
APSY221	Personality Psychology	15	6	APSY111					
SHMS02A	Physical & Motor Development	15	6	SHMS01A					
AENG211	English 2 Part A: Language	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	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
				AENG212
AZUL321	Sounds, Words and their Dynamics C & Semantics (isiZulu)	15	7	AZUL241
EAMS412	Management of School Systems & Extra-curricular activities	08	7	NONE
EPRE412	English 3 Part C: Language and Literature	08	6	NONE
EPSJ412		12	6	EPSR212
AENG312	Introduction to Research in Education	15	7	AENG211
				AENG212

AZUL332	Social Justice and Human Rights	15	7	AZUL242
AENG322	IsiNtu Linguistics, Heritage and Introduction to Research (isiZulu)	15	7	AENG211 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

Year Level 1			Year level 2			Year level 3			Year level 4	Year level 4		
First semester			First semester			First semester			First semester			
Module code	Core/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary /Elective	Cr	Module code	Core/ Ancillary /Elective	Cr	Module code	Core/ Ancillary/ Elective	Cr	
ELLL111	С	08	EPDL211	С	08	EALM311	С	08	EPIE411	С	08	
EFIT111	С	08	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	ing:- /	/	Any of the follow	ving:-	/	Any of the follo	wing:-		Any of the follow	ing:-		
AENG111	E	15	AENG211	E	15	ELGF311	E /	16	AENG311	E	15	
AZUL151	E /	15	AZUL241	E /	15	ESMZ311	E /	16	AZUL331	E	15	
									Choose any of th	e following:-		
									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 le				Year level 4		
Second semester	r /		Second semeste	er /		Second semest	er /		Second semester			
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	
	Ancillary/			Ancillary			Ancillary			Ancillary/		
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	ing:-		Any of the follow	ving:-		Choose any of	he following:-		Choose any of th	e following:-		
AENG112	E	15	AENG212	E	15	ESMZ3/2	E	12	AENG312	E	15	
AZUL152	E	15	AZUL242	E	15	ELGF <mark>3</mark> 12	E	12	AZUL332	E	15	
									Choose any of th	e following:-		
									AENG322	E	15	
									AZUL342	E	15	
Total 2 <sup>nd</sup>		61	Total 2 <sup>nd</sup>		53	/Total 2 <sup>nd</sup>		40	Total 2 <sup>nd</sup>		58	
Year Modules		•		Ye	ear Module	\$			Year Modu	ules		
Year Level 1			Year level 2			Year level 3			Year level 4			
TSE100		16	FTSE200		32 🕨	ETSE300		32	ETSE400		32	
Year module		16	Fear 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			
Total credits	for the curriculur	n									552	

## FED.2.5.1.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET (LIFE ORIENTAITON AND LANGUAGE). QUAL. CODE: EBDFT1

## FED.2.5.1.3. MODULE CONTENT AND OUTCOMES FOR FURTHER EDUCATION AND TRAINING – EBDFT1

SEMESTI	R EDUCATION AND TRA ER COURSES	ORIENTATION AND LAN	GUAGE) –			
Module code:-	Semester1:EMLO311	NQF level: 6	Semester2: EMLO312	NQF level: 6		
Title: Me	thod of Life Orientation		Title: Method of Life Orie	entation		
learner ir teaching	Introduction to professional the classroom; principle practice; classroom m on and discipline, lesso strategies.	<b>Content:</b> Reflection on th school community, stress management, leadership work, the principles of go classroom management, and discipline and lesson relation to their school and parental involvement both instructional and strategies to accommoda with special needs.	and conflict and team od teaching, organization planning in experience; t. To modify assessment			
To introduction strategies developm through	utcomes: uce students to the gene and principles that p ent of authentic learning e the creation of effective ent and organizational prac	<b>Module outcomes:</b> To reflect on teaching an strategies used in So classrooms in order to students' understanding between theory and p explore the issues education in schools.	nd learning uth African deepen the of the link			
Method o	f delivery: Full Time		Method of delivery: Full Time			
	ent modes: This module i 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: Isiz	ulu Language Method		Title: IsiZulu Language N	lethod		
and teach principles interpretat language approache	ion and implementation of curriculum and assessme	<b>Content:</b> Theories of isiZulearning and teaching methods, strategies, approaches and interpretation and impler home/ first language cur	; teaching principles, techniques; nentation of			
			assessment policies; appl standards of language research.	roaches and		
student te teaching implemen	outcomes: The module eachers to isiZulu addition methodology, interpret tation of language curri int policies; and language	al language ation and culum and	standards of language research.	roaches and classroom he module ers to isiZulu teaching ation and language ent policies;		
student te teaching implemen assessme research	eachers to isiZulu addition methodology, interpret tation of language curri	al language ation and culum and	standards of language research. Module outcomes: T introduces student teache additional language methodology, interpret implementation of curriculum and assessm	roaches and classroom he module ers to isiZulu teaching ation and language ent policies; research		

			assessment through an moderated final examination			
Module code:-	Semester1:ELGF311	NQF level: 6	Semester 2: ELGF312	NQF level: 6		
Title: Me	thod of English		Title: English language M	ethod		
English La English Fi learning assessme teaching teaching a	History of teaching and lea anguage; subject policy do rst Additional Language Te theories and strategies int strategies; lesson desig and learning support mate and lesson presentations.	<b>Content:</b> History of tea learning of the English subject policy documents First Additional Language and learning theories and s English; assessment lesson design; design of te learning support materi teaching and lesson prese	language; for English ; Teaching trategies in strategies; aching and als, micro ntations.			
students strategies be knowle and be at well as b	outcomes: This Module to various teaching ar and theories in English so t edgeable about the schoo ole to unpack its language eing able to use available rely, so as to plan, design	Module outcomes: Th introduces students to teaching and learning stra theories in English so that knowledgeable about ti curriculum and be able to language content, as we able to use available appropriately, so as to pl and teach effective lessons	ttegies and they will be ne school unpack its I as being resources an, design			
Method o	f delivery: Full Time		Method of delivery: Full T	ïme		
by means tests, as (50%) ar	ent modes: This module is of Continuous assessmi- signments and lesson pr and summative assessme examination (50%).	ent through resentations	Assessment modes: This assessed by means of assessment through assignments and presentations (50%) and assessment – first examination (50%).	Continuous tests, lesson summative		
Module code:-	Semester 1: EPPE411	NQF level: 7	Semester 2: EPSJ412	NQF level: 7		
Title: Ca	reer Education		Title: Social Justice and Human Rights			
theories multicultur advocacy special ne using i	Introduction to the globa of career development; v ral approach to career cour career development for le eds; assessment in career information to facilitat ent; preparing for work.	principles of the c particularly those	related to and the			

Method o	f delivery: Full Time	Method of delivery: Full	Time				
	ent modes: This module of examination	is assessed	Assessment modes: Thi assessed by means of example.				
Module code:-	Semester 1:	NQF level:	Semester 2: EFCS112 NQF level:				
			Title: : Citizenship Educ	ation			
		1	Content: Key concepts in citizenship education, Importance of citizenship education, Ancient and modern concept of citizenship, History of citizenship in South Africa, The South African Constitution, Rights and responsibilities, Citizenship participation, Future of citizenship education in South Africa. Module outcomes: To equip students with knowledge to demonstrate an understanding and appreciation of values and principles espoused in the Constitution. Discrimination on the basis of race, religion, culture, gender and xenophobia are addressed. Students are being prepared to be informed, active and responsible citizens in a democracy				
			Method of delivery: Full	Time			
			Assessment modes: This module is assessed by means of Continuous formative assessment – test, assignment, presentation and summative assessment through examinations in November				
Module code:-	Semester 1:	NQF level:	Semester 2: EPSR212	NQF level:			
			Title: Social Relations				
			<b>Content:</b> Personal development; types of relationships; dysfunction and crisis in relationships; skills for relating; differentiation of terminology; gender roles and stereotypes; consequences of gender roles and stereotypes				
			Module outcomes: To students to the theoretica for understanding social ro the method of how this taught and transmitted to	I framework elations and should be			
			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.2.5.1.4. EBDFT1 MODULES OFFERED IN OTHER FACULTIES

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		

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

#### FED.2.5.2 HISTORY AND LANGUAGE – EBDFT2

#### FED.2.5.2.1. 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	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
AHIS212	General Topics: 19th and early 20th century South Africa	15	6	AHIS112
AENG212	Translation, Sociolinguistics,	15	6	AENG111
	Heritage and Literature (isiZulu)			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	15	7	AENG211
ALINGOTT	and Literature	10	1	
				AENG212
AZUL331	Sounds, Words and their	15	7	AZUL241
	Dynamics C & Semantics (isiZulu)			
	· · · ·			
AENG321	Understanding a Novel, Short Stories and Essays	15	7	AZUL241
	Stories and Essays			
AZUL321	English 3 Part C: Language	15	7	AENG/211
	and Literature			AENG212
EAMS412	Management of School	08	7	NONE
EAM5412	Systems & Extra-curricular	08	/	NONE
	activities			
EPRE412	Introduction to Research in	08	6	NONE
	Education			
AHIS312	Colonial and Post	15	7	AHIS212
A110312	Independent Africa	15	'	AIIIOZIZ
AHIS322	Totalitarian regimes and the	15	7	AHIS212
ANI3322	Nuclear Age	15	'	AHI3212
AZUL332		45	7	AZUL242
AZUL332	IsiNtu Linguistics, Heritage and Introduction to Research	15		AZUL242
	(isiZulu)			
AENG312	English 3 Part B: Language	15	7	AENG211
ALING012	and Literature	10	1	
				AENG212
AZUL342	Understanding of Drama and	15	7	AZUL242
	Poetry (isiZulu)			
AENG322	English 3 Part B: Language	15	7	AENG211
	and Literature			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
		-		

Year Level 1		-	Year level 2			Year level 3			Year level 4		
First semeste	ər	/	First semester		7	First semester		1	First semest	er	
Module	Core/	Cr /	Module code	Core/	Cr	Module code	Core/	Cr	Module	Core/	Cr
code	Ancillary			Ancillary/			Ancillary		code	Ancillary/	
ELLL111	C	08	EPDL211	C	08	EALM311	C	08	EPIE411	C	08
EFIT111	C	08	AHIS211	C	15	ECAE311	C	08	ECTP411	C	16
AHIS111	C	15	Choose any of th	noose any of the following:- ESMH311 C 16 Choose any of		of the followin	g:-				
Any of the fo	llowing:-	/	AENG211	E	15	Choose any of t	he following:-		AHIS311	E	15
AENG111	E	15	AZUL241	E	15	ELGF311	E	/ 16	AHIS321	E	15
AZUL151	E	15				ESMZ311	E /	16	Choose any	of the followin	g:-
							/		AENG311	E	15
									AZUL331	E	15
									Choose any	of the followin	g:-
									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 semester	• /		Second semest	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	/ C	08	EAMS412	С	08
EPHA112	C	08	AHIS212	C C	15	EFMS312	C C	08	EPRE412	С	08
AHIS112	C	15				ESMH312	С	12			
Any of the fo	, v		Choose any of th			Choose any of t				of the followin	0
AENG112	E	15	AENG212	E	15	ESMZ312	E	12	AHIS312	E	15
AZUL152	E	15	AZUL242	E	15	ELGF312	E	12	AHIS322	E	15
										of the followin	0
						/			AENG312	E	15
									AZUL332	E	15
									Choose any		
									AZUL342	E	15
									AENG322	E	15
Total 2 <sup>nd</sup>		46	Total 2 <sup>nd</sup>		38	Total 2 <sup>nd</sup>		40	Total 2 <sup>nd</sup>		61
·		Yea	r Inodules		Year	Modules			Year Modu	lies	
Year Level 1		4.0	Year level 2			Year level 3	1		Year level 4	1	
ETSE100		16	ETSE200		32	ETSE300		32	ETSE400		32
Year		16	Year module		400	Year module		400	Year		400
Overall		108	Overall Total		108	Overall Total		120	Overall		162
Total curricu	lum credits										498

## FED.2.5.2.2. Qualification Name: Bachelor of Education: FET History and Language. Qualification Code: EBDFT2

## FED.2.5.2.3. MODULE CONTENT AND OUTCOMES FOR EBDFT2- SEMESTER MODULES

FURTHER EDUCATION AND TRAINING (-HISTORY AND LANGUAGE) SEMESTER COURSES							
Module code:-	Semester1: ESMH311	Semes	ter2: ESMH312	NQF level:6			
Title: Me	thod of History	Title: N	Method of History				
Content:		Conter	it:				
and - Cor stra - Dis - Tea - Tea	derstanding history and curriculum assessment policy system (caps) ntextualizing teaching and learning tegies and methods covery strategy cching and learning resources iching aids	<ul> <li>The School History.</li> <li>Using historical sources in the teaching of the School History.</li> <li>Developing learners' interests in history outside the classroom.</li> <li>Essential Qualities of a History Teacher.</li> <li>Teaching emotive and controversial issues in history.</li> <li>The Historical Thinking.</li> <li>Teaching and Learning Resources.</li> <li>Assessment in history</li> </ul>					
module is educators	outcomes: The purpose of this s to develop competent and critical s who will add value to the teaching ing 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	of delivery: Full Time	Method	d of delivery: Full Tim	е			
assessed assessme assignme and pres	<b>tent modes:</b> This module is by means of Continuous formative ant through participation in class, ints (academic and professional) entations, summative assessment xaminations in June.	Assessment modes: This module is assessed by means of formative: - - 50% Summative - 50% Written Examinations					
Module code:-	Semester1: ELGF311	NQFSemester2:NQFlevelELGF312level:6					
Title: Me	thod of English	Title: English language Method					
the Eng documen Language and stra strategie teaching	History of teaching and learning of lish Language; subject policy ts for English First Additional e Teaching and learning theories tegies in English; assessment s; lesson design; design of and learning support materials; aching and lesson presentations.	<b>Content:</b> 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 will be curriculur language use avails	butcomes: This Module introduces to various teaching and learning and theories in English so that they knowledgeable about the school n and be able to unpack its content, as well as being able to able resources appropriately, so as esign and teach effectively.	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					

Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module assessed by means of Continu assessment through tests, assignments a lesson presentations (50%) and summa assessment – first semester examina (50%).	assessed by means of Continuous and assessment through tests, assignments and lesson presentations $(50\%)$ and tive summative assessment – first semester
Module Semester 1: ESMZ code:-	311 Semester 2: ESMZ312 NQF level: 6
Title: IsiZulu Language Method	Title: IsiZulu Language Method
energies, principies, appression	ds, learning and teaching; teaching methods, and strategies, principles, approaches and techniques; interpretation and implementation of home/ first language curriculum and assessment policies;
Module outcomes: The module introdu student teachers to isiZulu additio language teaching methodolo interpretation and implementation language curriculum and assessm policies; and language classroom researc	nal introduces student teachers to isiZulu additional language teaching of methodology, interpretation and implementation of language curriculum
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module assessed by means of Forma assessment through tests, assignme teaching journals, reflections, attenda and participation and summa assessment through an internally modera final examination.	tive assessed by means of Formative assessment through tests, assignments, teaching journals, reflections, attendance and participation and summative

# FED.2.5.2.4. EBDFT2 MODULES OFFERED IN OTHER FACULTIES <u>NB:</u> PLEASE REFER TO 2020 ARTS, FCAL, FSAE 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.2.5.3 GEOGRAPHY AND LANGUAGE – EBDFT3

#### FED.2.5.3.1. 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	08	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
				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 Literature	15	7	AENG211 AENG212
AZUL331	Sounds, Words and their Dynamics C & Semantics (isiZulu)	15	7	AZUL241
AENG321	English 3 Part C: Language and Literature	15	7	AENG211 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 Literature	15	7	AENG211 AENG212
AZUL332	IsiNtu Linguistics, Heritage and Introduction to Research (isiZulu)	15	7	AZUL242
AENG322	English 3 Part D: Language and Literature	15	7	AENG211 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

Year Level 1			Year level 2		Year level 3		Year level 4				
First semester		1	First semester		4	First semester			First semester		
Module code	Core/	Cr	Module code	Core/	Cr	Module	Core/	Cr	Module code	Core/	Cr
						code					
ELLL111	Ancillary C	08	EPDL211	Ancillarv C	08	EALM311	Ancillary	08	EPIE411	Ancillarv/	08
		1		C C		-	°				
EFIT111	С	08	SGES211	•	15	ECAE311	С	08	ECTP411	С	16
SGES111	С	15	Choose any of the			ESMG311	С	16	Choose any of t		
AENG111	С	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	-	
				/					AENG311	E	15
									AZUL331	E	15
									Choose any of t	he following:-	
	/						/		AENG321	E	15
								1	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	ester		Second semest	er	
Module code	Core/	Cr	Module code	Core/	Cr	Module	Core/	Cr	Module code	Core/	Cr
ESCL112	C	08	ECTL212	C	08	EDSE312	C	08	EAMS412	С	08
EPHA112	<u>с</u>	08	SGES212	/ C	15	EFMS312	C	08	EPRE412	С	08
SGES112	С	15		/		ESMG312	/ C	12	Choose any of t	he following:-	
/								1	SGES312	E	15
			/						SGES322	E	15
Any of the followin	ig:-		Choose any of the	following:-		Choose any c	of the following:-		Choose any of t	he following:-	
AENG112	E	15	AENG212	C	15	ESMZ312	Ε	12	AENG312	E	15
AZUL152	E	15	AZUL242	C	15	ELGF312	E	12	AZUL332	E	15
	_			-					Choose any of t	he following -	
/			/				/	-	AENG322	E	15
/			/			/	1		AZUL342	E	15
Total 2 <sup>nd</sup>		46	Total 2 <sup>nd</sup>		38	Total 2 <sup>nd</sup>		40	Total 2 <sup>nd</sup>	-	61
semester		40	semester		30	semester		40	semester		01
Year Modules									Comoder		
Year/Level 1			Year level 2			Year level 3			Year level 4		
ETSE100		16	ETSE200		32	ETSE300	1	32	ETSE400	1	32
Year module		16	Year module		52	Year		52	Year module		52
Verall Total		16	Overall Total		400			400			400
overall Total		123	verall Total		108	Overall Totel year		120	Overall Total year level 4		162
			year lever z			10th year			year level 4		
Total credits f	or the curricu	lum									513

#### FED.2.5.3.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET (GEOGRAPHY AND LANGUAGE). QUALIFICATION CODE: EBDFT3

FED.2.5.3.3. MODULE CONTENT AND OUTCOMES EBDFT3 – SEMESTER MODULES
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FURTHER EDUCATION AND TRAINING ( GEOGRAPHY AND LANGUAGE) - SEMESTER COURSES						
Module code:-	Semester 1: ESMG311	NQF level:	Semester 2: ESMG312	NQF level:		
Title: Met	hod of Geography A		Title: Method of Geograp	hy B		
geograph of the Na	Insight to the restructury y curriculum and the imp tional Curriculum Statem n and Assessment policy	Content: refer to the dep social sciences	partment of			
Module o	utcomes:		Module outcomes:			
equipped critical ec	d of the module, student with:- competencies in lucators who will add v and learning of Geograph	By the end of the module should be equipped with: - to develop knowledge, competencies essential for teaching and learning of ge further education and train	to be able skills and or effective eography in			
Method o	f delivery: Full Time		Method of delivery: Full	Гime		
assessme assignme presentati	ent modes: Continuou ent through participation nts (academic and profes ons and summative xamination in June	Assessment modes: formative assessment 50% and summative assessment 50% written examination				
Module code:-	Semester 1: ELGF311	NQF level: 6	Semester2: ELGF312	NQF level: 6		
Title: Me		Title: English language Method				
	thod of English		Title: English language M	ethod		
Content: the Eng document Language strategies lesson de	History of teaching and glish Language; subj s for English First • Teaching and learning t in English; assessmen sign; design of teaching a naterials; micro teaching	Additional Additional heories and t strategies; and learning	Content: History of tea learning of the English subject policy documents First Additional Language and learning theories and s	ching and language; for English ; Teaching trategies in strategies; aching and als, micro		
Content: the Eng document Language strategies lesson de support m presentati Module o students strategies will be curriculum content, a resources	History of teaching and glish Language; subj s for English First • Teaching and learning t in English; assessmen sign; design of teaching a naterials; micro teaching	ect policy Additional theories and t strategies; and learning and lesson e introduces nd learning so that they the school its language se available	<b>Content:</b> History of tea learning of the English subject policy documents First Additional Language and learning theories and s English; assessment lesson design; design of te learning support materia teaching and lesson present	ching and language; for English ; Teaching trategies in strategies; aching and als, micro ntations. is Module o various tegies and they will be ne school unpack its I as being resources an, design		
Content: the Eng document Language strategies lesson de support m presentati Module o students strategies will be curriculum content, a resources and teach	History of teaching and glish Language; subj is for English First Teaching and learning t in English; assessmen sign; design of teaching a haterials; micro teaching a naterials; micro teaching a ons.	ect policy Additional theories and t strategies; and learning and lesson e introduces nd learning so that they the school its language se available	Content: History of tea learning of the English subject policy documents First Additional Language and learning theories and s English; assessment lesson design; design of te learning support materia teaching and lesson present Module outcomes: Th introduces students to teaching and learning stra- theories in English so that knowledgeable about th curriculum and be able to language content, as well able to use available appropriately, so as to pl	ching and language; for English ; Teaching trategies in strategies; aching and als, micro ntations. is Module o various ttegies and they will be ne school unpack its I as being resources an, design s.		

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 interpreta language approach	Theories of isiZulu langua ning; teaching methods, , approaches and tion and implementation c curriculum and assessm es and standards of n research.	<b>Content:</b> Theories of isiZu language learning and teat teaching methods, strateg principles, approaches an techniques; interpretation implementation of home/ f language curriculum and a policies; approaches and a of language classroom res	iching; gies, d and ïrst assessment standards	
student te teaching implemen	butcomes: The module achers to isiZulu addition methodology, interpre tation of language curr nnt policies; and language	Module outcomes: The module introduces student teachers to isiZulu additional language teaching methodology, interpretation and implementation of language curriculum and assessment policies; and language classroom research		
Method o	f delivery: Full Time		Method of delivery: Full	Time
through te reflections summativ	ent modes: This by means of Formative ests, assignments, teachi s, attendance and partic e assessment through a d final examination.	Assessment modes: Thi assessed by means of Fo assessment through tests assignments, teaching jou reflections, attendance an participation and summati assessment through an in moderated final examinati	rmative , irnals, d ve ternally	

#### FED.2.5.3.4. 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	ER		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.2.5.4 ACCOUNTING/BUSINESS MANAGEMENT/ECONOMICS – EBDFT4

#### FED.2.5.4.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Education: Further Education and Training – Accounting/Business Management/Economics					
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 Taxes	165	6	CACC101 CACC102
CBMG202	Financial Management	15	6	CBMG102
CBIS102	Business Information Systems 1B	15	6	NONE
EALM311	311 School Leadership & Management		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
	management of t			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
	Management 3D			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
	Economics			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

Year Level 1		Year level 2 Year level 3 Year level 4										
First semester		/	First semester		4	First semester		1	First semester			
Module code	Core/ Cr / Module code Core/ Cr /		Cr	Module code	Core/	Cr	Module code	Cr				
	Ancillary/			Ancillary/			Ancillary			Ancillary/		
ELLL111	С	08	EPDL211	С	08	EALM311	С	08	EPIE411	С	08	
EFIT111	С	ø8	Choose any two	o 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	C /	15	CBMG201	E	15	ESCC311	E	16	CBMG311	E	15	
			CBIS101	E	15	ESMB311	E	16	Or	•		
									CECN301	E	15	
	/								CECN311	E	15	
Total 1st semester		61	Total 1st semester		38	Total 1st semester		48	Total 1st semester		54	
Year Level 1			Year level 2				Year level 3			Year level 4		
Second semeste	ər /		Second semest	er /		Second semest	ter /		Second semester			
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	
ESCL112	9	08	ECTL212	C	08	EDSE312	C/	08	EAMS412		08	
EPHA112	C	08	Choose any two	o of the following:-		EFMS312	9	08	EPRE412		08	
CECN102	с	15	CECN202	E	15	Choose any two	o in accordance with		Choose two of the following:-			
CACC102	С	15	CACC202	E/	15	ESME312	E	12	CBMG302		15	
CBMG102	С	15	CBMG202	É	15	ESCC312	E	12	CBMG312		15	
/			CBIS102	E	15	ESMB312	E	12	Or			
			/						CECN302		15	
/			/						CECN312		15	
Total 2 <sup>nd</sup>		61	Total 2 <sup>nd</sup>		38	Total 2 <sup>nd</sup>		40	Total 2 <sup>nd</sup>		46	
semester Year Modules			semester			semester			semester			
Year Level 1			Year level 2			Year level 3			Year level 4			
ETSE100		16	ETSE200		32	ETSE300		32	ETSE400		32	
Year module credit		16	Year module credit		32	Year/module credit		32	Year module credit		32	
Øverall 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.2.5.4.2. Qualification Name: Bachelor of Education: FET (Accounting/Business Management/Economics). Qualification Code: EBDFT4

## FED.2.5.4.3.

## MODULE CONTENT AND OUTCOMES EBDFT4 – SEMESTER MODULES FURTHER EDUCATION AND TRAINING ( ACCOUNTING/BUSINESS

Module code:-	Semester 2: ESCC311	NQF level:	Semester 2: ESCC312 NQ				
Title: Met	hod of Accounting		Title: Method Accounting				
Content:			Со	ntent:			
Acco - Acco - Tea Acco	ndations of teaching and learni ounting; ounting education policy docun ching and learning strategies ir ounting; essment in Accounting;	-	Management of Acco teaching and learning schools; Curriculum differentia adaptive e teaching in Accounting; Classroom research Accounting; Develop pedagogica knowledge; Pre-conceptions in Accounting.	g in ation and n in			
Module o	utcomes:		Мо	dule outcomes:			
By the e equipped	nd of the module, students with: -	should be	By the end of the module, students should be able to: -				
four Acca - Kno relea lean - Skill and of A - Skill Acca teac curr - Kno asse - Kno	wledge and understanding of ti dations of teaching and learnin ounting; wledge and understanding of ti vant policies in Accounting teaching; s to use appropriate strategies techniques in the teaching and ccounting; s to design appropriate lesson pounting taking into account the hing, learning, child developme iculum needs. wledge to design appropriate essment strategies in Accountii wledge to design, select and a ropriate teaching and learning serials for Accounting.	ng in he ching and , methods d learning plans in ories of ent and ng; dapt	-	Use elementary stati information to manage teaching, learning ar assessment in Accound Demonstrate compel assessing and monit learner progress and achievement in Account Use the results of as to improve teaching a learning of Accountin Adapt lessons and assessment tasks to accommodate learned different learning pro Accounting; Demonstrate compel learn from available in order to improve te the Accounting class to enhance their owr academic learning; Develop content kno plan, implement and effective teaching an experiences in Account Accounting.	ge ad unting; tence in oring lunting; sessment and ng; ers with blems in tence to research eaching in room and wledge to assess d learning unting;		
				0			

		Assessment modes: This coursework/research w assessed by means of ex	hich is amination					
Module code:-	Semester 1: ESME311	NQF level:	Semester 2: ESME312 NQF level:					
Title: Metho	od of Economics		Title: Method of Economics					
specific tea	valuation / assessment in e ching methods, use of lea oport materials	creating quality environment, teaching lar	principles					
Module out	comes:		Module outcomes:					
equipped wi on the su	I of the module, students s th:-will enable students to imp bject economics to learne teaching and learning strateg	By the end of the modul should be equipped with: will be enabled to impart the subject Economics using appropriate teac learning strategies.	t - students t insight on to learners					
Method of o	delivery: Full Time		Method of delivery: Full	Time				
research,	nt 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				
	oundation of teaching and le		Content:					
policy docur in Business studies, Le	Studies, Business Studies ments, Teaching and learnin s Studies, Assessment in seson design in Business and teaching support ma udies.	g strategy Business Studies,	Approaches in the Teachi Business Management (H Methods). Evaluation/ Ass in Business Management Teaching Aids/ learning a Teaching Support Materia Business Management. S Organisation in Business Management.	leuristic sessment . Use of nd als in				
Module out	comes:		Module outcomes:					
equipped wi - Demo of the Busine - Demo of the teachi	I of the module, students s th: - nstrate knowledge and under foundations of teaching and I ess Studies. nstrate knowledge and under relevant policies in Business ng and learning. and use appropriate strategi	The module introduces th to principles of educative and learning as adapted f business management str	teaching or					

<ul> <li>teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Business Studies.</li> <li>Design, select and adapt appropriate teaching and learning support material for Business Studies.</li> </ul>	
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This modules is coursework/research which is assessed by means	Assessment modes: This module is assessed by means of

## FED.2.5.4.4. EBDFT4 MODULES OFFERED IN OTHER FACULTIES

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

FISRT SEMESTER	ર		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.2.5.5 HISTORY AND GEOGRAPHY – EBDFT5

#### FED.2.5.5.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

FED.2.5.5.1. <b>Bachelor</b> of Education: Further Education and Training – History and Geography									
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 <sup>th</sup> and early 20 <sup>th</sup> 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 <sup>th</sup> and early 20 <sup>th</sup> 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 & Extra-curricular activities	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

Year Level 1			Year level 2		Year level 3 Year level 4						
First semester			First semester			First semester	First semester				
Module code	Core/	Core/ Cr ┥ Module code C		Core/ Cr 🖌		Module code Core/		Cr ┥	Module code	Core/	Cr
	Ancillary			Ancillary/			Ancillary/			Ancillary/	
ELLL111	С	Ø8	EPDL211	С	Ø8	EALMS311	С	08	EPIE411	С	08
EFIT111	С	08	SGES211	С	15	ECAE311	С	08	ECTP411	С	16
SGES111	С	15	AHIS211	С	15	ESMG311	С	16	Any of the following	:-	
AHIS111	С	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	er /		Second semester		
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
ESCL112	С	08	ECTL212	/c	08	EDSE312	с (	08	EAMS412	С	08
EPHA112	С	08	AHIS212	С	15	EFMS312	С С	08	EPRE412	с	08
SGES112	С	15	SGES212	С	15	ESMG312	С 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 <sup>nd</sup>		46	Total 2 <sup>nd</sup> semester		53	Total 2 <sup>nd</sup>		56	Total 2 <sup>nd</sup>		46
Year Modules											
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100		16	ETSE200		32	ETSE300		32	ETSE400		32
Year module		16	Year module credit			Year module			Year module		
Øverall Total year level 1		108	Overall Total year level 2		138	Overall Total year level 3		136	Overall Total year level 4		132
Total credits fo	r the curric	ulum									514

## FED.2.5.3.5. NAME: BACHELOR OF EDUCATION: FET (HISTORY AND GEOGRAPHY). QUALIFICATION CODE: EBDFT5

#### FED.2.5.3.6. MODULE CONTENT AND OUTCOMES FOR EBDFT5

	DUCATION AND TRAININ	NG ( HIST	ORY AND GEOG	RAPHY) –		
Module code:-	Semester1: ESMG311	NQF level: 7	Semester 2: ESMG312	NQF 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 d Assessment policy statem	ntation of and the	<b>Content:</b> refer to the department of social sciences			
Module outco	omes:		Module outcome	s:		
equipped with	of the module, students s :- competencies in developi o will add value to the tead 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	livery: Full Time		Method of delivery: Full Time			
assessment th assignments (	modes: Continuous formati nrough participation in class (academic and professional) and summative assessmen n June	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	listory		
<ul> <li>assessn</li> <li>Context</li> <li>strategie</li> <li>Discove</li> </ul>	es and methods ry strategy g and learning resources	<ul> <li>Content:</li> <li>The School History.</li> <li>Using historical sources in the teaching of the School History.</li> <li>Developing learners' interests in history outside the classroom.</li> <li>Essential Qualities of a History Teacher.</li> <li>Teaching emotive and controversial issues in history.</li> <li>The Historical Thinking.</li> <li>Teaching and Learning Resources.</li> </ul>				
		<ul> <li>Assessment in history</li> <li>Module outcomes: To develop knowledge, skills and competencies essential for effective teaching and learning of History in Further Education and Training.</li> </ul>				

Method of delivery: Full Time	Method of delivery: Full Time			
Assessment modes: This module is assessed by	Assessment modes: This			
means of Continuous formative assessment	module is assessed by means			
through participation in class, assignments	of formative: -			
(academic and professional) and presentations,	- 50% Summative			
summative assessment through examinations in	- 50%Written			
June.	Examinations			

## FED.2.5.3.7. 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 Experie	ence 1						
	rom practice (observation and simulated classro ctical and subject pedagogical knowledge).	oom practice/ lesson					
	This module aims to expose students to the schoo ner, in the care of a school mentor	l experience from the					
Method of delivery:	Full Time						
practicum orientation	This module is assessed during the school week in August/September, the school prepares her's attitude and professional conduct, which	a confidential report					
Module code:-	Year Level: ETSE200	NQF level: 6					
Title: School Experie	ence 2						
observation with limi	in practice (lesson demonstrations/ simulated ted lessons in teaching two subjects/ university owledge and subject pedagogical knowledge).						
	module is to give students the opportunity to he school experience.	critical observe and					
Method of delivery:	Full Time						
professional practicul semester during the assignments and practicular on themes/presentation as reflective essays w	s: In their 2 <sup>nd</sup> year, B Ed students undergo I m for 2 weeks in the first semester, and for 1 recess week. A school Observation Journal, ctical activities will be used as an observation ins ons based on the students' observation experience vritten on observed experiences. The focus is or s for future implementation	week in the second with a collection of trument. Reflections ses are made as well					
Module code:-	Year Level 3: ETSE300	NQF level: 7					
Title: : School Exper							
teaching of lessons	rated Learning. Conducting of all classroom ac from two subjects school -based (practical a lge).Students will be able to plan, prepare and ough experience.	and subject content					
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 teachingassessment 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 Year Level 4: ETSE400 NQF level: 7 Module 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.2.5.3.8. EBDFT5 MODULES OFFERED IN OTHER FACULTIES

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

FISRT SEMESTER	1		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	
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.2.5.6 COMPUTER SCIENCE AND MATHEMATICS – EBDFT6

#### FED.2.5.3.1. 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	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
	rilase)			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
	1 11030)			SMTH112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE
SCPS311	Advanced Programming Techniques	15	7	CSPS111
	reonniqueo			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

Year Level 1 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 code	Core/	Cr
code	Ancillary/El			Ancillary/E lective			Ancillary/E lective			Ancillary/E lective	
ELLL111	С	08	EPDL211	С	08	EALM311	С	08	EPIE411	С	08
EFIT111	С	08	SCPS211	С	15	ECAE311	С	Ø8	ECTP411	С	16
CSPS111	С	1⁄5	SMTH221	С	15	ESCM311	С	/17	Any one of th	e following:-	
SMTH11	С	/15				ESMC311	С	/ 17	SCPS311	E	15
					/			/	SMTH311	E	15
					/			/	Any one of th	e following:-	
				/			/		SMTH321	E	15
		/							SCPS321	E	15
Total 1st semester	/	46	Total 1st semester		38	Total 1st semester		50	Total 1st semester		54
Year Level 1			Year level 2			Year level 3			Year level 4		
Second seme	ester		Second semester		Second semester			Second semester			
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
oout	Ancillary/El			Ancillary/E			Ancillary/E			Ancillary/E	
ESCL112	/ C	08	ECTL212	_ C	08	EDSE312	_ C	08	EAMS412	E	08
EPHA112	/ C	08	SCPS212	<u>с</u>	15	EFMS312	C	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		
									SCPS322	E	15
Total 2 <sup>nd</sup>		46	Total 2 <sup>nd</sup>		38	Total 2 <sup>nd</sup>		50	Total 2 <sup>nd</sup>		46
semester			semester			semester			semester		
Year Modules	S		Ver laurel C			Versilaria (			Veen level 4		_
Year Level 1		40	Year level 2			Year/level 3			Year level 4		
ETSE100		16	ETSE200		32	ETSE300		32	ETSE400		32
Year		16	Year		400	Year module		400	Year		400
Overall Total vear		108	verall Total vear		108	Overall Total		132	Overall Total vear		132
	for the curric	ulum	rotar year			vear level 3			rotar year		480

#### FED.2.5.3.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET (COMPUTER SCIENCE AND MATHEMATICS). QUAL CODE: EBDFT6

# FED.2.5.3.3. MODULE CONTENT AND OUTCOMES FOR EBDFT6

	EDUCATION AND T ATICS) – SEMESTER CO		( COMPUTER SCIENC	CE AND	
Module code:-	Semester1: ESMC311	NQF level:	Semester 2: ESMC312	NQF level:	
Title: : N	lethod of Computer 3A		Title: Method of Com	puter 3B	
and asse and le managen climate,	nding your students, cu essment policy statem isson planning, cl nent I: establishing the	<b>Content:</b> 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.			
equip comprehe backgrou current Compute	butcomes: The module student teachers ensive understanding ind issues and practic teaching and learr r Applications/ Info gy in the FET phase in	<b>Module outcomes:</b> 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		
	nent modes: This mail by means of examinat		Assessment modes: This module is assessed by means of examination		
Module code:-	Semester1: ESCM311	NQF level:	Semester 2: ESCM312	NQF level:	
Title: Me	ethod of Computer		Title: Method of Com	puter	
<b>Content:</b> 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.		
equip comprehe backgrou	butcomes: The module student teachers ensive understanding nd issues and practic teaching and learn	Module outcomes module aims to equip teachers with a compre- understanding of background issues	student ehensive the		

Computer Applications/ Information Technology in the FET phase in schools.	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 30% Tests and 30% any combination of the following: ✓ Assignment ✓ Project ✓ Research ✓ Presentation Tasks ✓ 40% Examination

#### FED.2.5.3.4. EBDFT6 MODULES OFFERED IN OTHER FACULTIES <u>NB:</u> PLEASE REFER TO 2020 ARTS, FCAL, FSAE 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.2.5.7 PHYSICAL SCIENCE AND MATHEMATICS – EBDFT7

# FED.2.5.7.1. 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 Chemistry 2	15	6	SCHM111 SCHM112		
SPHY211	Mechanics, Special	15	6	SPHY111		
	Relativity & Properties of 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 Photonics & Wayes	15	6	SPHY111		
	T HOLOHIUS & 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 Science A	17	7	SPHY111
	Science A			SMTH111
				SPHY112
				SMTH112
				SCHM111
				SCHM112
ESMC311	Method of Mathematics 3A (FET Phase)	17	7	SPHY111
	SA (FET FILASE)			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

Year Level 1			Year level 2					Year level 4			
First semester			First semester					First semester			
Module code	Core/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary/El ective	Cr	Module code	Core/ Ancillary/El ective	Cr	Module code	Core/ Ancillary/E lective	Cr
ELLL111	C	08	EPDL211	C	08	EALM311	C	08	EPIE411	C	08
EFIT111	С	08	SCHM211	С	15	ECAE311	С	08	ECTP411	С	16
SCHM111	С	15	SPHY211	С	15	ESPS311	С	17	Any one of the fo	llowing:	
SPHY111	С	15	SMTH221	C	15	ESMC311	С	1/7	SCHM311	E	15
SMTH111	С	15						/	SPHYM311	E	15
		/						/	SMTH311	E	15
	/						/		Any one of the fol	lowing:	
									SCHM321	E	15
									SPHY321	E	15
									SMTH321	E	15
Total 1st semester		61	Total 1st semester		53	Total 1st semester		50	Total 1st semester		54
Year Level 1			Year level 2			Year level 3		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	С	08	ECTL212	/c	08	EDSE312	C/	08	EAMS412	С	08
EPHA112	С	08	SCHM212	С	15	EFMS312	¢	08	EPRE412	С	08
SCHM112	С	15	SPHY212	С	15	ESPS312	c	17	Any one of the fol	lowing:	
SPHY112	С	15	SMTH222	С	15	ESMC312	C	17	SCHM312	E	15
SMTH112	С	15							SPHY312	E	15
									SMTH312	E	15
									Any one of the fol	lowing:	
									SCHM322	E	15
/							T		SPHY322	E	15
/							1		SMTH322	E	15
Total 2 <sup>/id</sup> semester		61	Total 2 <sup>nd</sup> semester		53	Total 2 <sup>nd</sup> semester		50	Total 2 <sup>nd</sup> semester		46
					Year N	lodules					
Year Level 1			Year level 2			Year level 3			Year level 4		
FTSE100		16	ETSE200		32	ETSE300		32	ETSE400		32
Year module credit		16	Year module			Year module			Year module		
Overall Total year level 1		138	Overall Total		138	Operall Total year level 3		132	Overall Total year level 4		132
Total credits for th	o curriculu	m									540

FED.2.5.7.2. Qualification Name: Bachelor of Education: FET (Physical Science and Mathematics). Qualification Code: EBDFT7

# FED.2.5.7.3. MODULE CONTENT AND OUTCOMES FOR EBDFT7

	EDUCATION AND TRAIN	ING ( PHYSI	CAL SCIENCE AND MATHEMATICS)	
Module code:-	Semester1:ESMC311	NQF level	Semester 2: ESMC312 NQF level:	
Title: Meth	nod of Computer 3A		Title: Method of Computer 3B	
your studer statement, manageme	The effective teacher, und hts, curriculum and assess unit and lesson planning, nt I: establishing the learnin management II: promotin t.	<b>Content:</b> The effective teached understanding your students, curricului and assessment policy statement, ur and lesson planning, classrooi management I: establishing the learnin climate, classroom management promoting student engagement.		
student to understand practice of Computer	<b>tcomes:</b> The module aim eachers with a comm ing of the background is the current teaching and I Applications/ Information T phase in schools.	brehensive ssues and learning of	Module outcomes: The module aims equip student teachers with comprehensive understanding of th background issues and practice of th current teaching and learning Computer Applications/ Informatic Technology in the FET phase in school	
Method of	delivery: Full Time		Method of delivery: Full Time	
by means through pa (academic	nt modes: This module is of continuous formative a articipation in class, as and professional) and pre- assessment through exam	ssessment signments sentations,	Assessment modes: This module is assessed by means of examination	
Module code:-	Semester 1: ESPS311	NQF level:	Semester 2: ESPS312 NQF level:	
Title: Meth	nod of Physical Science 3	A	Title: Method of Physical Science 3	
<b>Content:</b> 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			<b>Content:</b> Using Simulations, Models ar Animations for Science Learning, Th Role of Language in the Learnin Teaching of Science, Scientif Epistemology, Enhancing the quality arguments in school science, Scientif argumentation as a foundation for th design of inquiry based scienc teaching, Teaching Critical Thinking an Problem Solving Skills, Teachers' Belie	
<b>Module outcomes:</b> Equip students with knowledge and skills required to effectively facilitate at Further Education and Training (FET) Phase.			Module outcomes: provide student with opportunity to develop a professional and reflexive individual who are able to take initiative and responsibility in an academic and professional context	
Method of	delivery: Full Time		Method of delivery: Full Time	
by means tests, assig attendance	nt modes: This module is of Formative assessmer nments, teaching journals, and participation and s t through an internally mode n.	Assessment modes: This module i assessed by means of Continuou formative assessment throug participation in class, assignment (academic and professional) and presentations, summative assessment through examinations		

#### FED.2.5.7.4. EBDFT7 MODULES OFFERED IN OTHER FACULTIES

 $\underline{\text{MB:}}$  please refer to 2022 arts, FCAL, FSAE HANDBOOKS FOR OUTCOMES ON MODULES LISTED IN THIS PAGE THAT ARE OFFERED IN OTHER FACULTIES SEE TABLE BELOW: -

FISRT 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.2.5.7.5. LIST OF EBDFT CORE 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.2.5.7.6. MODULE CONTENTS AND OUTCOMES FOR EBDFT CORE MODULES

INTERMIDIAT	E AND SENIOR PHASE CORE M	ODULES - SEMESTER CO	URSES		
Module code:-	Semester 1: ELLL111	Semester 2: EPHA112	NQF level:		
Title: Academ	ic Literacy 1A (Language)	Title: HIV and AIDS Educa	tion		
Listening, and Reading, View	ne Communication Process; Speaking Communication Skills; ving and Thinking Skills; Writing, d presenting Skills; Grammatical r Educators	<b>Content:</b> 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, Gender and HIV and AIDS, Responding to HIV and AIDS in the classroom, school and community.			
equipped with communicatio facilitate their	the module, students should be : - with linguistic knowledge and n skills that will enable them to, own academic learning, and ely in their area of specialization.	<b>Module Outcomes:</b> 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 arough 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 code:-	Semester 1: EFIT111	Semester2:ESCL112	NQF level:		
Title: Ideologi	es and Trends in Education	Title: Academic Literacy 7 Literacy)	1B (Computer		
practice of the concepts, Ed philosophy, ar nature and fi (Philosophy of classical philos and pragmatii reconstructioni clarification; th link to humanis (History of edu South Africa education. Edi (1652-1795 at the British (1 National Partic (1948). Educa for Coloured of Education Action	eories of moral education and its	<b>Content:</b> General understanding of computers in and around us, including knowledge and use of computer hardware, software, and operating systems. Key applications software such as word processing, spreadsheet, presentation and outlook. Also included in this module are aspects of working in an Internet or networked environment, including basic knowledge of networks and the Internet, skills in specific applications such as electronic mail software and Web browsers, skills required to find and evaluate information, and an understanding of issues related to computing and the Internet being used at school, home and workplace.			

Education Act apartheid edu	r Black children (The Bantu ;, Act 47 of 1953). Resistance to cation. A new education policy in Africa (1992 to date)			
Module outco	omes:	Module outcomes:		
equipped wi	the module, students should be th: - with knowledge and of the field and study of	By the end of the module, students should be equipped with: -		
education; To educational id present educ knowledge an	enable students to understand deologies and their link to the ation. To equip students with d understanding of development ucation systems in South Africa	with the relevant and necessary computer skills that will enable them to finesse around their studies and life in general. The module takes students through different types of computers, different 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 de	livery: Full Time	Method of delivery: Full Time		
by means of o through asses	modes: This module is assessed continuous formative assessment sments, presentations and tests. sessment through examination.	Assessment modes: This module is assessed by means of continuous formative assessment through in-class tests, exercises, assignments, portfolios, professional and subject mentors' reports, and lecturers' reports; and summative assessment through a terminal examination at the end of the semester		
Module code:-	Semester 1: EPDL211	Semester 2: ECTL212 NQF level:		
Title: Human	Development and Learning	Title: Teaching and Learning strategies		
<b>Content:</b> Introduction to Educational Psychology. Understanding learner development and diversity. Individual and group differences. Learning and knowledge construction. Learning and motivation		<b>Content:</b> Theories of teaching and learning (behaviourist, humanist, social constructivist). Principles of quality teaching and a competent teacher. 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:		
	ducational Psychology which e aspects of development and	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 Time		
assessment assignments (	modes: This module is means of Continuous formative through participation in class, (academic and professional) and summative assessment through in June	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 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.			
Module code:-	Semester 1: ECAE311	Semester 2: EDSE312	NQF level:		
Title: Assess	ment in Education	Title: Society Education La Governance	w and School		
relationship to Conceptions of development teaching & lea underpinning Assessment), systems, Pers (behaviourist, Co-operative feedback.	n the context of the espoused	Content: Society and Educa definition of terms; relations education and society; theor functionalism; Marxism; inte social, conservative, innova economic, selective and loc functions. The socialization settings, role of the school in parameters of school govern bases of school practice, sc managers and governing bc of educational law, legislatic schools, educators and lear school rules and human righ Module outcomes: By the end of the module, si be equipped with: - with k skills to address the role of society; to equip student engaging critically with educ procedures and systems wi institutions and classrooms the national education landscape.	hip between ries of society; ractions, tive, ative process and n socialization, nance, legal hool wdies, sources on affecting ner discipline, tts culture. tudents should nowledge and of education in with skills of cation policies, nich impact on as well as on		
Method of de	livery: Full Time	Method of delivery: Full Ti	me		
on students' p continuous as baseline a summative. Baseline: evi	modes: Gathering of evidence erformance the process will apply sessment procedures which are: ssessment, formative and idence of students' academic chniques for assessment, Written		of continuous nrough tests, ns, portfolios,		
Assignments, Formative: T	oral presentations. 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	Leadership and Management	Title: Comparative Education	on		
Content: Bas	ic concepts in school leadership nent task of an educator. The purpose of school management	<b>Content:</b> Objectives an Comparative Education; rat field; disciplinary identity; Co	tionale for the		

and development). Parent management. Learner involvement	
Module outcomes: By the end of the module, students should be equipped with: - with skills to lead and manage school. Enable them to understand the challenges of school leadership and management. Increase their understanding of skills and competencies required for successful performance in school management positions.	<b>Module Outcomes:</b> To describe 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 delivery: Full Time	Method of delivery: Full time
Assessment modes: This module is assessed by means of formalise assessment through class participation, assignment, and presentations, tests and summative assessment through 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 Semester 1: EPIE411 code:-	Semester 2: EPRE412 NQF level:
Title: Inclusive Education	Title: Introduction to Research in Education
<b>Content:</b> Inclusive education concepts; non- inclusive educational settings; collaboration parent involvement; effective teaching and learning; supporting all students; understanding students with challenging behaviour, understanding students with intellectual disability.	<b>Content:</b> It will cover, understanding the concept of research –i.e. what is research? Difference between quantitative and qualitative research; aims of conducting research in education; how to identify a research topic; the title and research problem as well as formulation of research questions. 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 findings; research ethics.
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - an understanding of the philosophy, benefits and processes of inclusive education	<b>Module outcomes:</b> To introduce students to basic concepts in Educational Research as well as equip them with skills for conducting literature review, referencing techniques, analysing data and interpreting research findings.
Method of delivery: Full Time	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.	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.
Module Semester 1: ECTP411	Semester 2: EAMS412 NQF level:
<b>Title:</b> Theory and Practice of Curriculum Development	<b>Title:</b> Management of School Systems and Extra-curricular Activities
<b>Content:</b> Introduction to curriculum studies, Philosophical foundations of curriculum research, design and development, Theories	Content:

underpinning curriculum research	1. The education system as an
	organisation
internationally and in South Africa. (Traditional,	5
modern and post-modern Curriculum theories	<ul> <li>Schools as social systems</li> </ul>
and models) Conceptions of curriculum and	(definition of social system, the
their implications in teaching & learning	environment of schools, the macro
environment, Outcomes Based Curriculum	and micro environments, school
model in South Africa from ERS, CMSA,	climate and school culture from the
C2005, NCS and CAPS), Models of curriculum	perspective of educational
developments and various level	management, the school as an
	organisation, the organisational
	structure of a school)
	<ul> <li>Culture traditions in the</li> </ul>
	management of school systems in
	South Africa (Afro centric
	management, Ubuntu and
	management, gender and
	management)
	<ol><li>Effective school management</li></ol>
	strategies
	<ul> <li>Effective schools (indicators of</li> </ul>
	effective schools, models of
	schooling, effective classrooms,
	effective principals, effective
	behaviours, synthesis of research
	findings on effective schools);
	<ul> <li>Participatory management skills in</li> </ul>
	schools (renewal strategies in
	management of school systems,
	management by objectives, inviting
	educational management;
	3. Management of extra-curricular
	systems
	<ul> <li>The management of school's extra-</li> </ul>
	curricular programmes
	(management of extra-curricular
	tasks, time management within the
	context of extra surricular program
	context of extra-curricular program
	strategies for the optimal utilisation
	strategies for the optimal utilisation of time, the educational manager's
	strategies for the optimal utilisation of time, the educational manager's role regarding extra-curricular
	strategies for the optimal utilisation of time, the educational manager's role regarding extra-curricular programmes-co-ordination; setting
	strategies for the optimal utilisation of time, the educational manager's role regarding extra-curricular programmes-co-ordination; setting objectives; programme enrichment,
	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
	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)
	<ul> <li>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)</li> <li>4. Management of physical and</li> </ul>
	<ul> <li>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)</li> <li>Management of physical and financial resources in schools</li> </ul>
	<ul> <li>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)</li> <li>Management of physical and financial resources in schools</li> <li>Departmental guidelines in</li> </ul>
	<ul> <li>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)</li> <li>Management of physical and financial resources in schools</li> </ul>
	<ul> <li>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)</li> <li>Management of physical and financial resources in schools</li> <li>Departmental guidelines in</li> </ul>
	<ul> <li>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)</li> <li>4. Management of physical and financial resources in schools</li> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools</li> </ul>
	<ul> <li>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)</li> <li>Management of physical and financial resources in schools</li> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement,</li> </ul>
	<ul> <li>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)</li> <li>Management of physical and financial resources in schools</li> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools</li> </ul>
	<ul> <li>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)</li> <li>Management of physical and financial resources in schools</li> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement,</li> </ul>
Module outcomes: To equip students with	<ul> <li>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)</li> <li>Management of physical and financial resources in schools</li> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register,</li> </ul>
Module outcomes: To equip students with knowledge of processes of; curriculum	<ul> <li>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)</li> <li>Management of physical and financial resources in schools</li> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)</li> </ul>
	<ul> <li>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)</li> <li>Management of physical and financial resources in schools <ul> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)</li> </ul> </li> <li>Module outcomes: <ul> <li>By the end of the module, students should</li> </ul> </li> </ul>
knowledge of processes of; curriculum	<ul> <li>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)</li> <li>Management of physical and financial resources in schools</li> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)</li> <li>Module outcomes:</li> <li>By the end of the module, students should be equipped with knowledge and skills to</li> </ul>
knowledge of processes of; curriculum designing, curriculum development and	<ul> <li>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)</li> <li>Management of physical and financial resources in schools         <ul> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)</li> </ul> </li> <li>Module outcomes:         <ul> <li>By the end of the module, students should be equipped with knowledge and skills to manage school systems and extra-</li> </ul> </li> </ul>
knowledge of processes of; curriculum designing, curriculum development and implementation and to train students in	<ul> <li>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)</li> <li>Management of physical and financial resources in schools</li> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)</li> <li>Module outcomes:</li> <li>By the end of the module, students should be equipped with knowledge and skills to</li> </ul>
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	<ul> <li>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)</li> <li>Management of physical and financial resources in schools         <ul> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)</li> </ul> </li> <li>Module outcomes:         <ul> <li>By the end of the module, students should be equipped with knowledge and skills to manage school systems and extra-</li> </ul> </li> </ul>
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	<ul> <li>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)</li> <li>Management of physical and financial resources in schools         <ul> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)</li> </ul> </li> <li>Module outcomes:         <ul> <li>By the end of the module, students should be equipped with knowledge and skills to manage school systems and extra-</li> </ul> </li> </ul>
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	<ul> <li>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)</li> <li>Management of physical and financial resources in schools         <ul> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)</li> </ul> </li> <li>Module outcomes:         <ul> <li>By the end of the module, students should be equipped with knowledge and skills to manage school systems and extra-</li> </ul> </li> </ul>
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. Method of delivery: Full Time	<ul> <li>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)</li> <li>Management of physical and financial resources in schools         <ul> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)</li> </ul> </li> <li>Module outcomes:         <ul> <li>By the end of the module, students should be equipped with knowledge and skills to manage school systems and extracurricular activities.</li> </ul> </li> <li>Method of delivery: Full Time</li> </ul>
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. Method of delivery: Full Time Assessment modes: This module is assessed	<ul> <li>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)</li> <li>Management of physical and financial resources in schools         <ul> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)</li> </ul> </li> <li>Module outcomes:         <ul> <li>By the end of the module, students should be equipped with knowledge and skills to manage school systems and extracurricular activities.</li> </ul> </li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is</li> </ul>
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. Method of delivery: Full Time Assessment modes: This module is assessed by means of gathering of evidence on students'	<ul> <li>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)</li> <li>Management of physical and financial resources in schools         <ul> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)</li> </ul> </li> <li>Module outcomes:         <ul> <li>By the end of the module, students should be equipped with knowledge and skills to manage school systems and extracurricular activities.</li> </ul> </li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is assessed by means of test, assignment</li> </ul>
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. 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	<ul> <li>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)</li> <li>Management of physical and financial resources in schools         <ul> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)</li> </ul> </li> <li>Module outcomes:         <ul> <li>By the end of the module, students should be equipped with knowledge and skills to manage school systems and extracurricular activities.</li> </ul> </li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is</li> </ul>
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. 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	<ul> <li>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)</li> <li>Management of physical and financial resources in schools         <ul> <li>Departmental guidelines in managing physical resources.</li> <li>Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)</li> </ul> </li> <li>Module outcomes:         <ul> <li>By the end of the module, students should be equipped with knowledge and skills to manage school systems and extracurricular activities.</li> </ul> </li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is assessed by means of test, assignment</li> </ul>
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assessment,	Written	Assignments,	oral
presentations.	Forma	tive: Tests,	oral
presentation,	group wor	k, role play acti	vities,
tutorials. Summ	native: Te	st and examinati	on

# FED.2.5.7.7. TEACHING PRACTICE MODULE CONTENT AND OUTCOMES FOR FET PROGRAMMES

FURTHER EDUCATION	AND TRAINING TEACHING P	RACTICE - YEAR COU	IRSES
Module code:-	Year Level 1: ETSE100	3TSE100	NQF level: 5
Title: School Experience	1		
	n practice (observation and and subject pedagogical knowled		practice/ lesson
	a module aims to expose stude the care of a school mentor	ents to the school exp	erience from the
Method of delivery: Full	Time		
orientation week in Augus	s module is assessed during the school prepa fessional conduct, which is subm	res a confidential repor	rt on the student
Module code:-	Year Level: ETSE200 3TSE2	200	NQF level: 6
Title: School Experience	2		
	tice (lesson demonstrations/ sim two subjects/ university based a knowledge).		
Module outcomes:			
The purpose of this modu reflect on the school expe	ule is to give students the oppo rience.	rtunity to critical observ	ve and creatively
Method of delivery: Full	Time		
practicum for 2 weeks in th week. A school Observati used as an observation in observation experiences a	their 2 <sup>nd</sup> year, B Ed students un the first semester, and for 1 week on Journal, with a collection of a the strument. Reflections on them re made as well as reflective essa the observed experiences for full	in the second semester ssignments and practica es/presentations based ays written on observed e	during the recess al activities will be on the students'
Module code:-	Year Level 3: ETSE300	3TSE300	NQF level: 7
Title: : School Experience	ce 3		
of lessons from two si	Learning. Conducting of all cla ubjects school -based (practi be able to plan, prepare and	cal and subject conte	ent pedagogical
Module outcomes:			
and be able to develop the	to have the opportunity to be ex e knowledge, skills and values re elop a variety of teaching- asses	equired of a professiona	I and passionate
Method of delivery: Full	Time		
	is module is assessed by means emester. Lecture and mentor ev		
Module code:-	Year Level 4: ETSE400	3TSE400	NQF level: 7
Title: : School Experience	ce 4		
<b>Content:</b> School based te research (reflecting on ow situational knowledge).	eaching practice (3 weeks) subje n practice and that of the mentor	ect mentor university sup s (practical/ subject cont	pervised + action tent pedagogical/

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.

### **IMPORTANT NOTICE:** -

THE FOLLOWING PROGRAMMES (EBEDEF, EBDIS 1,2,3,4,5) HAVE BEEN PHASED OUT HENCE TABLES OF CURRICULUM STRUCTURES ARE CROSSED. THE INTAKE IN THESE PROGRAMMES HAD BEEN DISCONTINUED. THESE PROGRAMMES ARE STILL LISTED OR SHOWN IN THIS HANDBOOK FOR THE PURPOSE OF ACCOMMODATING PIPELINE STUDENTS WHO ARE OWING ONE OR TWO MODULES TO COMPLETE. THIS STRUCTURE THEREFORE WILL NOT BE INCLUDED IN THE 2023 HANDBOOK GOING FORWARD. SHOULD A STUDENT NEED TO DO B. ED PROGRAMME - PLEASE REFER TO THE NEW PROGRAMMES ABOVE (3BFPT1, 3BDIP1, 3BDIP2, 3BDISF1,3BDSF2.3BDSF3).

- FED.2.6. Bachelor of Education Foundation and Intermediate Phase Programmes Phasing out
- FED.2.6.1. EMS AND LANGUAGE EDUCATION EBDIS1

#### FED.2.6.1.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelor o Education	Education: Intermediate and Senior Phase - EMS and Language				
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	
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
				ELZN112
ELGN311	English Language Method 3A	16	7	ELGN111
				ELGN112
EDSE312	Society, Educational Law and School Governance	08	7	NONE
EFMS312	Comparative Education	08	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

FIRST SEM	ESTER		FIRST SEM	ESTER		FIRST SEM	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	08	Choose one of	the following: -		EESE311		16	Choose one of the	e following:-	
EESE111	С	16	ELZN211	E	16	Choose one of	the following: -		EESA411		12
Choose one of	the following:-	/	ELGN211	E	16	ELZN311	E	16	EESB411		12
ELZN111	E /	16			/	ELGN311	E	16	EESE411		12
ELGN111	E /	16			/			/	Choose one of the	e 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	¢	08	ECTL212	C	08	EDSE312		08	EAMS412		08
EPHA112	/c	08	EESE212		16	EFMS312		08	EPRE412		08
ESML112	С	08	Choose one of			EESE312		12	Choose one of the	e following:-	
EESE112	С	16	ELZN212	E	16	Choose one of	the following:-		EESA412		12
Choose one of	<u> </u>		ELGN212	E	16	ELZN312		12	EESB412		12
ELZN112	E	16				ELGN312		12	EESE412		12
ELGN112	E	16							Choose one of the	e following:-	
									ELZN412		12
									ELGN412		12
Total 2 <sup>nd</sup>		56	Total 2 <sup>nd</sup>		40	Total 2 <sup>nd</sup>		40	Total 2 <sup>nd</sup>		40
					Y	ear Modules					
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100	С	16	ESTE200		32	ETSE300		32	LTSE400		32
ear module		16	Year module		32	Year module		32	Year module		32
Total year		128	Potal year		112	Total year		120	Total year level		120
Total											480

FED.2.6.1.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: IP AND SP (ECONOMIC MANAGEMENT SCIENCES AND LANGUAGE).- EBDIS1

# FED.2.6.1.3. MODULE CONTENT AND OUTCOMES FOR EBDIS1

Medule easter	Compostor 4: COM 444	Composter D. COMI 440	NOF
Module code:-	Semester 1: ESML111	Semester 2: ESML112	NQF level:
Title: Mathematical Lite	eracy 1A	Title: Mathematical Litera	cy 2B
positive exponents commutative and distri	<ul> <li>decimals, percentages, and roots, associative, butive laws, the concepts of rtion and inverse proportion,</li> </ul>	Content: Fractions percentages, positive ex roots, associative, com distributive laws, the con ratio, direct proportion proportion, simple formula	ponents an nutative an cepts of rate and invers
basic mathematical lite	To develop in students the eracy competencies with a ents use such competencies d in other disciplines.	Module Outcomes: To students the basic mathen competencies with a view students use such com contexts encountered disciplines.	natical literac to helping th
Method of delivery: Fu	ull Time	Method of delivery: Full	time
Assessment modes: through tests and examination at the end	assignments and a final	Assessment modes: assessment through assignments and a final e the end of the semester.	Continuou tests an xamination a
Module code:-	Semester 1: EESE111	Semester 2: EESE112	NQF level:
Title: Economic and Ma	anagement Sciences 1A	Title: Economic and Sciences 1B	Managemer
field of study, The Ecor	c and Management Sciences nomic Systems, The Market, nsumer Equilibrium, and	Content: Introduction management, Planning in Organizing in manageme management, control in and Selection and dev product mix	nt, Leading i managemer
Module outcomes:		Module outcomes:	
equipped with:- unders and situation through	odule, students should be standing of economics facts the introduction to basic a and the appropriate field of commerce	By the end of the mod should be equipp understanding of Basic In Business Management F appropriate terminology us of commerce	ed with ntroduction t rrinciples an
Method of delivery: Fu	ull Time	Method of delivery: Full	Time
		Assessment modes: formative assessmen participation in class, assi reflective writing. assessment through ex November	gnments, an Summativ
Module code:-	Semester 1: ELZN111	Semester 2: ELZN112	NQF level:
Title: IsiZulu Language	e Education 1A	Title: IsiZulu Language E	ducation 1A
	s of Syntax, Morphology, ogy and their impact in the	<b>Content:</b> Development attitudes in student-educ the acquisition of reading thinking skills. Exposition t prose, short stories, novels and drama. Thorough gro essential literary term	ators throug , viewing an o the study o , formal essa

with basic knowledge	To equip student-educators of General Linguistics with ntax, Morphology, Semantics	<b>Module Outcomes:</b> To give essential language skills that w them to critically interpret and academic, literary and professic To apply thinking and reasonin language education.	vill enable d analyze onal texts.
Method of delivery: Fu	ıll Time	Method of delivery: Full time	•
Assessment modes: assessment through assignments, and ref assessment through exa	Participation in class, lective writing; Summative	formative assessment participation in class, assignment	ummative
Module code:-	Semester1:ELGN111	Semester 2: ELGN112	NQF level:
Title: English Languag	e Education 1A	Title: English Language Educ	ation 1A
	s of Syntax, Morphology, ogy and their impact in the	<b>Content:</b> Development of attitudes in student-educators the acquisition of reading, vie thinking skills. Exposition to the prose, short stories, novels, forr and drama. Thorough groundi essential literary term	through wing and study of mal essay
with basic knowledge	To equip student-educators of General Linguistics with ntax, Morphology, Semantics	<b>Module Outcomes:</b> To give essential language skills that w them to critically interpret and academic, literary and professio To apply thinking and reasonin language education.	vill enable d analyze onal texts.
Method of delivery: Fu	ıll Time	Method of delivery: Full time	e
Assessment modes: assessment through assignments, and refi assessment through ex	participation in class, lective writing; Summative	formative assessment participation in class, assignment	ontinuous through ents, and
		November.	ummative ations in
Module code:-	Semester 1: EESE211		
Module code:- Title: Economic and Ma		November. Semester 2: EESE212	ations in
		November. Semester 2: EESE212 Title: Economic and Mar	NQF level:
Title: Economic and Ma	anagement Sciences ion, (VAT), es,	November. Semester 2: EESE212 Title: Economic and Mar Sciences Content:  Partnerships, Sole trader AFS (Profit a Income statement and B sheet), GAAP principles, GaAb transactions, and B reconciliations, Credit transactions.	Ations in NQF level: nagement nd loss, alance
Title: Economic and Ma Content: – Accounting equati – Value Added Tax – Salaries and wage	anagement Sciences ion, (VAT), es,	November. Semester 2: EESE212 Title: Economic and Mar Sciences Content:      Partnerships,     Sole trader AFS (Profit a Income statement and B sheet),     GAAP principles,     Cash transactions and B reconciliations,	Ations in NQF level: nagement nd loss, alance
Title: Economic and Ma         Content:         -       Accounting equati         -       Value Added Tax         -       Salaries and wage         -       Year-end adjustm         Module outcomes:       By the end of the module to: -         -       demonstrate an u knowledge which field of study,	anagement Sciences ion, (VAT), es,	November. Semester 2: EESE212 Title: Economic and Mar Sciences Content:      Partnerships,     Sole trader AFS (Profit a Income statement and B sheet),     GAAP principles,     Cash transactions and B reconciliations,     Credit transactions. Module outcomes: By the end of the module, should be equipped with: -     Demonstrate an	ations in NQF level: hagement Ind loss, alance ank students informed he key general

concepts of Accor confidence Method of delivery: Fu Assessment mode		accounting and apply s a variety of different pro - Communicate information reliably, and coherently to enab financial information sound financial decision Method of delivery: Full Tim Assessment modes: This is coursework/research which is	bblems accounting accurately le users of to make ns ne modules is	
of examination	Semester 1: ELZN211	by means of examination	NQF	
Module code	Semester 1. LLZNZTT	Semester 2. LL2N212	level:	
Title: IsiZulu Language	e Education 2A	Title: IsiZulu Language Edu	cation 2B	
skills. Understanding informative, persuasive texts. Preparation for	nt of listening and speaking of types of spoken text: entertaining and instructive or a speech delivering. sentials of Communication ender and its receiver.	<b>Content:</b> Creative writing. Dra of stories: play reading, script poetry reading. Responding without words. Discussion Understanding various types adventure, family, misery an stories. Understanding parts story; plot, setting, character mood, theme and symbolism.	writing and g to films of books. of stories: d historical of a good	
	equip student-educators with lentification and interpretation xts and speeches.	Module Outcomes: To enrich student educators with IsiZulu Language Competence, communication and thinking skills.		
Method of delivery: Fu	ull Time	Method of delivery: Full time		
Assessment modes: assessment through assignments, and ref assessment through exa	participation in class, lective writing; Summative	Assessment modes: of formative assessment participation in class, assignr reflective writing; Summative a through examinations in June.	issessment	
Module code:-	Semester1:ELGN211	Semester 2: ELGN212	NQF level:	
Title: English Languag	e Education 2A	Title: English Language Edu	ication 2B	
Content:		Content:		
<ul> <li>The principles of c classroom.</li> </ul>	communication in the	<ul> <li>Introduction to literature</li> </ul>	studies.	
	ge learning in the classroom.	<ul> <li>Poetry</li> </ul>		
0 0	ng to improve communicative	<ul> <li>Novels</li> <li>Short stories</li> </ul>		
<ul> <li>Improving the spe</li> </ul>	aking skill as a means of inicative competence.			
_	language: propaganda,			
skills and knowledge in	equip students with essential English Language Education ply these practically to the on.	<b>Module Outcomes:</b> To students with skills and kno analyze literary texts.		
Method of delivery: Fu	ull Time	Method of delivery: Full tin	ne	
Assessment modes: assessment through assignments, and ref assessment through exa	participation in class, lective writing; Summative	Assessment modes: formative assessment participation in class, assignr reflective writing; Summative a		

		through examinations in June.			
Module code:-	Semester 1: EESE311	Semester 2: EESE312	NQF level:		
Title: Economic and Ma - EESE311	anagement Sciences Method	Title: Economic and Ma Sciences Method - EESE312	anagement		
Sciences, Understand environment, Theoretic and learning, Insights curriculum, Approache learner-centred approa	conomic and Management ling EMS in the school al foundations of Teaching into EMS, Managing the ss to teaching EMS: the ch and the teacher-centred and Management Sciences oning in teaching EMS.	<b>Content:</b> Didactic principles of teaching and learning in the Economic and Management Sciences, Developing and using teaching resources in EMS, Using social media as an information and computing technology tool in EMS classroom, Assessment in EMS			
Module outcomes:		Module outcomes:			
<ol> <li>term planner for term planner for term planner for term</li> <li>Integrate a lear teacher-centred a EMS curriculum</li> <li>Demonstrate know the foundations of Economic and Ma</li> <li>Demonstrate know relevant policie Management Scie</li> <li>Select and us methods and tech learning of Economics.</li> <li>Design appropriat and Managemen account theories</li> </ol>	ner-centred approach and approach into teaching the wledge and understanding of of teaching and learning in anagement Sciences. wledge and understanding of	<ol> <li>Identify non-electronic a electronic resources us low-high resource learn environments.</li> <li>Explore the use of socia as a valuable education technology tool in the cl</li> <li>Application of taxonomi assessment.</li> <li>Design appropriate ass strategies in Economic Management Sciences.</li> <li>Design, select and adaj appropriate teaching ar support materials for Ec and Management Sciences</li> </ol>	ed in both ing al media al web2.0 lassroom es in EMS essment and ot d learning conomic		
Method of delivery: Fu		Method of delivery: Full Tin	ne		
Assessment modes: The means of examination.	This module is assessed by	Assessment modes: This modules is coursework/research which is assessed by means of examination			
Module code:-	Semester 1: ELZN311	Semester 2: ELZN312	NQF level:		
Title: IsiZulu Language	e Method 3A	Title: IsiZulu Language Meth	nod 3B		
together with their stre Grammar Translation Method. Exploration of teaching methods. Analy language teaching prim approaches (text-based based). Exploration of le kinesthetic, tactile and a Preparation for a speech teaching methods in the	traditional teaching methods ingth and weaknesses, e.g. Method and Audio-lingual of modern Communicative yses of CAPS. Exploration of ciples, techniques, style and communicative and genre arning styles: visual, auditory, jural and oral learning styles. I delivery. Application of these e micro- teaching laboratory. arnework, work schedule and	<b>Content:</b> Reviewing and viewing and critical analysis (literacy narrative in prose Interpret and implement th language curriculum policie for IsiZulu additional education. Selecting the strategies, styles and apprent siZulu additional language Language learning. Critical at the language learning program writing, design and presenting	s of fiction or verse. e national s relevant language relevant oaches to education. analysis of ms. IsiZulu		
relevant methods,	To empower student owledge and skills of the principles, techniques g IsiZulu as a FAL (First	<b>Module Outcomes:</b> To students to IsiZulu Additiona curricular knowledge, skills a and the relevant methods, techniques and approaches additional language educat whole.	nd values; principles, to IsiZulu		

Method of delivery: Fu	ll Time	Method of delivery: Full time		
Assessment modes: assessment through assignments, and reflu assessment through exa	participation in class, ective writing; Summative	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November		
Module code:-	Semester1:ELGN311	Semester 2: ELGN312 NQF level:		
Title: English language	Method 3A	Title: English Language Method 3B		
with their strength and Translation Method a Exploration of modern Analyses of CAPS. Explo principles, techniques, s based, communicative ar of learning styles: visual, and aural and oral learn speech delivering. Applia micro- teaching labora	traditional methods together weaknesses, e.g. Grammar nd Audio-lingual Method. Communicative methods. oration of language teaching style and approaches (text- nd genre based). Exploration , auditory, kinesthetic, tactile ing styles. Preparation for a cation of this method in the tory. Design and present rk, work schedule and lesson	<b>Content:</b> Application of traditional methods in simulated classroom environment. Application of modern Communicative methods. Application of CAPS in simulated classroom environment. Application and integration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Intensive review of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Evaluation of lessons by peers. Advanced designing of subject frameworks and work schedules.		
relevant methods,	To empower student owledge and skills of the principles, techniques g English as a FAL (First	<b>Module Outcomes:</b> 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 of delivery: Fu	ll Time	Method of delivery: Full time		
Assessment modes: assessment through assignments, and refle assessment through exa	participation in class, ective writing; Summative	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:-	Semester1:EESA411	Semester 2: EESA412 NQF level:		
Title: Accounting Educa	tion 4A – EESA411	Title: Accounting Education 4B – EESA412		
companies: Cash Flow s for the preparation and	Financial accounting of Statements, The framework d presentation of financial id interpretation of financial of published financial assets	<b>Content:</b> Ethics, The role of professional bodies, Disciplinary and punitive measures for non-compliance with the code of professional conduct,, King code III policies, Legislation governing companies prescribed in the companies Act, Internal control, Budgeting, Cost accounting and		
		manufacturing concerns		

1.		es final accounts with the AP, IFRS and Accounting	1.	Understand the role of professional bodies.			
2.	out the concepts t	ounting framework that sets hat underlie the preparation of financial statements for nal users.	2.	Demonstrate knowledge of disciplinary and punitive measures that are applied for non- compliance with the code of professional conduct.			
3.		amental objective of financial to provide information.	3.	Understand the King code III policies governing ethical			
4.	Select appropriate figures from financial statements in order to calculate ratios, evaluate the performance and position of business, draw comparisons relevant to specified benchmarks, and make decisions		4.	behaviour and the provisions relating to transparency and accountability in the financial environment.			
	about future actions.		4.	Demonstrate knowledge of the application of internal control and internal audit processes in a			
5.	Demonstrate the understanding of the limitations of the information contained in the financial statements.		5.	business environment. Understand the difference			
6.			5.	between internal and external auditing.			
	expressing this in the form of viable financia plan		6.	Demonstrate the understanding of the limitations of budgeting procedures			
7. o	,	thods of depreciation	7.	Explain the behavioural			
0.	8. Disclose non-current assets in the fina statements		8.	implications of budgeting. Integrate ethical issues, internal			
			0.	control and audit processing relating to manufacturing			
Met	nod of delivery: Fu	III Time	Meth	Method of delivery: Full Time			
Ass	essment modes	s: This modules is	Asse	Assessment modes: This modules is			
	sework/research wl amination	hich is assessed by means		sework/research which is assessed neans of examination			
Mod	ule code:-	Semester1:EESB411	Sem	ester 2: EESB412 NQF level:			
Title	: Business Manage	ement 4A	Title	: Business Management 4B			
Afric The Man Man anal unit,	a, the business enter Enterprise and agement of sm agement in interr ysis, quantitative re	n of productivity in South erprise as an object of study, Business environment, all medium enterprises, national environment, cost elationships in the operating the operating unit and	proc segn relat	tent: Components of the marketing ess, consumer behaviour, market nentation, market research, public ions, aspects of financial agement, and financial decisions.			
Mod	ule outcomes:		Mod	ule outcomes:			
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.			shou unde on Mana unde publi	the end of the module, students Id be equipped with: - erstanding and to hold a discourse Contemporary Business agement issues. Example – erstanding the role of Marketing and ic relations for the Business to be sessful in its endeavours			
Meth	nod of delivery: Fu	III Time	Method of delivery: Full Time				
asse	essment modes essment through gnments, and refl	: Continuous formative participation in class, ective writing. Summative	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing. Summative				

-	examination in November	assessment through exar		
		November	-	
Module code:-	Semester 1: EESE411	Semester 2: EESE412	NQF level:	
Title: Human Rights Is	sues	Title: South African Perspectives	Historical	
	nd Negative Liberty and n rights status quo in three	<b>Content:</b> The British conq people of South Africa, the and Anglo-Boer wars and the fall of apartheid	Anglo-Zulu	
Module outcomes:		Module outcomes:		
equipped with:- the skill any country and to de	odule, students should be is to analyse human rights in termine the principle driving both negative and positive	By the end of the moduli should be equipped with: required to analyse historical draw conclusions based on text and media	the skills events and	
Method of delivery: Fu	ull Time	Method of delivery: Full Tir	ne	
Assessment modes: T means of	This modules is assessed by	Assessment modes: This assessed by means of	module is	
Module code:-	Semester 1: ELZN411	Semester 2: ELZN412	NQF level: 7	
Title: IsiZulu Language	Education 4A	Title: IsiZulu Language Edu	cation 4B	
factors causing barrie Evaluation of approache critical review of the learning. The role of per	learning. Exploration of the ers to language learning. s to materials development. A role of culture in language rsonality in language learning risk-taking, anxiety and	complex and compound Analysis of idiomatic expre figures of speech. App morphology, semantics, pho syntax in the teaching language. Use of IsiZulu is communication.	ssions and lication of nology and of IsiZulu	
the psychology of languing them with barriers to la theories of language educators with mat	expose Student educators to uage learning. To familiarize nguage learning and well as learning. To equip student erial development skills. rtance of culture in language	Module Outcomes: To enrive with academic linguistic km IsiZulu and critical analytic ski texts in education. To review the linguistic patterns, print structures underpinning the language	owledge of Ils of literally intensively	
Method of delivery: Fu	ull Time	Method of delivery: Full time		
lessons presented. Cont through participation i	Evaluation of the quality of inuous formative assessment n class, assignments, and mative assessment through	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	Semester 2: ELGN412	NQF level:	
theories of language factors causing barrie Evaluation of approache critical review of the learning. The role of per	e Education 4A language acquisition versus learning. Exploration of the ers to language learning. s to materials development. A role of culture in language rsonality in language learning risk-taking, anxiety and	Title: English Language Ed Content: Intensive review complex and compound Analysis of idiomatic expre figures of speech. App morphology, semantics, pho syntax in the teaching language. Use of English I	of simple, sentences. ssions and lication of nology and of English	

empathy).	communication.
<b>Module Outcomes:</b> 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.	<b>Module Outcomes:</b> 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.2.6.2. EMS and Life Orientation - EBDIS2

# FED.2.6.2.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

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

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	08	EPPM211	С	16	ECAE311	С	08	ECTP411	С	16
ESML111	С	08	EESE211	С	16	EPLO311	С	16	EPSP411	С	1/2
EPIP111	С	16				EESE311	С	16	EPEC411	С	/12
EESE111	С	16							•	the following:-	/
	/								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	¢	08	ECTL212	c	08	EDSE312	/ C	08	EAMS412	¢	08
EPHA112	C	08	EPHE212	С	16	EFMS312	C	08	EPRE412	C	08
ESML112	С (	08	EESE212	c	16	EPLO312	С	12	EPEC412	C	12
EPIP112	с (	16				EESE312	C	12	EPCE412	C	12
EESE112	C C	16								the following:-	
/									EESA412	E	12
									EESB412	E	12
									EESE412	E	12
Total 2 <sup>nd</sup> semester		56	Total 2 <sup>nd</sup> semester		40	Total 2 <sup>nd</sup> semester		40	Total 2 <sup>nd</sup> semester		52
						Year Modules				•	
Year Level 1	0	40	Year level 2		00	Year level 3			Year level 4		00
ETSE100	С	16	ESTE200		32	ETSE300		32	ETSE400		32
Year module		16	Year module		32	Year module		32	Year module		32
Total year level 1		128	Total year Level 2		11 2	Total year level 3		120	Total year level 4		144
Total credits											504

#### FED.2.6.2.2. Qualification Name: Bachelor of Education: Intermediate and Senior (EMS and Life Orientation). Qualification Code: EBDIS2

# FED.2.6.2.3. 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: : Is	iZulu Language Education	1A	<b>Title:</b> IsiZulu Language Education 1A			
Semantics	The rules of Syntax, Mo s and Phonology and their ng of a language.	<b>Content:</b> Development of attitudes in student-educator the acquisition of reading, viu thinking skills. Exposition to of prose, short stories, nove essay and drama. grounding in the essential lite	rs through ewing and the study els, formal Thorough			
Linguistics	outcomes: To equip with basic knowledge of s with special reference to gy, Semantics and Phonolog	<b>Module outcomes:</b> 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 Tin	me		
Assessm assessed	ent modes: This mo by means of examination	odule is	Assessment modes: This module is assessed by means of examination			
Module code:-	Semester 1: ELGN111	NQF level:	Semester 2: ELGN112	NQF level:		
Title: Eng	lish Language Education 1/	A	Title: English Language Ed	lucation		
Semantics	The rules of Syntax, Mo s and Phonology and their ng of a language.		<b>Content:</b> 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			
	outcomes: To equip with basic knowledge of	student-	Module outcomes:			
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 of delivery: Full Time			Method of delivery: Full Time			
Assessm assessed	ent modes: This mo by means of examination	odule is	Assessment modes: This assessed by mea examination			

Module code:-	Semester 1: EESE111	NQF level:	Semester 2: EESE112 NQF level:			
Title: Eco (Economi	nomic and Management Sci cs)	iences 1A	Title: Economic and Management Sciences 1B (Business Management)			
Sciences The ma	The Economic and Mar field of study. The economic rket. Price elasticity. C n. Production	Content: Introduction to general management. Planning in management. oranizing in management. leading in management. control in management. selection and development of product mix				
Module o	utcomes:		Module outcomes:			
To introduce student teachers to the basic economic phenomena and the appropriate terminology used in the field of commerce.			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 o	f delivery: Full Time		Method of delivery: Full Time			
Assessm assessed	ent modes: This mo by means of examination	odule is	Assessment modes: This module assessed by means examination	is of		
Module code:-	Semester 1: EESG111	NQF level:	Semester 2: ESAT412 NQF level:			
Title: Intr	oduction to Geography		Title: Technology Education (Advanced Technology)	on		
<ul> <li>Content:</li> <li>The nature and scope of Social Sciences</li> <li>Representation of the earth on maps and map use</li> <li>Population growth and economic development</li> <li>•The concept of development and sustainability</li> <li>•Sustainable development as geographical concept</li> <li>•Impact of development and conservation</li> <li>•Global environmental problems</li> <li>•Geographical techniques (analysis and interpretation of maps, photograph and statistics)</li> </ul>			Content: Mechanical, civil, electrica and perspective drawing, computer aided design. Module outcomes: To enhand students understanding ar			
the relationship between people, and between people and environment. It also equips students with basic insight underlying scientific principles and process of the world.			students understanding an application of complex mechanics civil and electrical engineerin graphics and design as necessary f the complexion of technologic process.	al, ig, or		
Method of delivery: Full Time			Method of delivery: Full Time			
Assessm assessed	ent modes: This mo by means of examination	Assessment modes:				

Module code:-	Semester 1: EPIP111	NQF level:	Semester 2: EPIP112	NQF level:		
Title: Psycholog	: Life Orientation: Introd gy 1A	uction to	<b>Title:</b> Life Orientation: Introduction to Psychology 1B			
the follow backgrout research; sensation conscious	Integration of theory and p ving study units: introduc nd to psychology; psy neuroscience and b and perception; st eness; learning; memory; in tion and language.	responsible manageme	on the ation and ler; o various chological en and promote ent of emotional			
<b>Module outcomes:</b> 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.			<b>Module outcomes:</b> 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 o	f delivery: Full Time		Method of delivery: Full Time			
Assessm assessed	ent modes: This mo by means of examination	odule is	Assessment modes: This module is assessed by means of examination			
Module code:-	Semester 1: ESML111	NQF level:	Semester 2: ESML112	NQF level:		
Title: : N	athematical Literacy 1A		Title: Mathematical Literacy	/ 2B		
<b>Content:</b> Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae			<b>Content:</b> Fractions, percentages, positive expor roots, associative, commut distributive laws, the concep ratio, direct proportion an proportion, simple formulae	ative and ots of rate,		
<b>Module outcomes:</b> 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	f delivery: Full Time	Method of delivery: Full Time				
Assessm assessed	ent modes: This mo by means of examination	Assessment modes: This module is assessed by means of examination				
Module code:-	Semester 1: ESPC111	NQF level:	Semester 2: ESCR412	NQF level:		
	Natural Science and Te and Chemical Properties of	echnology Matter	Title: Physical Science Edu	ication 4B		

<b>Content:</b> Matter and materials. Chemical reactions. Chemical bonding. Properties of materials			<b>Content:</b> 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.	
<b>Module outcomes:</b> To develop students' understanding of chemical and physical properties of matter and how materials with these properties can be processed into products.			<b>Module outcomes:</b> To develop critical reasoning and problem solving skills through the application of chemical concepts and proficiency in the laboratory in manipulative, planning, data processing and data communication skills.	
Method o	f delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of examination			Assessment modes: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November	
Module code:-	Semester 1: ESPS111	NQF level:	Semester 2: ESMM412	NQF level:
<b>Title:</b> Natural Science and Technology (Process Skills, Technology and Society)			<b>Title:</b> Mathematics ( Mathematics)	Financial
<b>Content:</b> 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: To develop understanding of mathematics.	students' financial
<b>Module outcomes:</b> To develop students' understanding a range of process skills that are necessary for engaging in the process of science knowledge construction and to develop the students' understanding of technology as process and product, and to appreciate the role and value of technology for society.			<b>Module outcomes:</b> 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			Assessment modes:	
Module code:-	Semester 1: ELZN211	NQF level:	Semester 2: ELZN212	NQF level:
Title: IsiZulu Language Education 2A			Title: IsiZulu Language Education 2B	
<b>Content:</b> 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.			<b>Content:</b> 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	
educators identificat	outcomes: To equip with essential skills ion and interpretation of sp cts and speeches.	<b>Module outcomes:</b> To enrich student educators with IsiZulu Language Competence, communication and thinking skills		
Method o	f 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	
Module code:-	Semester 1: ELGN211	NQF level:	Semester 2: ELGN212 NQF level:	
Title: English Language Education 2A			<b>Title:</b> English Language Educatio 2B	n
Content:			Content:	
<ul> <li>The principles of communication in the classroom.</li> </ul>			<ul> <li>Introduction to literature studies.</li> </ul>	
- Facilitating language learning in the			– Poetry	
	sroom.		– Novels	
	eloping listening to municative competence.	improve	<ul> <li>Short stories</li> </ul>	
<ul> <li>Improving the speaking skill as a means of enhancing communicative competence.</li> </ul>				
<ul> <li>Critical analysis of language: propaganda.</li> </ul>				
- Cartoons.				
– Adv	ertisements			
<b>Module outcomes:</b> To equip students with essential skills and knowledge in English Language Education so that they could apply these practically to the teaching-learning situation.			<b>Module outcomes:</b> To provide students with skills and knowledge to analyze literary texts.	
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 means of	
Module code:-	Semester 1: EESH211	NQF level:	Semester 2: ESBP412 NQF level:	
Title: Development of Political Institutions			Title:	
Content:			Content:	
<ul> <li>Orientation to module</li> <li>Significant institutions within society</li> <li>The Greek and Roman Political Experience</li> <li>The early Stone and Iron Age societies in Southern Africa</li> <li>Transition to Modern Age</li> <li>Political Categories</li> </ul>				
– Moo	dern Political Developments tical developments in South			

<b>Module outcomes:</b> To equip students with knowledge and analytical skills required in the study of the Development of Political Institutions. To introduce students to a variety			Module outcomes:	
	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 assessed by means of		Assessment modes:		
Module code:-	Semester 1: EESE211	NQF level:	Semester 2: EESE212	NQF level:
Title: Sciences	Economic and Ma 2A (Economics)	nagement	<b>Title:</b> Economic and Manag Sciences 2B (Accounting)	gement
Content:			Content:	
1. Acc	ounting equation		1. Partnership	
2. Valu	ue Added Tax (VAT)		2. Sole trader AFS (Profit Income statement and	
3. Sala	aries and wages		sheet) 3. GAAP principles	
4. Nor	-current Assets		4. Cash transactions a	nd Bank
5. Yea	r-end adjustments		reconciliation 5. Credit transactions	
Module o	utcomes:		Module outcomes:	
This module will prepare learners to be well- grounded in the knowledge, skills, values, principles, 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.		be well-grounded in the know skills, values, principles, me and procedures relevant to to discipline, subject learning a phase of study, professional occupational practice. The n will, among other things, gro participants in reflecting on approaches to teaching and The participants will have ar understanding of the knowle appropriate to the specializa	thods he irea, or nodule jund different learning. h dge tion.	
Method o	f delivery: Full Time		Method of delivery: Full Time	
Assessm assessed	ent modes: This mo by means of examination	odule is	Assessment modes: This module is assessed by means of examination	
Module code:-	Semester 1: EPPM211	NQF level:	Semester 2: ESPG412	NQF level:
Title: Li Developm	ife Orientation: Physical a nent	ind Motor	Title: Life Sciences Educati	ion
<b>Content:</b> 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.		<b>Content:</b> To develop speci and competences relevan teaching, learning and asse- technology education in Band.	t to the ssment of	
to give lea further st mechanis following	<b>butcomes:</b> The aim of this inners the necessary ground tudy of kinesiology and m. This is also the stuc systems in the body with to their function during an	ling for the sport bio dy of the h specific	formative assessment-	ontinuous test, sentation; through

introduction to selected movement disorders and conditions affecting the human body and their implications to human movement.				
Method o	f delivery: Full Time	Method of delivery: Full Tin	ne	
Assessm assessed	ent modes: This modes: This modes: by means of examination	odule is	Assessment modes:	
Module code:-	Semester 1: ESMT211	NQF level:	Semester 2: ESMT212	NQF level:
Title: I functions)	Mathematics 2A (Set, th	eory and	<b>Title:</b> Mathematics 2B Algebra and Matrices)	(Vector,
and subs history of sets, Den	Number system and exerce ets, Algebra of sets, Assig Venn diagrams Cartesian p umerable sets, Set theory in Functions.	nment on product of	Content: Instructional include lectures, group dis independent learning research/study projects	methods cussions, and
teachers, module ei	outcomes: To broaden p knowledge on the theory of mphasizes the mathematica	sets. This I theory of	<b>Module outcomes:</b> To students understanding of and vectors algebra.	develop matrices
	entails formal methods of roblem solving techniques		Solving systems of e matrices, Crammer's rule, 2D and 3D.	equations, vectors in
Method o	f delivery: Full Time		Method of delivery: Full Time	
Assessm assessed	ent modes: This mo by means of examination	odule is	Assessment modes: This module is assessed by means of examination	
Module code:-	Semester 1: ESTE211	NQF level:	Semester 2: EESA432	NQF level:
	tural Science and Technolo nical Processes	ogy (Earth	Title: Accounting Education	1 4B
Buffers, E	Concepts of a mole, acids E arth and beyond, Ecosyster ns, Water cycle, Carbon o cycle.	n, Human	Content: – Non-profit organisation – Incomplete records – Non-current assets – Manufacturing concern – Budgeting – Inventory Systems	
understar	<b>Module outcomes:</b> To develop students' understanding of chemical processes and the earth as a set of related systems.		<b>Module outcomes:</b> To enhance the ability to systematically record and process financial information in appropriate books of accounts among student teachers of the Economic and Management Sciences	
Method o	f delivery: Full Time		Method of delivery: Full Time	
Assessm assessed	ent modes: This mo by means of	odule is	Assessment modes:	
Module code:-	Semester 1: ESEE211	NQF level:	Semester 2: ESEC412	NQF level:
	Natural Science and Te nd Energy Transfers)	echnology	Title: Technology (E Circuits, components and	lectronic sensors)
<b>Content:</b> Temperature of the Zeroth law of thermodynamics, Heat, the kinetic theory of gases, molecular model of an ideal gas,			<b>Content:</b> Control circuits and devices, logic controls, rectification, circuit	

interpretation of temperature, energy flow and energy conservation, nuclear coal-fired, solar, wind, wave, geo-thermal.			design, circuit construction and soldering, circuit testing	
<b>Module outcomes:</b> To develop students' understanding of energy transfer in chemical, physical, biological processes and technological systems.			<b>Module outcomes:</b> To students in understanding o electronic circuits, compor sensors and gain practica designing and making of circuits.	f complex lents and I skills in
Method o	f delivery: Full Time		Method of delivery: Full Ti	me
Assessm assessed	ent modes: This mo by means of	odule is	Assessment modes:	
Module code:-	Semester 1: ESIT411	NQF level:	Semester 2: ESEM212	NQF level:
Title: Tee	chnology(ICT Technologies	)	Title: Natural Scier Technology	ice and
Content: and inter	Computer fundamentals, I net.	Microsoft	<b>Content:</b> Electricity and m circuit concepts and cor control devices, output control logic and rectification	nponents, devices,
<b>Module outcomes:</b> 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.		<b>Module outcomes:</b> To develop students' understanding of electrical and magnetic properties of matter and practical application of electrical circuits.		
Method o	f delivery: Full Time		Method of delivery: Full Ti	me
Assessm	ent modes:		Assessment modes: This module is assessed by means of examination	
Module code:-	Semester 1: ESAE411	NQF level:	Semester 2: ESWS212	NQF level:
Title: Ph Electronic	ysical Science Education (. s)	Advanced	<b>Title:</b> Natural Science and Technology (Waves, Sound and Light)	
Content: digital ele	Fluid mechanics analogy el ctronics	lectronics,	<b>Content:</b> Waves, sound a geometrical optics, spectacle response and coordination and nervous systems, horm	es/lenses, , Senses
<b>Module outcomes:</b> To develop students understanding of advanced physics and electronic concepts		Module outcomes: To students' understanding of sound and light and their co to life and tech advancement.	of waves,	
Method o	f delivery: Full Time		Method of delivery: Full Ti	me
Assessm	ent modes:		Assessment modes: This assessed by mea examination	
Module code:-	Semester 1: EESE311	NQF level:	Semester 2: EESE312	NQF level:
		Title: Economic and Management Sciences Method 3A		nagement

<b>Content:</b> Accounting Learning Programme Development. Accounting Lesson Planning. Teaching of the Analysis and recording of business transactions. Teaching of Trial Balance. Teaching of Closing Entries. Teaching of Special Journals. Teaching of Depreciation. Teaching Accruals (and reversing entries). Testing and evaluating in Accounting.			Content: Didactic Principles/ Principles of Teaching and Learning in the Economic and Management Sciences. Evaluation/ Assessment in Economic and Business Management. Specific Teaching Methods for Economic and Business Management. Use of Teaching Aids/ Learning and Teaching Support Materials. Questioning during the Lesson.	
<b>Module outcomes:</b> This module will prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles, 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.			<b>Module outcomes:</b> This module will prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles, 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 o	f delivery: Full Time		Method of delivery: Full Time	
Assessm assessed	ent modes: This mo by means of examination	odule is	Assessment modes: This module is assessed by means of examination	
Module code:-	Semester 1: EPLO311	NQF level:	Semester 2: EPLO312	NQF level:
Title: Me	thod of Life Orientation		Title: Method of Life Orienta	ation
<b>Content:</b> 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 reschool community, stress an		
	on and discipline, lesson		management, leadership a work, the principles of good classroom management, org and discipline and lesson pl relation to their school ex and parental involvement. T both instructional and ass strategies to accommodate with special needs.	and team teaching, janization anning in perience; o modify sessment
Module of the gener that prom learning e effective	on and discipline, lesson	udents to principles authentic reation of	management, leadership a work, the principles of good classroom management, org and discipline and lesson pl relation to their school ex and parental involvement. T both instructional and ass strategies to accommodate	nd team teaching, janization anning in perience; o modify sessment learners build and learning o African epen the the link ctice. To
Module of the gener that pron learning e effective organizati	on and discipline, lesson strategies. Dutcomes: To introduce st al teaching strategies and note the development of environments through the c classroom manageme	udents to principles authentic reation of	management, leadership a work, the principles of good classroom management, org and discipline and lesson pl relation to their school ex and parental involvement. T both instructional and ass strategies to accommodate with special needs. Module outcomes: To b reflect on teaching and strategies used in South classrooms in order to de students' understanding of between theory and prace explore the issues of	nd team teaching, janization anning in perience; o modify sessment learners wild and learning o African epen the the link ctice. To special
Module of the gener that pron learning e effective organizati Method of Assessm	on and discipline, lesson strategies.	udents to principles authentic reation of ent and	management, leadership a work, the principles of good classroom management, org and discipline and lesson pl relation to their school ex and parental involvement. T both instructional and ass strategies to accommodate with special needs. Module outcomes: To b reflect on teaching and strategies used in South classrooms in order to dee students' understanding of between theory and prace explore the issues of education in schools.	nd team teaching, janization anning in perience; o modify sessment learners nuild and learning a African epen the the link ctice. To special ne module is

Title: Mathematics Method	Title: Mathematics Method	
<b>Content:</b> Mathematics: definitions, purpos and scope, planning for mathematics lesson types of assessment in mathematics		
<b>Module outcomes:</b> To demonstrate th understanding of the fields of knowledge whic underpin Mathematics		
Method of delivery: Full Time	Method of delivery: Full Time	
Assessment modes: This module i assessed by means of examination	Assessment modes: This module is assessed by means of examination	
Module Semester 1: ESMN311 NQF level:	Semester 2: ESMN312 NQF level:	
Title: Senior Phase Natural Science Method	Title: Senior Phase Natural Science Method	
<b>Content:</b> Teaching skills in the Life Sciences Managing Life Science classrooms an laboratory, field work and environmenta education, policy documents, learning theories planning and lesson presentation.	baseline, diagnostic, formative, and summative.	
<b>Module outcomes:</b> To equip students' wit knowledge and skills needed to effectivel facilitate at Intermediate and Senior Phas levels.	competent educator in assessment	
Method of delivery: Full Time	Method of delivery: Full Time	
Assessment modes: This module i assessed by means of examination	s Assessment modes: This module is assessed by means of examination	
Module Semester 1: ESTM311 NQF level:	Semester 2: ESTM312 NQF level:	
Title: Technology Method	Title:         Technology         Method           (Intermediate Phase)         (Intermediate Phase)         (Intermediate Phase)	
<b>Content:</b> Understanding policy documents instructional approaches (behaviourism an constructivism), planning for teachin technology and relationship between scienc and technology.	d projects and case studies; g assessment.	
Module outcomes: To prepare prospectiv technology education teachers to becom competent in teaching methods of technology.	e specialist skills and competences	
Method of delivery: Full Time	Method of delivery: Full Time	
Assessment modes: This module i assessed by means of examination	Assessment modes: This module is assessed by means of examination	

Module code:-	Semester 1: EEMS311	NQF level:	Semester 2: EEMS312	NQF level:
Title: Me	thod of Social Sciences		Title: Method of Social Sciences	
<ul> <li>Intle: Method of Social Sciences</li> <li>Content: <ul> <li>Teaching skills in Social Sciences</li> <li>Managing the Social Sciences classroom and able to conduct practical's</li> <li>The relationship between the three stage of planning when developing Learning Programmes;</li> <li>Teaching and learning strategies, methods and techniques;</li> <li>Teaching and learning resources;</li> <li>Effective lessons and activities to ensure learners participation;</li> <li>Designing and presenting Social Sciences (Geography section)</li> </ul> </li> <li>Module outcomes: The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively in Social Sciences</li> </ul>		Content:      Geography teaching and learning approaches     Content breakdown for Geography in schools     Assessment in Geography     Subject Development     Role of Geography in the new South Africa  Module outcomes: The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively in		
Method o	f delivery: Full Time		Social Sciences.  Method of delivery: Full Time	
Assessm assessed	ent modes: This mo by means of examination	odule is	Assessment modes: This assessed by mea examination	
Module code:-	Semester 1:EESS411	NQF level:	Semester 2: ELZN312	NQF level:
Title: Hu	man Rights Issues		Title: IsiZulu Language Me	thod 3B
Content: <ul> <li>Universal declaration of human rights</li> <li>Human rights issues in south Africa</li> <li>Global human rights issues</li> <li>Historical issues in the south African</li> </ul>		<b>Content:</b> 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 appre IsiZulu additional language tanguage learning. Critical at the language learning, design and p skills	s of fiction or verse. e national s relevant language relevant baches to education. analysis of programs.	
<ul> <li>Module outcomes: This module is designed for student educators to enable them:         <ul> <li>To understand the challenges of Human Rights Issues internationally and locally</li> <li>To demonstrate understanding of the skills and competencies required for successful teaching of history in intermediate and senior phase</li> <li>To increase content knowledge of General and South African history.</li> </ul> </li> <li>Method of delivery: Full Time</li> </ul>		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.		
wiethod o	r delivery: Full Time		Method of delivery: Full Tin	ne

Assessment modes:			Assessment modes: This module is assessed by means of examination	
Module code:-	Semester 1:ESBS411	NQF level:	Semester 2:ELGN312	NQF level:
Title: Life	e Sciences (Biological Syste	ems)	Title: English Language M	ethod 3B
Content: Cell structure and function, digestion, respiration, circulation, excretion, reproductive system, skeletal system.		Content: Application of traditional methods in simulated classroom environment. Application of modern Communicative methods. Application of CAPS in simulated classroom environment. Application and integration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Intensive review of learning styles: visual, auditory, kinaesthetic, tactile and aural and oral learning styles: Evaluation of lessons by peers. Advanced designing of lesson plans. Advanced designing of subject frameworks and work schedules		
<b>Module outcomes:</b> To develop students understanding of how the human body functions and how life choices impact on health and sustainable living.		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 Ti	me
Assessm	ent modes:		Assessment modes:	
Module code:-	Semester 1:ELZN411	NQF level: 7	Semester 2:ELZN412 NQF level: 7	
Title: Isiz	Zulu Language Education 4/	Ą	Title: IsiZulu Language Education 4B	
<b>Content:</b> 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).		<b>Content:</b> Intensive review complex and compound s Analysis of idiomatic expres figures of speech. Appl morphology, semantics, and syntax in the teaching language. Use of IsiZulu la communication	entences. ssions and cation of phonology of IsiZulu	
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 of delivery: Full Time	

Assessment modes:			Assessment modes:	
Module code:-	Semester 1:ELGN411	NQF level: 7	Semester 2:ELGN412	NQF level: 7
Title: Eng	glish Language Education 4	A	<b>Title:</b> English Language 4B	Education
<b>Content:</b> 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).		<b>Content:</b> Intensive review of complex and compound s Analysis of idiomatic express figures of speech. Appli morphology, semantics, p and syntax in the teaching of language. Use of English la communication.	entences. sions and cation of phonology of English	
<b>Module outcomes:</b> 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.		<b>Module outcomes:</b> 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	f delivery: Full Time		Method of delivery: Full Tin	me
Assessm	ent modes:		Assessment modes:	
Module code:-	Semester 1:EESA411	NQF level:	Semester 2:EESA412	NQF level:
Title: Acc	counting Education 4A		Title: Accounting Education 4B	
<ol> <li>Content: Analysis and interpretation of financial statements and notes</li> <li>GAAP principles</li> <li>Companies –Cash flow statement</li> </ol>		statements: income s balance sheet, notes to statement, objective of financial statements.	le ratio, <u>s</u> : current g ratio; financial mpany as ares and capital: ued share d non-par g share <u>mpanies</u> : rovisional financial annual	
<b>Module outcomes:</b> To enhance the ability to systematically record and process financial information in appropriate books of accounts among student teachers of the Economic and Management Sciences.		Module outcomes: To enl ability to systematically re process financial inform appropriate books of accour student teachers of the Ecor Management Sciences.	cord and ation in ts among	
Method o	f delivery: Full Time		Method of delivery: Full Time	
Assessm	ent modes:		Assessment modes:	
Module code:-	Semester 1:EESB411	NQF level:	Semester 2:EESB412	NQF level:

Title: Business Management 4A	Title: Business Management 4B	
<b>Content:</b> The problem of Productivity in South Africa. The Business Enterprise as an Object of Study. The Enterprise and Business Environment. Management of Small and Medium-sized Enterprises (SMEs). Management in the International Environment. Cost Analysis. Quantitative Relationships in the Operating Unit Optimal Size of the Operating Unit and Enterpris	<b>Content:</b> The problem of Productivity in South Africa. The Business Enterprise as an Object of Study. The Enterprise and Business Environment. Management of Small and Medium-sized Enterprises (SMEs). Management in the International Environment. Cost Analysis. Quantitative Relationships in the Operating Unit. Optimal Size of the Operating Unit and Enterprise	
<b>Module outcomes:</b> This module will prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles, 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.	Module outcomes: This module will prepare learners to develop competencies to effectively teach accounting and be well- grounded in the knowledge, skills, values, principles, 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	Method of delivery: Full Time	
Assessment modes:	Assessment modes:	
Module Semester 1:EESC411 NQF level:	Semester 2:EESC412 NQF level:	
Title: Climatology	Title: Geomorphology	
Content: Climatology	Content: Geomorphology	
<ul> <li>General atmospheric circulation.</li> <li>Clouds and clouds formation;</li> <li>Thermodynamics;</li> <li>Atmospheric energy balance;</li> <li>The general circulation of the southern hemisphere;</li> <li>Atmospheric circulation and weather over Southern Africa;</li> <li>Large weather-producing processes and systems;</li> <li>Weather systems producing wet and dry spells;</li> </ul>	<ul> <li>Material of the earth's crust</li> <li>The lithosphere and plate tectonics</li> <li>Introduction: the significance of understanding soils</li> <li>Soil Resources:         <ul> <li>✓ Soil formation,</li> <li>✓ Soil properties,</li> <li>✓ Soil classification,</li> <li>✓ Soil classification,</li> <li>✓ Soil erosion,</li> <li>✓ Soil erosion,</li> <li>✓ Soil conservation</li> </ul> </li> </ul>	
<ul> <li>Weather forecasting in Southern Africa.</li> </ul>		

	osphe acter	eric processes, istics and weather forecasti	seasonal ng.	processes, geomorphology an hydrological processes.	nd	
Meth	hod o	of delivery: Full Time		Method of delivery: Full Time		
Ass	essm	nent modes:		Assessment modes:		
Mod code		Semester 1:EESE411	NQF level:	Semester 2:EESE412 NQF level:		
Title: Economics Education 4A		Title: Economics Education 4B				
1.	•••	ntent: rfect competition.		Content: International Trad Reasons for Interpretation Trad supply side analysis; demand sid	e; de	
	-	Demand for the product.		analysis; integration of demand ar supply. International payment		
	-	Supply curve of the firm.		Exchange rates; exchange rate system; development of financi		
	_	Long term equilibrium of t	he firm.	system and financial rand; balance	of	
	-	Impact of changes in the production.	e scale of	payments. <u>Protection</u> : Arguments f protection; tariffs and tariffs syster general agreement on tariffs ar	n; nd	
2.	Mor	netary Policy		trade. International econom integration: theory of customs unio	_	
	_	Objectives of Monetary P	olicy.	market expansion, scale benefits ar competition savings, investment ar		
	_	Monetary Policy Instrume	nts.	risks; labour, natural resources an entrepreneurship; regional economi		
	_	Money Supply targets.		integration. International Trade Polic	; <u>y</u> :	
	-	The problems with the Policy.		importance of International Trad Policy; the General Agreement of Traiting and Trades Castle Africa		
3.	Der	mand for and Supply of Mon	ey.	Tariffs and Trade; South Africa Trade Policy; reform of Internation		
	_	Demand for Money.		Trade Policy		
	-	Supply of Money.				
	-	Equilibrium in the Money	market.			
4.	Fina	ancial institutions.				
	-	South African Reserve Ba	ank.			
	-	Commercial Banks.				
	-	Land and Agricultural Bar	nk.			
	-	Industrial Development Co (IDC).	orporation			
	-	Small Bank Dev Corporation(SBDC)	velopment			
5.	Fiso	cal Policy.				
	-	Fiscal Policy as a concep	t.			
	-	Fiscal Policy Instruments.				
	-	Co-coordinating Fisca Monetary Policies	al and			
knov educ skills polic	wledg catior s of cies a	outcomes: To equip stud le and skills to address th n in Economics. To equip stu engaging critically with nd principles	ne role of dents with	<b>Module outcomes:</b> To enhance students' understanding of theory are practical interplay of Econome phenomena in the subfield International Trade.	nd	
Meth	hod o	of delivery: Full Time		Method of delivery: Full Time	_	

Assessment modes:			Assessment modes:	
Module code:-			Semester 2:EPEC412	NQF level:
Title: Life Orientation Civic Education			<b>Title:</b> Life Orientation Guidance	Career
<b>Content:</b> 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.			<b>Content:</b> 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	
<b>Module outcomes:</b> 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 o	f delivery: Full Time		Method of delivery: Full Time	
Assessm	ent modes:		Assessment modes:	
Module code:-	Semester 1:ESPB411	NQF level:	Semester 2: ESPB412	NQF level:
Title: Life	e Sciences Education		Title: Life Sciences (Cellular processes and introduction to genetics)	
	0,		<b>Content:</b> To enhance the students understanding of the cellular composition of tissues of plants and appreciate structural adaptation seen in roots, stems, leaves and fruits.	
<b>Module outcomes:</b> To equip students with practical skills needed to facilitate effectively in the life science classes		formative assessment participation in class, ass (academic and professio	nal) and ummative	
Method o	f delivery: Full Time		Method of delivery: Full Tir	me
Assessm	ent modes:		Assessment modes:	
Module code:-	Semester 1:ESMT411	NQF level:	Semester 2:ESMT412	NQF level:
Title: Ma	thematics Calculus (Differen	ntiation)	Title:         Mathematics           Calculus(Integration)         Integration	
respiration system, s	<b>Content:</b> Cell structure and function, digestion, respiration, circulation, excretion, reproductive system, skeletal system.		<b>Content:</b> To demonstrate understanding of integration and transcendental function.	
Module outcomes: To develop students understanding of how the human body			Module outcomes: Continuous formative assessment through	

functions and how life choices impact on health and sustainable living			participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November	
Method o	f delivery: Full Time		Method of delivery: Full	Гime
Assessm	ent modes:		Assessment modes:	
Module code:-	Semester 1:EESH411	NQF level:	Semester 2:EESH412	NQF level:
Title: the	Changing World and Ideolo	ogies	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. World War I – Nationalist Tensions. The Soviet Union. World War II. The Global Age since 1945.		<b>Content:</b> Heritage Stuc interdisciplinary field of takes a critical look at th preserve, present and pa heritage. History and Hi interrelated; one cannot be without the other.	study that ne way we articipate in eritage are	
Module outcomes: The module aims to develop in-depth study of some of the themes related to world history in order to equip students with a broad insight into the dynamics underlying some of the major developments and changes in History. Method of delivery: Full Time			Module outcomes: 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	
	ent modes:	NOT	Assessment modes: Semester 2:EESG412 NQF	
Module code:-	Semester 1:EESG411	NQF level:	Semester 2:EESG412	level:
Title: Wa	ter Resources Managemen	nt	Title: Population Geography	
<ul> <li>Content:</li> <li>Hydrology and water resources (drainage basin system);</li> <li>Introduction to water resources and hydrology;</li> <li>The river catchment: general concepts, catchments as integrated hydrological systems, identifying catchment boundaries;</li> <li>Water quality &amp; water resource quality;</li> <li>Groundwater: the hidden resource;</li> <li>Rainfall patterns and runoff in South Africa.</li> </ul>		Content: <ul> <li>Population dynamics;</li> <li>Global and regional population change and growth;</li> <li>Age and sex composition of populations;</li> <li>Fertility, mortality and migration;</li> <li>Sources of demographic data</li> </ul>		
Module competer	outcomes: To equip stud	drological	Module outcomes: To eq students with competencie to population dynamics, cu environment and urban ge	es relating

South education	Africa underpinning g	teaches basic skills of demographic data analysis and description.			
Method of delivery: Full Time			Method of delivery: Full Time		
Assessm	ent modes:		Assessment modes:		
Module code:-	Semester 1:ESDF411	NQF level:	Semester 2: EPCE412	NQF level:	
Title : Teo	chnology Education		<b>Title:</b> Life Orientation: Citize Education	enship	
machines	Knowledge, design and app , introduction, application a ning in robotics.	Content: Definition of the c 'citizenship'; ancient and concepts of citizenship; imp citizenship; history of Sout citizenship (1910-1996); Int trends in citizenship educa UK, USA and RSA; C education in post-aparthe Africa; Modern trends in c education: the new 'patt 'cosmopolitanism'; the f citizenship education in Sou schools.	modern ortance of th African ernational tion: the bitizenship iod South bitizenship iotism' or uture of		
understar machines applicatio	outcomes: To develop nding of the principles under and mechanical componen n of this knowledge to de echanical systems.	Module outcomes: To enable students to think 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 evaluate modern trends in citizenship education and understand its relevance to present day South Africa.			
Method o	of delivery: Full Time		Method of delivery: Full Time		
Assessm	ent modes:		Assessment modes: Instructional methods include lectures, small group discussions, independent learning and research.		
Module code:-	Semester 1:EPPD411	NQF level:	Semester 2:	NQF level:	
Title: Li Developm	ife Orientation Personal a nent	nd Social	Title:		
<b>Content:</b> The content to be covered aim at enhancing positive attitudes and skills in personal and social aspects. Main themes include basic ways to achieve harmony, happiness, independence and success in life. Communication Skills, Personal health, Hygiene and Appearance , Understanding Feelings and Emotions, Ways to Manage Negative Feelings and Emotions , Enhancement of self-esteem, Peer Relationship, Problem Solving Skills, Study Skills, Mental Health, Drug Education, Family Life Education, and School Leavers Programme.			Content:		
	outcomes: The purpose to introduce the student to t		Module outcomes:		

of self-recognition, the evolving self-concept and search for identity in children.	
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes:	Assessment modes:

# FED.2.6.3.MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION - EBDIS3FED.2.6.3.1.MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

	MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES Bachelor of Education: Intermediate and Senior- Mathematics, Science and Technology Education					
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		
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	Mathematics 2A (Set Theory and Functions)	12	6	ESMT111		
ECTL212	Teaching & Learning Strategies	08	6	NONE		
ESWS212	Natural Science and Technology 2B (Wave, Sound and Light)	12	6	ESMM112		
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 ESMT111 ESMM112 ESMT112
ESTM311	Technology Method 3A	12	7	ESPS111 ESGC112 ESPC111 ESMT111 ESMM112 ESMT112
ESMT311	Mathematics Method 3A	12	7	ESPS111 ESGC112 ESPC111 ESMT111 ESMM112 ESMT112
EDSE312	School Leadership & Management	08	7	NONE
EFMS312	Assessment in Education	08	7	NONE
ESTM312	Natural Science Method 3A	08	7	NONE
ESMT312	Technology Method 3A	08	7	ESPS111 ESGC112 ESPC111 ESMT111 ESMM112 ESMT112
ESMN312	Mathematics Method 3A	08	7	ESPS111 ESGC112 ESPC111 ESMT111 ESMM112 ESMT112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & practice of curriculum development	16	7	NONE
ESCB411	Physical Science 4A (Chemical Bonding & Kinetics)	12	7	ESTE211
ESPB411	Life Sciences 4A: Practical Biological Concepts	12	7	ESTE211
ESDF411	Technology 4A	12	7	ESEE211 ESEM212
ESMT411	Mathematics 4A:Differential Calculus	12	7	ESMT211 ESMT212
ESAE411	Physical Science (Advanced Electronics)	12	7	ESEM212
ESBS411	Life Sciences (Biological Systems)	12	7	ESTE211
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

First semester			First semester			First semester	r	First semester			
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	08	EPIE411	С	08
EFIT111	C	08	ESEE211	C	12	ECAE311	C	08	ECTP411	C	16
ESPS111	С	12	ESTE211	С	12	ESMN311	С	12	Any two of the fo	llowing	
ESPC111	С	12	ESMA211	C ,	12	ESTM311	C /	12	ESCB411	E	12
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	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
	Ancillary/			Ancillary/			Ancillary/			Ancillary/	
ESCL112	С	08	ECTL212	С	08	EDSE312	С	08	EAMS412	С	08
EPHA112	Č	08	ESWS212	Č	12	EFMS312	Č	08	EPRE412	Č	08
ESGC112	C	12	ESEM212	Ċ	12	ESTM312	Ć	08	Any two of the fo	wina:	
ESMM112	С	12	ESMA212	C	12	ESMA312	C	08	ESCR412	E	12
ESMA112	Ċ	12				ESMN312	Č	08	ESPG412	Ē	12
									ESEC412	E	12
									ESMA412	E	12
/									Any one of the fo	llowing:	
									ESMP412	E	12
									ESBP412	E	12
									ESAT412	E	12
									ESMM412	E	12
Total 2 <sup>nd</sup> semester		52	Total 2 <sup>nd</sup>		44	Total 2 <sup>nd</sup>		40	Total 2 <sup>nd</sup> semester		40
					Y	ear Modules					
Year Level 1			Year level 2			Year level 3			Year/le4		
ETSE100	С	16	ESTE200		32	ESE300		32	ETSE400		32
Year module		16	Year module		32	Year module		32	Year module credits		32
Total year level 1		120	Total year level 2		120	Total year level		124	Total year level 4		120

#### FED.2.6.3.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: IP AND SP (MATHS SCIENCE AND TECHNOLOGY) EBDIS 3

#### FED.2.6.3.3. MODULE CONTENT AND OUTCOMES FOR -EBDIS3

Module code:-	Semester 1: ESPS111	NQF level	Semester 2: ESGC112	NQF level:	
	atural Science and Tecl kills, Technology and Societ	<b>Title:</b> Natural Science and T (Graphic and Communication			
Writing of of technolo the nation technologic	and accuracy, significant scientific reports. Defining co gy and technology education al curriculum. Understandi cal process and sub pro- pocess). The interdisciplinary n	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 kn the studen process an	butcomes: To develop st ling a range of process skills for engaging in the proc owledge construction and to o ts' understanding of techno d product, and to appreciate of technology for society.	<b>Module outcomes:</b> To develop students' graphic communication and design skills.			
Method of	delivery: Full Time		Method of delivery: Full Time		
Assessme assessed b	e <b>nt modes:</b> This mod by means of	ule is	Assessment modes: This module is assessed by means of 50% continuous assessment. 50% summative assessment.		
Module code:-	Semester 1: ESPC111	NQF level	Semester 2: ESMM112	NQF level:	
	atural Science and Tecl and Chemical Properties of M	nnology latter	<b>Title:</b> Natural Science and Technology (Mechanics and Mechanical Systems)		
	Matter and materials. Cl Chemical bonding. Proper	Content: Mechanics (kinematics and dynamics): Motion. Force, work and power. Momentum.			
			Mechanical systems and Different types of motion in r systems, conversion of m force. Knowledge of nature a of: wheels; axles; gears; pulle	nechanical otion and nd function	

<b>Module outcomes:</b> To develop st understanding of chemical and p properties of matter and how materia these properties can be processe products.	<b>Module outcomes:</b> 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 Time
Assessment modes: This mod assessed by means of examination		Assessment modes: This module is assessed by means of 50% continuous assessment. 50% summative assessment.
Module Semester 1: ESMA111 code:-	NQF level	Semester 2: ESMA112 NQF level:
Title: Mathematics 1A (Algebra)		<b>Title:</b> Mathematics 1A (Figures and Shapes)
<ol> <li>Numbers and number concepts         <ul> <li>Fractions</li> <li>Percentage</li> <li>Exponents</li> <li>Ratio and proportion</li> <li>Time</li> </ul> </li> <li>Mensuration         <ul> <li>Angles</li> <li>Polygons</li> <li>Prisms, pyramids and spheres</li> <li>Volume</li> </ul> </li> <li>Logarithms         <ul> <li>Logarithmic expressions</li> <li>Logarithmic equations</li> <li>Applications of logarithms</li> <li>Logarithmic equations</li> <li>Applications of logarithms</li> <li>Absolute value and inequalities</li> <li>Absolute value equations and inequalities</li> </ul> </li> <li>Algebraic expressions and equations</li> <li>Algebraic expressions and equations</li> <li>Factor and remainder theorems</li> <li>Long divisions and synthetic divisi</li> </ol>	ons	<ul> <li>1 Matrices</li> <li>Basic operations</li> <li>Determinants</li> <li>Minors and cofactors</li> <li>2 Geometry</li> <li>Analytic geometry</li> <li>Circle geometry</li> <li>Linear programming</li> <li>3 Trigonometry</li> <li>Pythagoras rule and Pythagorean identities</li> <li>Sine and cosine formulae</li> <li>Area of any triangle</li> <li>Compound angles</li> <li>Sum to product formulae</li> <li>Graphs of trig functions</li> <li>Trigonometric equations</li> <li>4 Transformations</li> <li>Reflection</li> <li>Enlargement</li> <li>Rotation</li> <li>Shear and stretch</li> </ul>

of the mod – Dem math – Ident throu dime – Apply	<b>Itcomes:</b> On successful con ule, students should be able onstrate basic understanding ematical concepts. ify, describe and classify the igh two-dimensional and thre nsional objects. y mathematical knowledge ar in solving problems in variou	<ul> <li>Module outcomes: On completion of the module, should be able to</li> <li>Demonstrate knowledge understanding of geome concepts.</li> <li>Apply geometrical conc solve problems in mathener Transform geometrical sections.</li> </ul>	e and etrical epts to ematics.		
conte			and graphs. Demonstrate competen using technology efficie effectively in mathemati	ntly and cs.	
Method of	delivery: Full Time		Method of delivery: Full Tim	e	
<ul> <li>Lectury</li> <li>Pracinives</li> <li>deventechr</li> <li>Tutory</li> <li>Syndom</li> <li>Pracinives</li> <li>Gexpender</li> </ul>	ent modes: This mode by means of:- ures (face to face, limited inte chnologically mediated) ticals (laboratory work, applyi tigating theoretical knowledg lopment of experimental niques) rials: individual groups of 30 of licate groups tical workplace experience eriential learning/work-based ing etc.) r (specify): Tests and Examir	<ul> <li>Assessment modes:</li> <li>Lectures (face to face, I interaction or technolog mediated)</li> <li>Practicals (laboratory w applying and investigati theoretical knowledge, development of experim techniques)</li> <li>Tutorials: individual grou or less</li> <li>Syndicate groups</li> <li>Practical workplace exp (experiential learning/wu learning etc.)</li> <li>Other (specify): Tests a Examination</li> </ul>	ically ork, ng ental ups of 30 erience ork-based		
Module code:-	Semester 1: ESEE211	NQF level	Semester 2: ESWS212 NQF level:		
	atural Science and Tech d Energy Transfers)	hnology	<b>Title:</b> Natural Science and T (Waves, Sound and Light)	echnology	
<b>Content:</b> Temperature of the Zeroth law of thermodynamics, Heat, the kinetic theory of gases, molecular model of an ideal gas, interpretation of temperature, energy flow and energy conservation, nuclear coal-fired, solar, wind, wave, geo-thermal.			<b>Content:</b> Waves, sound geometrical optics, spectac response and coordination, S nervous systems, hormones	es/lenses,	
<b>Module outcomes:</b> To develop students' understanding of energy transfer in chemical, physical, biological processes and technological systems.			<b>Module outcomes:</b> To develop students' understanding of waves, sound and light and their contribution to life and technological advancement.		
Method of	delivery: Full Time		Method of delivery: Full Tim	e	
Assessment modes: This module is assessed by means of			Assessment modes: This assessed by mea examination		
Module code:-	Semester 1: ESTE211	NQF level	Semester 2: ESEM212	NQF level:	
	ural Science and Technology ical Processes	y (Earth	Title: Natural Science and T	echnology	
	Concepts of a mole, acids Bas arth and beyond, Ecosystem,		<b>Content:</b> Electricity and magnetism, circuit concepts and components,		

populations, Water cycle, Carbon cycle and Nitrogen cycle.	control devices, output devices, control logic and rectification.		
<b>Module outcomes:</b> To develop students' understanding of chemical processes and the earth as a set of related systems.	<b>Module outcomes:</b> To develop students' understanding of electrical and magnetic properties of matter and practical application of electrical circuits.		
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 means of examination		
Module Semester 1: ESMA211 NQF level	Semester 2: ESMA212 NQF level:		
<b>Title:</b> Mathematics 2A (Set, theory and functions)	<b>Title:</b> Mathematics 2B (Vector, Algebra and Matrices)		
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 Relations Functions.	<b>Content:</b> Instructional methods include lectures, group discussions, independent learning and research/study projects		
Module outcomes:	Module outcomes: To develop students understanding of matrices and vectors algebra. Solving systems of equations, matrices, Crammer's rule, vectors in 2D and 3D.		
To broaden pre-service teachers, knowledge on the theory of sets. This module emphasizes the mathematical theory of sets. This entails formal methods of proof and applied problem solving techniques related to sets.			
on the theory of sets. This module emphasizes the mathematical theory of sets. This entails formal methods of proof and applied problem			
on the theory of sets. This module emphasizes the mathematical theory of sets. This entails formal methods of proof and applied problem solving techniques related to sets.	Crammer's rule, vectors in 2D and 3D.		
on the theory of sets. This module emphasizes the mathematical theory of sets. This entails formal methods of proof and applied problem solving techniques related to sets. Method of delivery: Full Time Assessment modes: Continuous formative assessment through participation in c lass, assignments (academic and professional) and presentations, summative	Crammer's rule, vectors in 2D and 3D. Method of delivery: Full Time Assessment modes: This module is		
on the theory of sets. This module emphasizes the mathematical theory of sets. This entails formal methods of proof and applied problem solving techniques related to sets.       Method of delivery: Full Time       Assessment modes: Continuous formative assessment through participation in c lass, assignments (academic and professional) and presentations, summative assessment through examinations in June.       Module     Semester 1: ESTM311     NQF	Crammer's rule, vectors in 2D and 3D.           Method of delivery: Full Time           Assessment modes: This module is assessed by means of examination           Semester 2: ESTM312         NQF		
on the theory of sets. This module emphasizes the mathematical theory of sets. This entails formal methods of proof and applied problem solving techniques related to sets.       Method of delivery: Full Time       Assessment modes: Continuous formative assessment through participation in c lass, assignments (academic and professional) and presentations, summative assessment through examinations in June.       Module code:-     Semester 1: ESTM311     NQF level	Crammer's rule, vectors in 2D and 3D.          Method of delivery: Full Time         Assessment modes: This module is assessed by means of examination         Semester 2: ESTM312         NQF level:         Title: Technology Method		
on the theory of sets. This module emphasizes the mathematical theory of sets. This entails formal methods of proof and applied problem solving techniques related to sets.         Method of delivery: Full Time         Assessment modes: Continuous formative assessment through participation in c lass, assignments (academic and professional) and presentations, summative assessment through examinations in June.         Module code:-       Semester 1: ESTM311       NQF level         Title: Technology Method       Content: Understanding policy documents, instructional approaches (behaviourism and constructivism), planning for teaching technology and relationship between science	Crammer's rule, vectors in 2D and 3D.          Method of delivery: Full Time         Assessment modes: This module is assessed by means of examination         Semester 2: ESTM312       NQF level:         Title: Technology Method (Intermediate Phase)       Content: Teaching technology: projects		
on the theory of sets. This module emphasizes the mathematical theory of sets. This entails formal methods of proof and applied problem solving techniques related to sets.         Method of delivery: Full Time         Assessment modes: Continuous formative assessment through participation in c lass, assignments (academic and professional) and presentations, summative assessment through examinations in June.         Module code:-       Semester 1: ESTM311       NQF level         Title: Technology Method       Iteraction approaches (behaviourism and constructivism), planning for teaching technology and relationship between science and technology.         Module outcomes: To prepare prospective technology education teachers to become	Crammer's rule, vectors in 2D and 3D.          Method of delivery: Full Time         Assessment modes: This module is assessed by means of examination         Semester 2: ESTM312       NQF level:         Title: Technology Method (Intermediate Phase)       Content: Teaching technology: projects and case studies; assessment.         Module outcomes: To develop specialist skills and competences relevant to the teaching, learning and assessment of		
on the theory of sets. This module emphasizes the mathematical theory of sets. This entails formal methods of proof and applied problem solving techniques related to sets.         Method of delivery: Full Time         Assessment modes: Continuous formative assessment through participation in c lass, assignments (academic and professional) and presentations, summative assessment through examinations in June.         Module Code:-       Semester 1: ESTM311       NQF level         Title: Technology Method       Semester 1: estimation and constructivism), planning for teaching technology and relationship between science and technology.         Module outcomes: To prepare prospective technology education teachers to become competent in teaching methods of technology.	Crammer's rule, vectors in 2D and 3D.         Method of delivery: Full Time         Assessment modes: This module is assessed by means of examination         Semester 2: ESTM312       NQF level:         Title: Technology Method (Intermediate Phase)       Content: Teaching technology: projects and case studies; assessment.         Module outcomes: To develop specialist skills and competences relevant to the teaching, learning and assessment of technology education in the GET Band.		
on the theory of sets. This module emphasizes the mathematical theory of sets. This entails formal methods of proof and applied problem solving techniques related to sets.         Method of delivery: Full Time         Assessment modes: Continuous formative assessment through participation in c lass, assignments (academic and professional) and presentations, summative assessment through examinations in June.         Module code:-       Semester 1: ESTM311       NQF level         Title: Technology Method       Semester 1: estimation and constructivism), planning for teaching technology and relationship between science and technology.         Module outcomes: To prepare prospective technology education teachers to become competent in teaching methods of technology.         Module outcomes: To prepare prospective technology education teachers to become competent in teaching methods of technology.         Method of delivery: Full Time         Assessment modes: This module is	Crammer's rule, vectors in 2D and 3D.          Method of delivery: Full Time         Assessment modes: This module is assessed by means of examination         Semester 2: ESTM312       NQF level:         Title: Technology Method (Intermediate Phase)       NQF level:         Content: Teaching technology: projects and case studies; assessment.       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       Assessment modes: This module is		

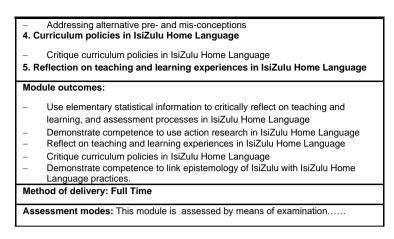
Content:		Content: Generics of	teaching,	
<b>Mathematics:</b> definitions, purpose and planning for mathematics lesson, typ assessment in mathematics.	classroom practice, Strategies for teaching Mathematics, Knowledge for Teaching Mathematics and Designing Learning Programmes for Mathematics.			
Module outcomes:		Module outcomes:		
To demonstrate the understanding of the of knowledge which underpin Mathemat		To be able to select and use a teaching and learning strat apply a variety of these with on multi step and non-routine	egies and emphasis	
Method of delivery: Full Time		Method of delivery: Full Tim	е	
Assessment modes: Continuous for assessment through participation in assignments (academic and profession presentations, summative assessment the examinations in June.	class, al) and	Assessment modes: ( formative assessment participation in c lass, as (academic and professio presentations, summative a through examinations in Nove	nal) and ssessment	
Module Semester 1: ESMN311 code:-	NQF level	Semester 2: ESMN312	NQF level:	
Title: Senior Phase Natural Science Me	ethod	Title: Senior Phase Natura Method	I Science	
<b>Content:</b> Teaching skills in the Life Sc Managing Life Science classrooms laboratory, field work and environ education, policy documents, learning the planning and lesson presentation.	s and imental	<b>Content:</b> Forms of assessment: baseline, diagnostic, formative, and summative.		
Module outcomes: To equip student knowledge and skills needed to effer facilitate at Intermediate and Senior levels.	ectively	<b>Module outcomes:</b> To develop a competent educator in assessment practices in the Intermediate and Senior Phase classes.		
Method of delivery: Full Time		Method of delivery: Full Tim	e	
Assessment modes: This modu assessed by means of	ule is	Assessment modes: This module is assessed by		
Module Semester 1: ESIT411 code:-	NQF level	Semester 2:ESPG412	NQF level:	
Title: Technology(ICT Technologies)		Title: Life Sciences Education		
<b>Content:</b> Computer fundamentals, Mi and internet.	icrosoft	<b>Content:</b> To develop specialist skills and competences relevant to the teaching, learning and assessment of technology education in the GET Band.		
<b>Module outcomes:</b> To develop str knowledge, understanding and skills of t of ICT in technology education and to these skills in the facilitation of tech education for the GET Band.	Module outcomes: Continuous formative assessment- test, assignments, class presentation; summative assessment through examinations in November.			
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes:		Assessment modes:		
Module Semester 1: ESCB411 code:-	NQF level	Semester 2: ESEC412	NQF level:	
Title: Physical Sciences Education (Che	emical)	Title: Technology (Electronic Circuits, components and sensors)		

<b>Content:</b> Chemical bonding, gas loss, general properties of solutions, chemical thermodynamics, chemical kinetics, dynamic chemical equilibrium	<b>Content:</b> Control circuits and devices, logic controls, rectification, circuit design, circuit construction and soldering, circuit testing		
<b>Module outcomes:</b> To develop students understanding of advanced chemistry principles and practical skills.	<b>Module outcomes:</b> 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		
Assessment modes:	Assessment modes:		
Module Semester 1: ESPB411 NQF level	Semester 2: ESBP412 NQF level:		
Title: Life Sciences Education	Title: Life Sciences (Cellular Processes and introduction to Genetics)		
<b>Content:</b> The structure and replication of DNA, function of RNA, protein synthesis, theory of evolution, biotechnology and genetic engineering.	<b>Content:</b> Reproductive patents and diversity, patterns of structure and function, indigenous and alien plants in our environment.		
<b>Module outcomes:</b> 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		
Assessment 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 Semester 1: ESDF411 NQF level	Semester 2: ESMP412 NQF level:		
Title : Technology Education	Title: Life Sciences (Cellular Processes and introduction to Genetics)		
<b>Content:</b> Knowledge, design and application of machines, introduction, application and basic programming in robotics.	<b>Content:</b> Reproductive patents and diversity, patterns of structure and function, indigenous and alien plants in our environment.		
<b>Module outcomes:</b> 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.	<b>Module outcomes:</b> 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		
Assessment 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: Mat	nematics Calculus (Differentia	Title: Mathematics Calculus(Integration)			
<b>Content:</b> Cell structure and function, digestion, respiration, circulation, excretion, reproductive system, skeletal system.			<b>Content:</b> To de understanding of integra transcendental function.	emonstrate ition and	
<b>Module outcomes:</b> To develop students understanding of how the human body functions and how life choices impact on health and sustainable living			<b>Module outcomes:</b> Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November		
	delivery: Full Time		Method of delivery: Full Tim	e	
Assessme	ent modes:		Assessment modes:		
Module code:-	Semester 1: ESAE411	NQF level	Semester 2: ESAT412	NQF level:	
Title: Physe Electronics	sical Science Education (Adv )	ranced	<b>Title:</b> Technology Education (Advanced Technology)		
<b>Content:</b> Fluid mechanics analogy electronics, digital electronics			<b>Content:</b> Mechanical, civil, electrical and perspective drawing, computer aided design.		
<b>Module outcomes:</b> To develop students understanding of advanced physics and electronic concepts			<b>Module outcomes:</b> To students understanding and of complex mechanical, electrical engineering, gra design as necessary for the o of technological process.	civil and phics and	
Method of	delivery: Full Time		Method of delivery: Full Time		
Assessme	ent modes:		Assessment modes:		
Module code:-	Semester 1: ESMM411	NQF level	Semester 2: ESMM412	NQF level:	
	Sciences (Cellular Process n to Genetics)	ses and	<b>Title:</b> Mathematics (Financial Mathematics)		
<b>Content:</b> Reproductive patents and diversity, patterns of structure and function, indigenous and alien plants in our environment			<b>Content:</b> To develop students' understanding of financial mathematics.		
<b>Module outcomes:</b> To enhance the students understanding of the cellular composition of tissues of plants and appreciate structural adaptation seen in roots, stems, leaves and fruits.			<b>Module outcomes:</b> 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:		

### FED.2.6.3.4. MODULE CONTENT AND OUTCOMES FOR - EBDIS3

INTERMIDIATE AND SENIOR PHASE – YEAR MODULES								
Module code:- Year Level 4: ESMA400	NQF level: 7							
Title: MATHEMATICS EDUCATION 4								
Content:								
<ol> <li>Mathematics teaching and learning in school         <ul> <li>Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence-based solutions</li> <li>Classroom research in Mathematics</li></ul></li></ol>								
Module outcomes:								
On successful completion of the module, students will be able to								
<ul> <li>Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Mathematics</li> <li>Demonstrate the competence needed to use action research in Mathematics</li> <li>Reflect on teaching and learning experiences in Mathematics</li> <li>Critique curriculum policies in Mathematics</li> <li>Demonstrate the competence needed to link the epistemology of Mathematics to Mathematics practice.</li> </ul>								
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 NQF level: 7								
Title: IsiZulu Home Language Education 4								
<ul> <li>IsiZulu Home Language Luucation 4</li> <li>IsiZulu Home Language teaching and learning in school         <ul> <li>Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence based solutions</li> </ul> </li> <li>Classroom research in IsiZulu Home Language         <ul> <li>Use Action research in IsiZulu Home Language to:                 <ul> <li>gather and process information</li> <li>validate sources of information</li> <li>address complex problems applying evidence based solutions an theory driven arguments</li> </ul> </li> </ul> </li> <li>Advanced development of pedagogical content knowledge in IsiZulu Home Language         <ul> <li>Link epistemology of IsiZulu Home Language with IsiZulu practices</li> </ul> </li> </ul>								
Language								



## FED.2.6.4. LIFE ORIENTATION AND LANGUAGE EDUCATION - EBDIS4 FED.2.6.4.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelor of Education: Intermediate and Senior - Life orientation and Language Education					
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	16	6	EPIP111
	Motor Development			
ELZN211	isiZulu Language Education 2A	16	6	ELZN111
		10	0	
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
		40		
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

Module code ELLL111 EFIT111 ESML111 EPIP111 Choose any of	Core/ Ancillary/	Cr 08 08	EPDL211 EPPM211	Core/ Ancillary/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
EFIT111 ESML111 EPIP111	Ancillary/	08		Ancillary/	<b>7</b>						
EFIT111 ESML111 EPIP111		08					Ancillary/	7		Ancillary/	1
ESML111 EPIP111			EDDM011		08	EALM311		08	EPIE411		08
EPIP111		0.00	EPPINZII		16	ECAE311		08	ECTP411		16
		08	Choose any of t	he following:-	/	EPLO311		16	EPSP411		12
Choose any of		16	ELZN211		16	Choose any of	the following:-		EPEC411		12
	the following	:-	ELGN211	/	16	ELZN311		16	Choose any of	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	EDSE312		08	EAMS412		08
EPHA112		08	EPHE212		16	EFMS312	/	08	EPRE412	/	08
ESML112		08	Choose any of t	bo following:-	10	EPLO312	/	12	EPEC412	/	12
EPIP112		16	ELZN212	lie following	16	Choose any of	he following		EPCE412		12
Choose any of th	e following:-	10	ELGN212		16	ELZN312	ine ronowing	12	Choose any of	he following:-	12
ELZN112	e tenetning.	16				ELGN312		12	ELZN412		12
ELGN112		16							ELGN412		12
Total 2 <sup>nd</sup>		56	Total 2 <sup>nd</sup>		40	Total 2 <sup>nd</sup>		40	Total 2 <sup>nd</sup>		52
semester			semester			semester			semester		
					Year M	lodules					
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100	С	16	ESTE200		32	E7SE300		32	ET\$E400		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

#### FED.2.6.4.2. Qualification Name: Bachelor of Education: Intermediate and Senior – Life Orientation and Language EBDIS 4

#### FED.2.6.4.3. MODULE CONTENT AND OUTCOMES FOR EBDIS4

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.         Method of delivery:       Full Time         Assessment modes:       Continuous assessment through tests and assignments and a final examination at the end of the semester.         Module       Semester       1:       NQF level:         Title:       Life Orientation:       Introduction to Psychology 1A       Semester 2: EPIP112       NQF level:         Title:       Life Orientation:       Introduction to Psychology; psychological research; neuroscience and behaviour; sensation and perception; states of consciousness; learning; memory; intelligence and cognition and language.       Module outcomes: To facilitate awareness, understanding, meaningful use and integration of key concepts in psychology; encourage students to various aspects of the psychological development of children and adolescents so as to promote responsible management of psychology in society, school and lateraroly about the importan	INTERMIDIATEAND SENIOR PHASE : EMS AND LANGUAGE EDUCATION - STUDY PERIOD ONE - SEMESTER COURSES					
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 sus such 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:       Continuous assessment through tests and assignments and a final examination at the end of the semester.       Semester 2: EPIP112       NQF level:         Title:       Life Orientation: Introduction to Psychology 1A       Semester 2: EPIP112       NQF level:         To introduce of the following study units: introduction and background to psychological research; neuroscience and behaviour; sensation and perception; states of consciousness; learning; memory; intelligence and cognition and language.       Module outcomes: To facilitate awareness, understanding, meaningful use and integration of key concepts in psychology in society, school and laterally about the importance of psychological research; meaningful use and integration of key concepts in psychology; necourage.       Module outcomes: To facilitate awareness, understand				Semester 2: ESML112	NQF level:	
percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulaeModule Outcomes:To develop in students the basic mathematical literacy competencies with a view to helping the 	Title: Mat	hematical Literacy 1A	Title: Mathematical Literacy	2B		
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 mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.Method of delivery: Full TimeMethod of delivery: Full timeAssessment assessment the end of the semester.Method of delivery: Full timeModule code:-Semester EPIP111NQF level:Title: Life Orientation: Introduction to Psychology 1ASemester 2: EPIP112NQF level:Content: Introduction and background to psychology; psychological research; neuroscience and behaviour; sensation and perception; states of consciousness; learning; memory; intelligence and cognition and language.Content: resonsible management of children and adolescents so as to promote responsible management of psychological and emotional problems in schools in general and in classroom. In particular studentsModule outcomes: To facilitate adolescents os as to promote responsible management of children and adolescents so as to promote responsible management of psychological and emotional problems in schools in general and in classrooms. In particular studentsModule outcomes: To psychological and emotional problems in schools in general and in classrooms in particular.	percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse			percentages, positive expone roots, associative, commutat distributive laws, the concepts ratio, direct proportion and	ents and ive and of rate,	
Assessmentmodes: through testsContinuous assessment through testsAssessment modes: continuous assessment through testsAssessment modes: continuous assessment through testsAssessment modes: continuous assessment through testsAssessment modes: continuous assessment through 	students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other					
assessmentthroughtestsand assignments and a final examination at the end of the semester.Module code:-Semester1:NQF level:Semester 2: EPIP112NQF level:Title:Life Orientation:Introduction to Psychology 1ASemester 2: EPIP112NQF level:Content:Integration of theory and practice of the following study units: introduction and background to 	Method of	f delivery: Full Time		Method of delivery: Full tim	е	
code:-EPIP111level:Ievel:Title: Life Orientation: Introduction to Psychology 1ATitle: Life Orientation: Introduction to Psychology 1BContent: 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 consciousness; learning; memory; intelligence and cognition and language.Content: Reflection and integration of the theory and practice on the following study units: motivation and 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 classroom. In particular students areModule 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 classrooms. In particular students areModule outcomes: To facilitate assects of and emotional problems in schools in general and in classrooms in particular.	assessment through tests and assignments and a final examination at			assessment through tests and assignments and a final examination		
Psychology 1A       to Psychology 1B         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 consciousness; learning; memory; intelligence and cognition and language.       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 research; neuroscience and behaviour; sensation and perception; states of consciousness; learning; memory; intelligence and cognition and language.       To introduce students to various aspects of the psychological development of children and adolescents so as to promote responsible management of psychology; encourage students to think creatively, logically and laterally about the importance of psychology in society, school and classroom. In particular students are			-	Semester 2: EPIP112	NQF level:	
<ul> <li>practice of the following study units: introduction and background to psychology; psychological research; neuroscience and behaviour; sensation and perception; states of consciousness; learning; memory; intelligence and cognition and language.</li> <li>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</li> <li>of the theory and practice on the following study units: motion; sexuality and gender; To introduce students to various aspects of the psychological development of children and adolescents so as to promote responsible management of psychological development of children and adolescents so as to promote responsible management of psychological and emotional problems in schools in general and in children and adolescents so as to promote responsible management of psychological and emotional problems in schools in general and in classroom. In particular students are</li> </ul>						
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 classrooms in particular. 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.	practice of the following study units: introduction and background to psychology; psychological research; neuroscience and behaviour; sensation and perception; states of consciousness; learning; memory; intelligence and			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 development of children and adolescents so as to promote responsible management of psychological and emotional problems in schools in general and in		
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.	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			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		
Method of delivery: Full Time Method of delivery: Full Time	Method of	f delivery: Full Time		Method of delivery: Full Tim	е	

	ent modes: This mo 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 leve		
Title: IsiZ	ulu Language Educatic	on 1A	Title: IsiZulu Language Educ 1A	ation	
	The rules of y, Semantics and Pho impact in the teachir	<b>Content:</b> Development of attitudes in student-educators the acquisition of reading, view thinking skills. Exposition to th of prose, short stories, novels essay and drama. The grounding in the essential literation of the store	through ving and ne study , formal norough		
<b>Module Outcomes:</b> To equip student- educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.			<b>Module Outcomes:</b> 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	e	
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: ELGN111	NQF level:	Semester 2: ELGN112 No		
Title: Eng	lish Language Educati	on 1A	<b>Title:</b> English Language Education 1A		
<b>Content:</b> The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.			<b>Content:</b> Development of attitudes in student-educators the acquisition of reading, view thinking skills. Exposition to th of prose, short stories, novels essay and drama. The grounding in the essential literation of the store	through ving and ne study , formal norough	
<b>Module Outcomes:</b> To equip student- educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.			<b>Module Outcomes:</b> 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		
reflective	assessment on in class, assignmer	nmative	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November.		

ModuleSemester1:NGcode:-EPPM211lev	-	Semester 2: EPHE212 NQF leve		
Title: Life Orientation: Physical a Motor Development	Ind	<b>Title</b> : Life Orientation: Health Education		
<b>Content:</b> Forms of motion; linear a angular kinetics; fluid mechani movement analysis. Aspects concern physical activities for persons w motor/physical deficiencies and disabilities. Classification, characteristi movement needs and injury prevention prevalent disorders/disabilities.	<b>Content:</b> The need for healt education in schools, Role of teacher in coordinated school healt programs, Physical health and fitnes ,Infectious and non-infectiou diseases, Safety and preventior Social and emotional health Sexuality education, Substanc abuse, Aging, Dying and Death Environmental health, Consume Health.	ah isisin, n, en,		
<b>Module outcomes:</b> The aim of the module is to give learners the necess grounding for the further study kinesiology and sport bio mechanism. The is also the study of the following system in the body with specific attention to the function during activity: An introduction selected movement disorders a conditions affecting the human body a their implications to human movement.	<b>Module outcomes:</b> 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 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 wi be internally moderated.	,		
Module Semester 1: NG code:- ELZN211 lev	-	Semester 2: ELZN212 NQF leve		
Title: IsiZulu Language Education 2A		<b>Title:</b> IsiZulu Language Education 2B		
Content: Development of listening a speaking skills. Understanding of types spoken text: informative, persuasi entertaining and instructive tex Preparation for a speech deliveri Understanding the essentials Communication process: message, sender and its receiver.	<b>Content:</b> 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.			
<b>Module Outcomes:</b> To equip stude educators with essential skills for identification and interpretation of spok and written texts and speeches.	Module Outcomes: To enrich student educators with IsiZulu Language Competence, communication and thinking skills.			
Method of delivery: Full Time		Method of delivery: Full time		

formative participatio reflective w	ent modes: Cor assessment n in class, assignmer vriting; Summative asse aminations in June.	formative assessment participation in class, assign	nmative		
Module code:-	Semester 1: ELGN211	NQF level:	Semester 2: ELGN212	NQF level:	
Title: Eng	lish Language Educati	on 2A	<b>Title:</b> English Language Edu 2B	cation	
Content:		Content:			
	principles of commun e classroom.	<ul> <li>Introduction to literature :</li> <li>Poetry</li> </ul>	studies.		
	itating language learnin sroom.	g in the	– Novels		
	eloping listening to impr municative competence		<ul> <li>Short stories</li> </ul>		
mear	oving the speaking skill ns of enhancing municative competence				
propa	cal analysis of language aganda, cartoons, ertisements	:			
<b>Module Outcomes:</b> To equip students with essential skills and knowledge in English Language Education so that they could apply these practically to the teaching-learning situation.			<b>Module Outcomes:</b> To students with skills and knowl analyze literary texts.	provide edge to	
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, assign	nmative	
Module code:-	Semester 1: EPLO311	NQF level:	Semester 2: EPLO312	NQF level:	
Title: Met	hod of Life Orientation		Title: Method of Life Orientat	ion	
<b>Content:</b> Introduction to professional studies; the learner in the classroom; principles of good teaching practice; classroom management, organization and discipline, lesson planning; teaching strategies.			<b>Content:</b> Reflection on the rol school community, stress and management, leadership an work, the principles of good te classroom management, orga and discipline and lesson plar relation to their school experier parental involvement. To mod instructional and asse strategies to accommodate I with special needs.	conflict d team eaching, nization nning in nce; and lify both essment	
the develo		learning	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		

	classroom manageme	ent and	explore the issues of special education in schools.		
	delivery: Full Time		Method of delivery: Full Time		
	ent modes: This mo by means of examination	Assessment modes: This massessed by means examination			
Module code:-	Semester 1: ELZN311	NQF level:	Semester 2: ELZN312	NQF level:	
Title: IsiZ	ulu Language Method	Title: IsiZulu Language Meth	od 3B		
strength an Translation Method. Communic Analyses language techniques (text-based). E visual, aur aural an Preparatio Application the micro- IsiZulu	Exploration of tra methods together with d weaknesses, e.g. G m Method and Audic Exploration of eative teaching m of CAPS. Explorat teaching pri- teaching pri- teaching appi d, communicative and xploration of learning ditory, kinesthetic, tac and oral learning m for a speech of these teaching met- teaching laboratory. subject framework, and lesson plans.	<b>Content:</b> 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			
<b>Module outcomes:</b> 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: 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 massessed by means examination		
Module code:-	Semester 1: ELGN311	NQF level:	Semester 2: ELGN312	NQF level:	
Title: Eng	lish language Method	Title: English Language Method 3B			
<b>Content:</b> 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 (textbased, communicative and genre based). Exploration of learning styles: visual,			<b>Content:</b> Application of traditional methods in simulated classroom environment. Application of modern Communicative methods. Application of CAPS in simulated classroom environment. Application and integration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based).		

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. Module Outcomes: To empower student educators with the knowledge			Intensive review of learning visual, auditory, kinesthetic, tad aural and oral learning Evaluation of lessons by Advanced designing of lesson Advanced designing of frameworks and work schedule <b>Module Outcomes:</b> To ena	ctile and styles. peers. n plans. subject es.	
and skills principles, teaching	Jucators with the kno of the relevant m techniques approac English as a FAL language).	students to present effective les schools or micro -teaching lab To enable the student's educ critique their peers- lessons a own. To enable students to ir various teaching methods tec principles and approaches sea in a lesson. Reviewing w designing of subject framewor schedule and lesson plans.	oratory. ators to nd their ntegrate hniques mlessly vith the		
Method of	f delivery: Full Time		Method of delivery: Full time	e	
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June			Assessment modes: Evalu the quality of lessons pre Continuous formative asse through participation in assignments, and reflective Summative assessment examinations in June.	esented. essment class,	
Module code:-	Semester 1: EPEC411	NQF level:	Semester 2: EPEC412	NQF level:	
Title: Life	Orientation Civic Educ	cation	<b>Title:</b> Life Orientation Guidance	Career	
<b>Content:</b> 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.			multicultural approach to counselling and advocacy; development for learners with needs; assessment in counselling; using information	career e-based career career special career	
<b>Module outcomes:</b> 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 delivery: Full Time			Method of delivery: Full Time		
Assessme	ent modes:		Assessment modes:		
Module code:-	Semester 1: EPSP411	NQF level:	Semester 2: EPCE412	NQF level:	
Title:			<b>Title:</b> Life Orientation: Citizer Education	ıship	
Content:		<b>Content:</b> Definition of the concept of ' citizenship' ; ancient and modern			

	concepts of citizenship; importance of citizenship; history of South African citizenship (1910-1996); International trends in citizenship education: the UK, USA and RSA; Citizenship education in post-apartheid South Africa; Modern trends in citizenship education: the new 'patriotism' or 'cosmopolitanism'; the future of citizenship education in South African schools.
Module outcomes:	<b>Module outcomes:</b> To introduce students to the concept of citizenship/citizenship education; to enable students to think 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 evaluate modern trends in citizenship education and understand its relevance to present day South Africa
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- test, assignments, class presentation; summative assessment through examinations in November.
Module Semester 1: NQF code:- ELZN411 level: 7	Semester 2: ELZN412 NQF level: 7
Title: IsiZulu Language Education 4A	Title: IsiZulu Language Education 4B
<b>Content:</b> 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).	<b>Content:</b> 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.
<b>Module Outcomes:</b> 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.	<b>Module Outcomes:</b> 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 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	Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing;

through examinations in June.			Summative assessment through examinations in June.	
Module code:-	Semester 1 ELGN411	: NQF level:	Semester 2: ELGN412 NQF level:	
Title: Eng	lish Language Educ	ation 4A	<b>Title:</b> English Language Education 4B	
<b>Content:</b> 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).			<b>Content:</b> 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 learning. T to languag of languag educators skills. Exp	utcomes: To exposite the psychology of of amiliarize them we learning and well age learning. To equ with material de loration of the impanguage learning.	language th barriers is theories ip student velopment	<b>Module Outcomes:</b> 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	f delivery: Full Time		Method of delivery: Full time	
quality of I formative participatio reflective w	ent modes: Evalua essons presented. ( assessment n in class, assignn vriting; Summative a aminations in June	Continuous through ients, and	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.2.6.5.SOCIAL SCIENCES AND LANGUAGE - EBDIS5FED.2.6.5.1.MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelor of Education: Intermediate and Senior - Social Sciences and Language						
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	08	7	NONE
ECAE311	Assessment in Education	08	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
				FESG112

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	Č ,	08	EESH211	С	16	ECAE311	С	08	ECTP411	С	16
ESML111	Č /	08	Choose any of the foll	owing:-		EEMS311	С	16	Choose any of t	he following:-	7
EESG111	C /	16	ELZN211	E /	16	Choose any of the	following:-		ELZN411	E /	12
Choose any of the follo	wina:-		ELGN211	E	16	ELZN311	E	/ 16	ELGN411	E /	12
ELZN111	E /	16				ELGN311	E /	16	Choose any of t	he following;/	
ELGN111	Ē /	16							EESS411	E	08
									EESC411	E	08
									EESH411	E	08
									EESG411	E	08
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	08	ECTL212	Ć	08	EDSE312	C	08	EAMS412	Ø	08
EPHA112	Ċ	08	EESG212	/C	16	EFMS312	9	08	EPRE412	¢	08
ESML112	С	08	Choose any of t	e followina:-		EEMS312	C	12	Choose any of the	following:-	
ECHS112	С	16	ELZN212	Е	16	Choose any of the fol	owing:-		ELZN412	E	12
Choose any of the follo	wina:-		ELGN212	E	16	ELZN312	E	12	ELGN412	E	12
ELZN112	E	16				ELGN312	E	12	Choose any of the	following:-	
ELGN112	E	16							EESS412	E	08
									EESC412	E	08
									EESH412	E	08
									EESG412	E	08
Total 2 <sup>rd</sup> semester		56	Total 2 <sup>nd</sup>		40	Total 2 <sup>nd</sup>		40	Total / 2 <sup>nd</sup>		36
					Year Modu						
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100	С	16	FSTE200		32	ETSE300		32	ETSE400		32
Year module credits		16	📕 ear module		32	Year module		32	Year module		32
Total year level 1		128	Total year level		112	Fotal year level		120	Total year		112
Total credits for the curri	culum								1		472

#### FED.2.6.5.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: INTERMEDIATE AND SENIOR (SOCIAL SCIENCE AND LANGUAGE) EBDIS5

#### FED.2.6.5.3. MODULE CONTENT AND OUTCOMES FOR EBDIS5

	INTERMIDIATEAND SENIOR PHASE : EMS AND LANGUAGE EDUCATION- SEMESTER						
COURSE	S						
Module code:-	Semester 1: ESML111	NQF level:	Semester 2: ESML112 NQF level				
Title: Ma	thematical Literacy 1A		Title: Mathematical Literacy 2B				
<b>Content:</b> Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae							
<b>Module Outcomes:</b> 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 mathematical literac				
Method o	of delivery: Full Time		Method of delivery: Full time				
through	ent modes: Continuous tests and assignments a on 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: Inte	roduction to Geography		Title: Historical Studies				
Represe     Populatio     The cono     Sustaina     Impact o     Global ei	The nature and scope of Socia ntation of the earth on maps ar on growth and economic develo- cept of development and sustai ble development as geographic f development and conservatio nvironmental problems hical techniques (anal tion of maps, photograph and s	nd map use opment nability cal concept n ysis and	Content:     The study of History within the Social Sciences     Current thinking and practice in Historical Studies     The Leaning and scope of History as discipline and its value as a school subject     The integration of knowledge skills, values and attitudes in the teaching and learning of History is schools     Objectivity and subjectivity in the interpretation of Historical knowledge     Evidence and sources in the stude     Evidence and sources in the stude				

<b></b>			
<b>Module outcomes:</b> To introduce students to the relationship between people, and between people	Module outcomes:		
and environment. It also equips students with basic insight underlying scientific principles and process of the world.	<ul> <li>To orientate students to history as a field of study and as a component of Social Sciences</li> </ul>		
	<ul> <li>To introduce students to the transformed vision for History</li> </ul>		
Method of delivery: Full Time	teaching and learning in schools Method of delivery: Full Time		
Assessment modes: This module is assessed by	Assessment modes: This module is		
means of examination	assessed by means of:-		
	<ul> <li>Formative: 50%</li> <li>✓ Written academic assignment = 10%</li> <li>✓ Activities and Tasks = 10%</li> <li>✓ Project = 10%</li> <li>✓ Test = 20%</li> <li>Summative: 50% Written Examinations</li> </ul>		
Module Semester 1: ELZN111 NQF code:- level:	Semester 2: ELZN112 NQF level:		
Title: IsiZulu Language Education 1A	Title: IsiZulu Language Education 1A		
<b>Content:</b> The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.	<b>Content:</b> 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		
<b>Module Outcomes</b> : To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.	<b>Module Outcomes:</b> 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 June.		
Module Semester 1: ELGN111 NQF code:- level:	Semester 2: ELGN112 NQF level:		
Title: English Language Education 1A	Title: English Language Education 1A		
<b>Content:</b> The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.	<b>Content:</b> 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		

	language education.		
Method of delivery: Full Time	Method of delivery: Full time		
Assessment modes: Continuous assessment through participation assignments, and reflective writing; assessment through examinations in Jur	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November.		
Module Semester 1: EESH211 code:-	NQF level:	Semester 2: EESG212	NQF level:
Title: Development of Political Institution	าร	Title: Environmental Studi	es
Content:      Orientation to module     Significant institutions within societ     The Greek and Roman Political Ex     The early Stone and Iron Age     Southern Africa     Transition to Modern Age     Political Categories     Modern Political Developments     Political developments in South Afri	perience societies in	Content:      Environmental educe     Definitions, aims a     Environmental Educa     Et as a respor     environmental crisis     History of EE at an     and local level     EE approaches and r     Learner support     development;     Practical project:     environmental protect     environmental protect     What is a natural ress     environmental protect     What is a natural ress     environmental cograph     Settlement geograph     settlements patterns, inclu     structures of settlements     patterns in South Africa and     Factors affecting settlement     including physical, environmental	nd goals of tition (EE) isse to the international nethods; material Participatory tion ources and tion ources? esources y diding internal and location d elsewhere; ent patterns,
Module outcomes: To equip stu knowledge and analytical skills required of the Development of Political Inst introduce students to a variety of Politica and their role in the development of com societies. Method of delivery: Full Time Assessment modes: This module is a	Module outcomes: To teach and guide studer	vledge and nmental and relationship ironment and is interaction.	
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 Semester 1: ELZN211 code:-	NQF level:	Semester 2: ELZN212	NQF level:

Title: IsiZulu Language Education 2	Title: IsiZulu Language Ed	ucation 2B	
<b>Content:</b> Development of listening an Understanding of types of spoken persuasive, entertaining and in Preparation for a speech delivering. U essentials of Communication process sender and its receiver.	Content: Creative writing. of stories: play reading, scri poetry reading. Respond without words. Discussio Understanding various typ adventure, fami historical stories. Understam good story; plot, setting conflict, mood, theme and st	pt writing and ing to films n of books. es of stories: ly, misery and ding parts of a , characters,	
Module Outcomes: To equip stude essential skills for the identification and spoken and written texts and speeche	d interpretation of	Module Outcomes: To e educators with IsiZulu Competence, communicatio skills.	5.5
Method of delivery: Full Time		Method of delivery: Full t	me
Assessment modes: Contin assessment through participatic assignments, and reflective writi assessment through examinations in	Assessment modes: formative assessment participation in class, assig reflective writing; Summative through examinations in Jun	gnments, and e assessment	
Module Semester 1: ELGN211 code:-	NQF level:	Semester 2: ELGN212	NQF level:
Title: English Language Education	2A	Title: English Language E	ducation 2B
Content:		Content:	
<ul> <li>The principles of communication in the classroom.</li> <li>Facilitating language learning in the classroom.</li> <li>Developing listening to improve communicative competence.</li> <li>Improving the speaking skill as a means of enhancing communicative competence.</li> <li>Critical analysis of language: propaganda, cartoons, advertisements</li> </ul>		<ul> <li>Introduction to literature</li> <li>Poetry</li> <li>Novels</li> <li>Short stories</li> </ul>	re studies.
Module Outcomes: To equip studed skills and knowledge in English Langu that they could apply these practically learning situation.	age Education so	Module Outcomes: To pro with skills and knowledge literary texts.	
Method of delivery: Full Time		Method of delivery: Full ti	me
Assessment modes: Contin assessment through participation assignments, and reflective writin assessment through examinations in	Assessment modes: formative assessment participation in class, assig reflective writing; Summativ through examinations in Jun	gnments, and e assessment	
Module Semester 1: EEMS311 code:-	NQF level:	Semester 2: EEMS312	NQF level:
Title: Method of Social Sciences		Title: Method of Social Sci	ences
Content:		Content:	
<ul> <li>Teaching skills in Social Scien</li> <li>Managing the Social Sciences able to conduct practical's</li> </ul>		1. Geography teaching approaches	and learning

<ul> <li>The relationship between the three stage of planning when developing Learning Programmes;</li> <li>Teaching and learning strategies, methods and techniques;</li> <li>Teaching and learning resources;</li> <li>Effective lessons and activities to ensure learners participation;</li> <li>Designing and presenting Social Sciences lessons;</li> <li>Professional facilitation of Social Sciences (Geography section)</li> <li>Module outcomes: The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively in Social Sciences</li> </ul>	<ol> <li>Content breakdown for Geography in schools</li> <li>Assessment in Geography</li> <li>Subject Development</li> <li>Role of Geography in the new South Africa</li> </ol> Module outcomes: The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively in Social Sciences.
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 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 presentation - examinations
Module Semester 1: ELZN311 NQF code:- level:	Semester 2: ELZN312 NQF level:
Title: IsiZulu Language Method 3A	Title: IsiZulu Language Method 3B
<b>Content:</b> 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.	<b>Content:</b> 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
<b>Module Outcomes:</b> 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).	<b>Module Outcomes:</b> 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 assessment through participation assignments, and reflective writing; assessment through examinations in Jur	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November			
Module Semester 1: ELGN311 code:-	NQF level:	Semester 2: ELGN312 NQF level:		
Title: English language Method 3A		Title: English Language Method 3B		
<b>Content:</b> Exploration of traditional meth with their strength and weaknesses, e. Translation Method and Audio-lingu Exploration of modern Communicativ Analyses of CAPS. Exploration of langua principles, techniques, style and appro based, communicative and genre based) of learning styles: visual, auditory, kines and aural and oral learning styles. Prep speech delivering. Application of this m micro- teaching laboratory. Design and pre subject framework, work schedule and les	<b>Content:</b> Application of traditional methods in simulated classroom environment. Application of modern Communicative methods. Application of CAPS in simulated classroom environment. Application and integration of language teaching principles, techniques, style and approaches (textbased, communicative and genre based). Intensive review of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Evaluation of lessons by peers. Advanced designing of subject frameworks and work schedules.			
with the knowledge and skills of the relevant principles, techniques approaches the second states of the second states of the second states approaches the second	<b>Module Outcomes:</b> 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).			
Method of delivery: Full Time		Method of delivery: Full time		
Assessment modes: Continuous assessment through participation assignments, and reflective writing; assessment through examinations in Jur	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 code:-	NQF Se level: 7	mester 2: ELZN412 NQF level: 7		
Title: IsiZulu Language Education 4A Content: Theories of language acquis theories of language learning. Exploration causing barriers to language learning. E approaches to materials development. A c of the role of culture in language learning personality in language learning (self-ester risk-taking, anxiety and empathy).	Title: IsiZulu Language Education 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 IsiZulu language. Use of IsiZulu language in communication.			

<b>Module Outcomes:</b> 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.			<b>Module Outcomes:</b> To et with academic linguistic l IsiZulu and critical analytic s texts in education. To revie the linguistic patterns, p structures underpinning language	knowledge of kills of literally ew intensively rinciples and
Method o	f delivery: Full Time		Method of delivery: Full ti	ime
lessons p through reflective	ent modes: Evaluation of t resented. Continuous formative participation in class, assigr writing; Summative assessm ons in June.	assessment and	Assessment modes: Eva quality of lessons presenter formative assessment participation in class, assig reflective writing; Summativ through examinations in Jun	d. Continuous through gnments, and e assessment
Module code:-	Semester 1: ELGN411	NQF level:	Semester 2: ELGN412	NQF level:
Title: En	nlish Language Education 44		Title: English Language E	ducation 4B
Title: English Language Education 4A 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 complex and compound Analysis of idiomatic exp figures of speech. At morphology, semantics, pi syntax in the teaching of Eng	w of simple, d sentences. ressions and oplication of honology and
<b>Module Outcomes:</b> 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.			<b>Module Outcomes:</b> To en with academic linguistic I English and critical analytics texts in education. To revie the linguistic patterns, p structures underpinning language.	knowledge of skills of literally ew intensively rinciples and
Method o	f delivery: Full Time		Method of delivery: Full ti	ime
lessons p through reflective	ent modes: Evaluation of the tresented. Continuous formative participation in class, assign writing; Summative assessmed ons in June	assessment nments, and	Assessment modes: Eva quality of lessons presenter formative assessment participation in class, assig reflective writing; Summativ 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: English Language Ec	lucation 4B
<ul> <li>Content:</li> <li>Universal declaration of human rights</li> <li>Human rights issues in south Africa</li> <li>Global human rights issues</li> <li>Historical issues in the south African</li> </ul>			<b>Content:</b> Intensive review complex and compound Analysis of idiomatic exp figures of speech. Ap morphology, semantics, pl syntax in the teaching language. Use of English communication.	d sentences. ressions and oplication of honology and of English

<ul> <li>Module outcomes: This module is designed for student educators to enable them:         <ul> <li>To understand the challenges of Human Rights Issues internationally and locally</li> <li>To demonstrate understanding of the skills and competencies required for successful teaching of history in intermediate and senior phase</li> <li>To increase content knowledge of General and South African history.</li> </ul> </li> <li>Method of delivery: Full Time</li> <li>Assessment modes:</li> </ul>			Module outcomes: To e with academic linguistic English and critical ana literally texts in educatio intensively the linguis principles and structures the English language. Method of delivery: Full T Assessment modes: Th assessed by means of Ev quality of lessons presente formative assessment participation in class, assi reflective writing; assessment through exa June.	knowledge of lytic skills of in. To review tic patterns, underpinning fime nis module is aluation of the id. Continuous t through ignments, and Summative	
Module code:-	Semester 1: EESC411	NQF level:	Semester 2: EESC412	NQF level:	
Title: Clin	matology		Title: Geomorphology		
Content:	Climatology		Content: Geomorphology		
– Ger	neral atmospheric circulation.		<ul> <li>Material of the earth's crust</li> <li>The lithosphere and plate tectonics</li> <li>Introduction: the significance of understanding soils</li> <li>Soil Resources:</li> </ul>		
– Clou	uds and clouds formation;				
– The	rmodynamics;				
– Atm	ospheric energy balance;		<ul> <li>Soil Resources.</li> <li>✓ Soil formation,</li> </ul>		
	general circulation of the south hisphere;	ern	<ul> <li>✓ Soil properties,</li> </ul>	,	
– Atm	ospheric circulation and weathe thern Africa;	er over	<ul><li>✓ Soil processes</li><li>✓ Soil classificati</li></ul>		
	ge weather-producing processes	s and	✓ South African Soils,		
, i	iems;	-l -l	✓ Soil erosion,		
	ather systems producing wet an		<ul> <li>Soil conservati</li> </ul>	on	
	ather forecasting in Southern Af				
<b>Module outcomes:</b> 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 e with competencies of und- interrelationships between their natural environmen critical way of thinking abou processes, geomorph hydrological processes.	erstanding the human and t. It offers a ut atmospheric	
Method o	of delivery: Full Time		Method of delivery: Full 1	Time	
Assessm	ent modes:		Assessment modes:		
Module code:-	Semester 1: EESH411	NQF level:	Semester 2: EESH412	NQF level:	
Title: the	Changing World and Ideologie	es	Title: Heritage Studies		
<b>Content:</b> Orientation to the module Some of the basic Historical concepts, orientations, ideologies etc. The Era of the French Revolution. The			<b>Content:</b> Heritage Stu interdisciplinary field of stu- critical look at the way present and participate	we preserve,	

Industrial Revolution and the transi society. Colonization and imperialism - T for Africa. World War I – Nationalist Tensions. The Soviet Union. World War II. The Global Age since 1945. <b>Module outcomes:</b> The module aims the depth study of some of the themes relat history in order to equip students with a into the dynamics underlying some of developments and changes in History.	History and Heritage are interrelated; one cannot be perceived without the other.  Module outcomes: 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 Semester 1: EESG411 code:-	NQF level:	Semester 2: EESG412	NQF level:
Title: English Language Education 4B		Title: English Language Ed	ducation 4B
<b>Content:</b> Intensive review of simple, or compound sentences. Analysis of expressions and figures of speech. A morphology, semantics, phonology and teaching of English language. Use language in communication.	of idiomatic opplication of syntax in the	<b>Content:</b> 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.	
<b>Module outcomes:</b> To enrich str academic linguistic knowledge of Englis analytic skills of literally texts in educatio intensively the linguistic patterns, pr structures underpinning the English lang	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 T	ime
Assessment modes: This module is means of Evaluation of the quality presented. Continuous formative through participation in class, assign reflective writing; Summative assessm examinations in June.	of lessons assessment nments, and	Assessment modes: Thi assessed by means of Eva quality of lessons presented formative assessment participation in class, assig reflective writing; assessment through exa June.	luation of the d. Continuous through gnments, and Summative

# FED.2.6.6.FOUNDATION PHASE PROGRAMME PHASING OUT-EBEDEFFED.2.6.6.1.MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelo	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	08	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)	08	5	NONE		
EPHA112	HIV/AIDS Education	08	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	12	6	EEHS111
	Skills)			or
				EEHS01A
				and
				EEHS112
				or
				EEHS01B
ECTL212	Teaching and Learning Strategies	08	6	NONE
EFPL212	Foundation Phase Studies (Literacy	12	6	ELLZ111
	2B)			
EFPN212	Foundation Phase Studies (Numeracy 2B)	12	6	ESFN112
EFPS212	Foundation Phase Studies 2B (Life	12	6	EEHS112
	Skills)			
EALM311	School Leadership and Management	08	6	NONE
ECAE311	Assessment in Education	08	6	NONE
EFPL311	Foundation Phase Studies (Literacy	08	6	EFPL211
	3A)			EFPL212
				and
				ELLZ02A
				or
				ELLG02B
EFPN311	Foundation Phase Studies	08	6	ESFN111
	(Numeracy 3A)			
EFPS311	Foundation Phase Studies (Life Skills	0.9	6	EEHS111
EFPSSII	3)	08	б	EERSIII
EDSE312	Society Education Law and School	08	7	NONE
	Governance			
EFMS312	Comparative Education	08	7	NONE
EFPL312	Foundation Phase Studies (Literacy 3A)	08	7	ELLG112
EFPN312	Foundation Phase Studies	08	7	ESFN112
	(Numeracy 3B)			

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	08	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

First semester			First semester			First semester			First semester	st semester		
Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	
	Ancillary/			Ancillary/			Ancillary/			Ancillary/		
ELLL111	С	Ø8	EPDL211	С	08	EALM311	С	08	EPIE411	С	08	
EFIT111	С	08	EFPL211	С	12	ECAE311	С	08	ECTP411	С	16	
ELLZ111	C	16	EFPN211	С	12	EFPL311	С	08	EFPL411	C	08	
EEHS11	С	08	EFPS211	С	12	EFPN311	С	08	EFPN411	С	08	
ESFN111	С	16				EFPS311	С	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	С	08	ECTL212	С	08	EDSE312	C	08	EAMS412	C	08	
EPHA112	С	08	EFPL212	С	12	EFMS312	C	08	EPRE412	С	08	
ELLG112	С	16	EFPN212	С	12	EFPL312	С	08	EFPL412	С	08	
EEHS112	С	08	EFPS212	С	12	EFPN312	С	08	EFPN412	С	08	
ESFN112	С	16		С		EFPS312	С	08	EFPS412	С	08	
Total 2 <sup>nd</sup>		56	Total 2 <sup>nd</sup>		44	Total 2 <sup>nd</sup>		40	Total 2 <sup>nd</sup>		40	
Year Modules												
Year Level 1			Year level 2			Year level 3			Year level 4			
ETSE100	С	16	ETSE200		32	ETSE300		32	ETSE400		32	
Year module		16	Year module		32	Year module		32	Year module		32	
Total year level		128	Total year		120	Total year		112	total year		120	
Total credits	for the curriculu	m										

#### FED.2.6.6.2. QUALIFICATION NAME: B. ED EARLY CHILDHOOD DEVELOPMENT AND FOUNDATION PHASE. QUALIFICATION CODE: EBEDEF

#### FED.2.6.6.3. MODULE OUTCOMES FOR EBEDEF

	EARLY CHILDHOOD DEVELOPMENT AND FOUNDATION PHASE TEACHING - SEMESTER COURSES					
Module	Semester 1: ELLZ111	NQF	Semester 2: ELLG112	NQF		
code:-		level: 5		level: 5		
Title: Lan 1A (HL Isi	guage, Literacy and Commur Zulu)	nication	<b>Title:</b> Language, Liter. Communication 1B ( Language English)	acy and 1 <sup>st</sup> Add		
<b>Content:</b> Identifying and processing written and spoken/ speech sound of IsiZulu Language. Recognizing and handling IsiZulu morphemes. Defining and classifying IsiZulu words/lexis. IsiZulu sentence classification, construction and analysis. Classification of IsiZulu spoken and written discourse into texts and genres. Application of the NCS principles to IsiZulu language structure and use.			<b>Content:</b> 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	outcomes:		Module outcomes:			
educators	0	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	f delivery: Full Time		Method of delivery: Full Time			
by means presentati written a written te	ent modes: This module is of formative group assessme ions and displays = 10%. cademic essay(s) = 20%. est =20%. Summative form on = 50%.	nt through Formative Formative	Assessment modes: Th is assessed by means of group assessment presentations and display Formative written academia = 20%. Formative written to Summative formal examination = 50%.	formative through s = 10%. c essay(s)		
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 1B (Geography)	Sciences		
<b>Content:</b> 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. Project and assignments, essay writing. Local history, historical excursions and museum visits. Lesson planning, teaching, questioning in history			Geography teaching. principle of good G teaching and learnin environment, teaching facts, note teaching a making, worksheet, diag	Effective Basic eography ng aids essential and note rams and operience, ly plan		

Module o	utcomes:		Module outcomes:	
The module prepares the students to develop competencies to effectively teach history and be well grounded in knowledge, values, skills, principles, methods and procedures relevant to the discipline it shows the important role in the issues related to transformation within communities, social science involves the study of change and development in society, promoting the methodology in which skills, concept and attitudes play a dominant role.			By the end of the module, students should be equipped with: -ability to apply their knowledge of Weather and Environment aspects. It also aims to inform the student on how the learning area, Geography reflects in our daily lives	
Method o	f delivery: Full Time		Method of delivery: Full	Time
<b>Assessment modes:</b> 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%.			Assessment modes: Th is assessed by means of group assessment presentations and display Formative written academi = 20%. Formative written t Summative formal examination = 50%.	formative through s = 10%. c essay(s)
Module	Semester1:ESFN111	NQF	Semester 2: ESFN112	NQF
code:-		level: 5		level: 5
	lumeracy, Natural Scienc gy Education 1A	ces and	Title: Numeracy, Natural And Technology Educatio	
number	ge, Decimals, Exponents	Fractions,	Content: The teck process as a problem process. The integration in the technological proc Science concepts for F Phase learners.	of literacy ess. Life
Module o	utcomes:		Module outcomes:	
<b>Module outcomes:</b> The aim of this module is to provide a foundation 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			This module is aimed at in Foundation phase studen to the science and tecl process, with a focus integration of literacy, r creativity and science within a problem based which is solved by follo technological process. approach is taken to s problem and the so communicated in a dea which incorporates as graphic communication	t teachers nological on the numeracy, concepts d context by the A project solve the lution is
Method o	f delivery: Full Time		Method of delivery: Full	Time
by means test, assi	ent modes: This module is of continuous assessment in gnment and an exam whic the end of the semester	ncludes a	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 design folio completed as a group.	

Module	Semester 1: EFPL211	NQF	Semester 2: EFPL212	NQF	
code:-		level: 6		level: 6	
Titles - Fe	undation Dhaga Otudias (Liter		Titles Foundation Dhoos	Otualiaa	
Title::FC	oundation Phase Studies (Liter	racy ZA)	Title: Foundation Phase (Literacy 2B)	e Studies	
			(Literacy 2D)		
	itent: -	مواناله	Content:		
_	Reading, viewing, and thinkin Reading/ viewing and critical		<ul> <li>Introduction to Litera</li> </ul>	ture	
	analysing fiction		<ul> <li>Analysing Prose: a s</li> </ul>		
-	(Literary narrative in prose or	verse	story/Novel/Riddles, Songs	Rhymes,	
-	Interpreting and employing approaches to prose, short s	tory	<ul> <li>Analysing Drama/Pla</li> </ul>	av	
	essay formal and informal es	say,	<ul> <li>Analysing Poetry</li> </ul>	,	
	novel, poetry and drama stud	dy	, , , ,	and in	
-	Diction		<ul> <li>Concept to be master Literature</li> </ul>	ared in	
-	Reading/ viewing and critical analysing non-fiction	ly	<ul> <li>Developing resource</li> </ul>	S	
-	Traditional Literature				
-	Unpacking the Curriculum				
-	Planning and lesson design				
Module o	utcomes:		Module outcomes:		
thinking sl interpret,	with: - with isiZulu reading kills and values that with enab employ approaches to lite ind criticism.	le them to	should be equipped with: - with English reading, viewing, thinking skills and values that will enable them to facilitate their own English academic learning and home language education.		
Method o	f delivery: Full Time		Method of delivery: Full Time		
by means assignment participation	ent modes: This module is of formative assessment thro- nts, teaching journals, attend on and summative assessmen lly moderated final examination	ough tests, ance and nt through	Assessment modes: Thi is assessed by means of assessment through assignments, teaching attendance and participa summative assessment tf internally moderated examination.	formative tests, journals, ation and prough an	
Module	Semester1:EFPN211	NQF	Semester 2: EFPN212	NQF	
code:-		level: 6		level: 6	
Title: Fou	ndation Phase Studies (Nume	eracy 2A)	Title: : Foundation Studies(Numeracy 2B)	Phase	
<b>Content:</b> 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			sense of number, represe numbers through symbols interpretation of symbols,	counting a strong entation of s and the patterns, thematics planning, sessment (number	

Module outcomes:		Module outcomes:		
By the end of the module, students a equipped with: - easy grasping of stra teaching numeracy to young children. Stra also be introduced to methods of org 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 of delivery: Full Time		Method of delivery: Full	Time	
Assessment modes: This module is by means of formative assessment thro assignments, teaching journals, attend participation and summative assessmer an internally moderated final examination	Assessment modes: Th is assessed by means of assessment through assignments, teaching attendance and participp summative assessment th internally moderated examination.	formative tests, journals, ation and prough an		
Module Semester1:EFPS211	NQF	Semester 2: EFPS212	NQF	
code:-	level: 6		level: 6	
Title: : Foundation Phase Studies 2A (I	_ife Skills)	<b>Title:</b> Foundation Phase S (Life Skills)	Studies 2B	
<b>Content:</b> Matter and materials. Planet beyond. Scientific and technological skills. The process of enquiry. Unpa curriculum (CAPS), planning and c lessons, developing resources, and a science and technology in the foundatio	process cking the design of assessing	Content: <u>Personal and se</u> <u>being</u> , personal dev social development, soci emotional health, relation: other people and en including values and health and safety, violend and environmental health communicable diseases, u the curriculum (CAPS), d resources, assessment.	elopment, al health, ships with vironment attitudes, ce, abuse , nutrition, unpacking	
Module outcomes:		Module outcomes:		
By the end of the module, students a equipped with: - with basic knowle methodology for life skills in the foundati Some science content knowledge as science and technology process skill developed, as well as teaching, plan assessment of science and technolog foundation phase.	edge and on phase. s well as s will be nning and	By the end of the module should be equipped understanding of personal problems and the impa issues have in the lives of in	with: - and social act these	
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is by means of continuous formative as through online activities which instantaneous feedback. These assessment tasks are counted as percentage of the CASS mark. S assessment includes an individual tes inquiry based lesson plan as a group (Th planning assignment is linked to the sec teaching practice module).	Assessment modes: Th is assessed by means of assessment through assignments, teaching attendance and participa summative assessment ti internally moderated examination.	formative tests, journals, ation and prough an		
Module Semester 1: EFPL311	NQF	Semester 2: EFPL312	NQF	
code:-	level: 6		level: 7	

				0. "
litle: Fou	Indation Phase Studies (Litera	icy 3A	Title: Foundation Phase (Literacy 3B	e Studies
<b>Content:</b> 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			<b>Content:</b> Writing, d writing, types of text, a writing, handwriting, development of writing, ap to the teaching of ha unpacking the curriculum, and lesson design, asso writing and handwriting.	the proaches ndwriting, planning
Module o	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 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 is assessed by means of assessment through assignments, teaching attendance and participa summative assessment th internally moderated examination.	formative tests, journals, ation and prough an
Module	Semester1:EFPN311	NQF	Semester 2: EFPN312	NQF
code:-		level: 6		level: 7
Title: Fou	Indation Phase Studies (Nume	eracy 3B)	<b>Title:</b> Foundation Phase (Numeracy 3B)	e Studies
Hiele leve teaching, Mathema Language	tics, integrating Mathemat e and Life Skills, unpac tics Curriculum (CAPS), g resources, assessm	nd related ching of tics with king the planning,	Content: Measurement, u the mathematics C (CAPS) (Measurement), developing resources, a measurement.	urriculum planning,
Module o		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.			Module outcomes:	
through w	with: - understanding of geor ing of geometric concepts and s-curricular integration of ma	metry and to enable	By the end of the module, will be able to develop	o content ncept of d as the dagogical
	nd of the module, students s with: - understanding of geo ing of geometric concepts and s-curricular integration of ma	metry and to enable	By the end of the module, will be able to develop knowledge of the con measurement to be use foundation upon which pe	o content ncept of d as the dagogical ouilt.

Module	Semester1:EFPS311	NQF	Semester 2: EFPS312	NQF	
code:-		level: 6		level: 7	
Title: Fou	ndation Phase Studies (Life S	Skills 3)	Title: Foundation Phase (Life Skills 3)	e Studies	
social w strategies curriculum	Beginning knowledge. Pers ell-being. Creative arts. F and assessment. Unpac (CAPS) planning, ass development in Life Skills.	Encouraging motor development programs, motor development i childhood. Standards for education. Physical activities. Skill activities nutrition and safety e Substance abuse and	physical Gross n early physical education HIV/AIDS htegration th other		
Module o	utcomes:		Module outcomes:		
By the end of the module, students should be equipped with: - the ability to critically analyse the concepts of Life Skills within the context of early childhood development, developing students' cognitive abilities professionally. To demonstrate knowledge and understanding of planning teaching and assessing the components of Life Skills education.			By the end of the module, students should be equipped with: - the base content knowledge to be physical education to foundation phase learners as well as teaching strategies, planning, presentation and assessment skills.		
Method o	f delivery: Full Time		Method of delivery: Full Time		
by means assignment participation	ent modes: This module is of formative assessment thro- nts, teaching journals, attend on and summative assessmen Ily moderated final examination	ance and https://	Assessment modes: Thi is assessed by means of assessment through assignments, teaching attendance and participa summative assessment th internally moderated examination	formative tests, journals, ation and arough an	
Module code:-	Semester1:EFPN411	NQF level: 7	Semester 2: EFPN412	NQF level: 7	
Title: Fou	ndation Phase Studies (Nume	eracy 4A)	<b>Title:</b> Foundation Phase (Numeracy 4B)	e Studies	
<b>Content:</b> Science concept development in an integrated STEM lesson. Measurement, Data handling. Unpacking the mathematics Curriculum (CAPS), planning and designing of lesson plan, developing resources, and assessment of measurement, and data handling in the foundation phase.			<b>Content:</b> Mathematic Research, challenges teaching of numeracy, att a good numeracy recording of numeracy act	in the ributes of teacher,	
students and skills focusing	butcomes: By the end of the should be equipped with: - k s for the teaching of ma on measurement, data han istics in an integrated STEM a	thematics dling and	Module outcomes: This prepares the students for re mathematics, critiquing articles and identifying prot need to be investigated. Th will also equip stude knowledge on the qualities teacher.	esearch in research olems that is module nts with	

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 examination,.	
Module	Semester 1: EFPL411	NQF	Semester 2: EFPL412	NQF
code:-		level: 7		level: 7
Title: Fou	indation Phase Studies (Litera	icy 4A)	<b>Title:</b> Foundation Phase (Literacy 4B)	e Studies
Content:			Content:	
– Fou	ndation of Language Teaching		Phonics, language struc	
	guage knowledge (Linguistics a ntific study of the language)	as a	use, children literature, and research, dealing with diversity in the Foundation	n linguistic on Phase,
	cription of Language as a systematic communication)	em for	Language in Education Po	olicy.
– The	grammar of language			
– Lan	guage lessons			
– Gra	phic and semantic organisers			
– Drav	wing and graphic presentation			
– Thir	king and reasoning, use of poe	etry		
– Unp	acking the Curriculum			
– Plar	nning and lesson design			
– Trac	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.			0	e learning usage of will be rature that will also erature to
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 reflections, attendance participation and s assessment through an moderated final examination	formative tests, journals, e and ummative internally
Module	Semester1:EFPS411	NQF	Semester 2: EFPS412	NQF
code:-		level: 7		level: 7

Title: Foundation Phase Studies (Life Skills 4A)	<b>Title:</b> Foundation Phase Studies (Life Skills 4B)
<b>Content:</b> Teaching mathematics and languages in the context of life skills, Thematic approach, creating free play tables in the classroom, organizing a theme table, resource development, Management of HIV/AIDS in the Foundation Phase, Life skills and HIV/AIDS, Sexuality education in the Foundation Phase, Health Promoting Schools (HPS).	<b>Content:</b> Principles that inform the teaching of physical education in the foundation phase. Planning a lesson for physical education in the foundation phase. Making equipment from waste. Human muscle and skeletal system. Practical component.
Module outcomes:	Module outcomes:
By the end of the module, students should be equipped with: - ability on using integrated teaching using a thematic approach to teach Mathematics and Languages	By the end of the module, students should be equipped with: - physical education for the foundation phase.
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.2.6.6.4. 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 Experie	nce 1		
	om practice (observation and simulated clas trical and subject pedagogical knowledge).	sroom practice/ lesson	
	This module aims to expose students to the seacher, in the care of a school mentor	school experience from	
Method of delivery:	Full Time		
practicum orientation	: This module is assessed during the schu week in August/September, the school p teacher's attitude and professional conduct	repares a confidential , which is submitted to	
Module code:-	Year Level: ETSE200	NQF level: 6	
Title: School Experie	nce 2		
observation with limit	n practice (lesson demonstrations/ simula ed lessons in teaching two subjects/ univer owledge and subject pedagogical knowledge	sity based and school	
Module outcomes:			
	nodule is to give students the opportunity he school experience.	to critical observe and	
Method of delivery:	Full Time		
Assessment modes: In their 2 <sup>nd</sup> 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 Experie	ence 3		
<b>Content:</b> 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.3. POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

Postgraduate Certificate in Education (PGCE) is summarised below for the convenience

of prospective student teachers. However, students should not neglect consulting the

PGCE handbook of the Faculty of Education for complete information.

#### FED.3.1. 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.3.2. DURATION OF STUDIES

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

#### I. METHOD OF DELIVERY

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

#### FED.3.3. 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.3.4. QUALIFICATION NAME: POST GRADUATE CERTIFICATE IN EDUCATION.

### FED.3.4.1. 3PGFT1 (FET) AND 3PGFS2 (SP & FET)

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	E	10	At least 24 Credits at NQF level 7 for an FET subjects
Subject Education 2	E	10	At least 24 Credits at NQF level 7 for an FET subjects
3PSE101	с	8	NONE
Subject Education 1	E	10	At least 24 Credits at NQF level 7 for an FET subjects
Subject Education 2	E	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	

## FED.3.4.2. MODULE LIST WITH NQF LEVELS AND CREDITS - 3PGFT1 & 3PGSF2

Electives Modules for EPGFT1 and EPGSF2			
New Module code	Descriptive name	Credits	NQFL
3MAC101	Accounting Education A (FETT)	10	7
3MAC 102	Accounting Education B(FETT)	10	7
3MAF101	Afrikaans Language Education A(FETT)	10	7
3MAF102	Afrikaans Language Education B(FETT)	10	7
3MBS101	Business Studies Education A (FETT)	10	7
3MBS102	Business Studies Education B (FETT)	10	7
3MCS101	Computer Application Technology Education A (FETT)	10	7
3MCS102	Computer Application Technology Education B (FETT)	10	7
3MEC101	Economics Education A(FETT)	10	7
3MEC102	Economics Education B(FETT)	10	7
3MGD101	Engineering Graphic Design Education A (FETT)	10	7
3MGD102	Engineering Graphic Design Education B (FETT)	10	7
3MEN101	English Home language Education A (FETT)	10	7
3MEN102	English Home language Education B(FETT)	10	7
3MEF101	English 1 <sup>st</sup> Additional Language Education A(FETT)	10	7
3MEF102	English 1 <sup>st</sup> Additional Language Education B(FETT)	10	7
3MGE101	Geography Education A(FETT)	10	7
3MGE102	Geography Education B(FETT)	10	7
3MHY101	History Education A(FETT)	10	7
3MHY 102	History Education B(FETT)	10	7
3MZU101	IsiZulu Home Language Education A(FETT)	10	7
3MZU102	IsiZulu Home Language Education B(FETT)	10	7
3MZA101	IsiZulu 1 <sup>st</sup> Additional Language Education A(FETT)	10	7
3MZA102	IsiZulu 1 <sup>st</sup> Additional Language Education B(FETT)	10	7
3MLO101	Life Orientation Education A(FETT)	10	7
3MLO102	Life Orientation Education B(FETT)	10	7
3MLS101	Life Sciences Education A(FETT)	10	7
3MLS102	Life Sciences Education B(FETT)	10	7

3MMA102	Mathematics Education A(FETT)	10	7
3MMA102	Mathematics Education B(FETT)	10	7
3MPS101	Physical Science Education A(FETT)	10	7
3MPS102	Physical Science Education B(FETT)	10	7
3MTO101	Tourism Education A(FETT)	10	7
3MTO102	Tourism Education B (FETT)	10	7
3MEM101	Economics & Management Sciences Education A(SP)	10	7
3MEM102	Economics & Management Sciences Education B(SP)	10	7
3MEL101	English Home language Education A(SP)	10	7
3MEL102	English Home language Education B(SP)	10	7
3MEG101	English 1 <sup>st</sup> Additional Language Education A(SP)	10	7
3MEG102	English 1 <sup>st</sup> Additional Language Education B(SP)	10	7
3MHS101	Social Sciences Education A(SP)	10	7
3MHS102	Social Sciences Education B(SP)	10	7
3MZH101	IsiZulu Home Language Education A(SP)	10	7
3MZH102	IsiZulu Home Language Education B(SP)	10	7
3MZF101	IsiZulu 1 <sup>st</sup> Additional Language Education A(SP)	10	7
3MZF102	IsiZulu 1 <sup>st</sup> Additional Language Education B(SP)	10	7
3MLG101	Life Orientation Education A(SP)	10	7
3MLG102	Life Orientation Education B(SP)	10	7
3MMG101	Mathematics Education A(SP)	10	7
3MMG102	Mathematics Education B(SP)	10	7
3MNS101	Natural Sciences Education A(SP)	10	7
3MNS102	Natural Sciences Education B(SP)	10	7
3MTK101	Technology Education A(SP)	10	7
3MTK102	Technology Education B (SP)	10	7
New Module code	Descriptive name	Credits	NQFL
3DST101	Education Studies 1A(Sociology, Philosophy and History)	8	7
3DST102	Education Studies 1B(Curriculum Development)	8	7
3DST121	Education Studies 2A (Educational Psycholo	8	7

3DST122	Education Studies 2B (Educational Managem	8	7
3LCA100	Conversational Language for Teachers - Afrikaans	8	5
3LCZ100	Conversational Language for Teachers – IsiZulu	8	5
3LCS100	Conversational Language for Teachers – Sesotho	8	5
3DCO101	Education in Context	8	7
3SIC100	ICT Skills for Teachers	4	5
3LTL100	English Language for Teaching and Learning	8	5
3GPE101	General Pedagogy A(Teaching, Learning and Assessment)	8	7
New Module code	Descriptive name	Credits	NQFL
3PSE101	School Experience A	8	7
3PSE102	School Experience B	24	7

#### FED.3.4.3. MODULE CONTENT AND OUTCOMES FOR PGCE – SEMESTER MODULES -3PGFT1 & 3PGSF2

	ELECTIVES MODULES			
Module code:-	Semester 1: EMAC101 3MAC101	NQF level: 6	Semester 2: EMAC102 3MAC 102	NQF level: 6
Title:			Title: Accounting Education A (F	FET)
learning i - Use ma acti 2. Curri teaching - Bar - Des 3. Classr - Use - Class 4. Devel Accountin Epistemo 5. Pre-co - Ide - Ado 6. Critiqu - Prir	e elementary statistical inf nage teaching, learning and vities culum differentiation and in Accounting riers to learning and develop signing differentiated learnin por research in Accounting e Action research in Account e of research literature sproom practice op pedagogical content kr	formation to assessment d adaptive g activities ting to improve nowledge in	<ul> <li>Content: 1. Foundations of teacher learning in Accounting</li> <li>History of Accounting teacher learning</li> <li>Accounting Education policy doc</li> <li>Subject policy documents</li> <li>Teaching and learning strated Accounting</li> <li>Teaching and Learning theor</li> <li>Teaching and learning strated</li> <li>Assessment in Accounting</li> <li>Assessment strategies</li> <li>Lesson design</li> <li>Learning and Teaching Support in Accounting</li> </ul>	hing and cuments tegies in ies gies

Module code:-	Semester 1: NQF level: 7	Semester 2: NQF level: 7	
coue	EMBS101 3MBS101	EMBS102 3MBS102	
Title: Bu	siness Studies Education A	Title: Business Studies Education B	
Content:		Content:	
Business	dations of teaching and learning in Studies Business Studies teaching and learning	<ol> <li>Management of Business Studies teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment</li> </ol>	
	ss Studies Education policy documents olicy documents	activities 2. Curriculum differentiation and adaptive teaching in Business Studies	
	ng and learning strategies in Business	Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Business Studies	
Teaching	and Learning theories and learning strategies ent in Business Studies	Use Action research in Business Studies Use of research literature to improve classroom practice	
	ent strategies	4. Develop pedagogical content knowledge in Business Studies	
	i design in Business Studies	Epistemology	
Lesson de	esign	5. Pre-conceptions in Business Studies	
6. Learni Business	ng and Teaching Support Materials in Studies	Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in Business Studies	
		<ul> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>	
	putcomes:	Module outcomes:	
On succe will be ab	ssful completion of the module, students le to	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.	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in Business Studies.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Business Studies.</li> <li>Use the results of assessment to improve teaching and learning of in Business Studies.</li> </ul>	

<ul> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Business Studies</li> <li>Design appropriate lesson plans in Business Studies taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Business Studies</li> <li>Design, select and adapt appropriate teaching and learning support materials for Business Studies.</li> </ul>	<ul> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Business Studies.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the Business Studies classroom and to enhance his/her own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Business Studies.</li> <li>Evaluate curriculum policies in Business Studies.</li> </ul>
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination
Module Semester 1: EMCS101 NQF code:- 3MCS101 level: 6	Semester 2: EMCS102 NQF 3MCS102 level: 6
Title: Computer Application Technology Education A	Title: Computer Application Technology Education (CAT) B
<ul> <li>Content:</li> <li>1. Foundations of teaching and learning in Computer Application Technology</li> <li>History of Computer Application Technology teaching and learning</li> <li>2. Computer Application Technology policy documents</li> <li>Subject policy documents</li> <li>3. Teaching and learning strategies in Computer Application Technology</li> <li>Teaching and Learning theories</li> <li>Teaching and learning strategies</li> <li>4. Assessment in Computer Application Technology</li> <li>Assessment strategies</li> <li>5. Lesson design in Computer Application Technology</li> <li>Learning and Teaching Support Materials</li> </ul>	<ul> <li>Content: <ol> <li>Management of CAT teaching and learning in school</li> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>Curriculum differentiation and adaptive teaching in CAT</li> </ol> </li> <li>Barriers to learning and development Designing differentiated learning activities <ol> <li>Classroom research in CAT</li> </ol> </li> <li>Use Action research in CAT Use of research literature to improve classroom practice <ol> <li>Develop pedagogical content knowledge Epistemology</li> </ol> </li> <li>Pre-conceptions <ol> <li>Address learners' pre- conceptions</li> <li>Critique curriculum policies</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities for curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning and guiding and linguistically diverse backgrounds with different learning and guiding the curriculum</li> <li>Opportunities for linking teaching, or principles underpinning and guiding and linguistically diverse backgrounds with different learning needs Critique</li> </ol> </li> </ul>

	<ul> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>	
Module outcomes:	Module outcomes:	
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:	
Demonstrate knowledge and understanding of the foundations of teaching and learning in Computer Application Technology. Demonstrate knowledge and understanding of the relevant policies in Computer Application Technology teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Computer Application Technology Design appropriate lesson plans in Computer Application Technology taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Computer Application Technology. Design, select and adapt appropriate teaching and learning support materials for Computer Application Technology.	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in Computer Application Technology.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Computer Application Technology.</li> <li>Use the results of assessment to improve teaching and learning of in Computer Application Technology. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Computer Application Technology.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the Computer Application Technology.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the Computer Application Technology classroom and to enhance his/her own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Computer Application Technology. Evaluate curriculum policies in Computer Application Technology.</li> </ul>	
Method of delivery: Full Time Assessment modes: This module is assessed	Method of delivery: Full Time Assessment modes: This module is	
by means of examination	assessed by means of examination	
Module Semester 1: EMEC101 NQF code:- 3MEC101 level: 6	Semester 2: EMEC102 NQF 3MEC102 level: 6	
Title: Engineering Graphic Design Education A (FET)	Title: Economics Education B (FET)	
Content:	Content:	
1. Foundations of teaching and learning in Economics	<ol> <li>Economics teaching and learning in school</li> <li>Use elementary statistical information to</li> </ol>	
History of Economics teaching and learning	manage teaching, learning and assessment	
2. Economics Education policy documents	activities 2. Curriculum differentiation and adaptive	
Subject policy documents	teaching in Economics	
3. Teaching and learning strategies in Economics	Barriers to learning and development	
Teaching and Learning theories	Designing differentiated learning activities 3. Classroom research in Economics	
Teaching and learning strategies	Use Action research in Economics Use of	
I. Asse\ssment in Economics	research literature to improve classroom practice	
Assessment strategies	4. Develop pedagogical content knowledge in Economics	

5. Lesson design in Economics	Epistemology
Lesson design	
6. Learning and Teaching Support Materials in	5. Pre-conceptions in Economics
Economics	Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in Economics
	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, student will be able to	
<ul> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in Economics.</li> <li>Demonstrate knowledge and understanding of the relevant policies in Economic teaching and learning.</li> <li>Select and use appropriate strategies methods and techniques in the teaching and learning of Economics.</li> <li>Design appropriate lesson plans in Economics taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Economics.</li> <li>Design, select and adapt appropriate teaching and learning support materials for Economics,</li> </ul>	<ul> <li>manage teaching, learning and assessment in Economics.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Economics.</li> <li>Use the results of assessment to improve teaching and learning of in Economics.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Economics.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the in Economics classroom and to enhance his/her own academic learning.</li> <li>Develop content knowledge to plan.</li> </ul>
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: NQF EMGD101 3MGD101	Semester 2: NQF EMGD102 3MGD102

Title: Engineering Graphic Design Education A (FET)	Title: Engineering Graphic Design Education B EGD (FET)
Content:	Content:
1. Foundations of teaching and learning in EGD	1. Management of EGD teaching and
History of EGD teaching and learning	learning in school Use elementary statistical information to
2. EGD Education policy documents	manage teaching, learning and assessment activities
Subject policy documents	2. Curriculum differentiation and adaptive teaching in EGD
3. Teaching and learning strategies in EGD	Barriers to learning and development
Teaching and Learning theories	Designing differentiated learning activities
Teaching and learning strategies	3. Classroom research in EGD
4. Assessment in EGD	Use Action research in EGD Use of research literature to improve
Assessment strategies	classroom practice 4. Develop pedagogical content knowledge
5. Lesson design in EGD	in EGD
Lesson design	Epistemology 5. Pre-conceptions in EGD
6. Learning and Teaching Support Materials in EGD	5. Pre-conceptions in EGD Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in EGD
Madula automas:	<ul> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>
Module outcomes:	Module outcomes:
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:
<ul> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in Engineering Graphic Design.</li> <li>Demonstrate knowledge and understanding of the relevant policies in Engineering Graphic Design teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Engineering Graphic Design.</li> </ul>	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in EGD.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in EGD.</li> <li>Use the results of assessment to improve teaching and learning of in EGD.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in EGD.</li> </ul>

<ul> <li>Design appropriate lesson plans in Engineering Graphic Design taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Engineering Graphic Design.</li> <li>Design, select and adapt appropriate teaching and learning support materials for Engineering Graphic Design.</li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is assessed by means of examination</li> </ul>		<ul> <li>Demonstrate competence to learn from available research in order to improve teaching in the EGD classroom and to enhance his/her own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in EGD.</li> <li>Evaluate curriculum policies in EGD.</li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is assessed by means of examination</li> </ul>	
Module code:-	Semester 1: EMEN101 3MEN101	NQF level: 6	Semester 2: EMEN102 NQF 3MEN102 level: 6
Title: En	Title: English Home Language Education A		Title: English Home Language Education B
Content:			Content:
<ul> <li>Content:</li> <li>1. Foundations of teaching and learning in English language</li> <li>History of English language teaching and learning</li> </ul>		<ol> <li>Management of English Home language teaching and learning in school         <ul> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>Curriculum differentiation and adaptive</li> </ul> </li> </ol>	
<ul> <li>Class</li> </ul>	sical period		teaching in English Home language
• Mod	lern period		<ul> <li>Barriers to English Home language</li> </ul>
• Corr	nmercial period		learning and development – Designing differentiated language learning activities
• Elec	stronic period		
<ul> <li>Electronic period</li> <li>2. English Home language Education curriculum policy documents</li> </ul>		3. Classroom research in English Home language	
<ul> <li>Subject</li> </ul>	policy documents		<ul> <li>Use Action research in English Home language</li> <li>Use of research literature to improve English Home language classroom</li> </ul>
• Langua	ge-in-education policy		
Teachir	ng language skills		practice
Teaching literary and non- literary texts		4. Develop pedagogical content knowledge in English Home language	
Teachir	ng language structures and	convention	Epistemology
3. Teach language	ing methodologies in Eng	glish Home	5. Pre-conceptions in English Home language
Teaching	and Learning theories		<ul> <li>Identify pre-conceptions</li> <li>Language attitudes</li> </ul>
Approach	es to teaching English Hom	e language	<ul> <li>Address learners' pre- conceptions</li> <li>6. Critique English Home Language</li> </ul>
Methods of	of teaching English Home la	inguage	curriculum policies in English
The use o	of ICT in the language class	room	Principles underpinning and guiding
Learning	styles		<ul><li>English Home language curriculum</li><li>Opportunities for linking teaching,</li></ul>
Teaching	and learning strategies		learning, assessment and reflection in English Home language
]4. Assess	sment in English Home lang	luage	Opportunities the curriculum offers for
Ass	guage assessment practice essment strategies in Enguage		<ul> <li>continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique</li> </ul>

Hon Type lang Edu lear Asse awa Asse liter 5. Lesson 6. Learnir	stioning skills as assessme ne language learning es of questions in Eng uage learning cational taxonomies for ning essment for learning: critic reness essment for learning: unders ary concepts design in English Home lar Lesson design ng and Teaching Support ome Language	lish Home language al language standing key nguage	<ul> <li>Principles underpinning and guic curriculum</li> <li>Opportunities for linking te learning, assessment and reflec</li> <li>Opportunities the curriculum of continuity beyond their phase</li> <li>How well the curriculum cat inclusion of children from cultur linguistically diverse backgroun different learning needs</li> </ul>	eaching, ction ffers for ters for ally and
Designing language	eaching materials and selecting materials f	or teaching tures and		
Module o	utcomes:		Module outcomes:	
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of th in E Den of th lang Sele meth and Des Hon of t and Des in E Des teac Eng	nonstrate knowledge and un ne foundations of teaching a nglish Home language. nonstrate knowledge and un he relevant policies in En juage teaching and learning ect and use appropriate hods and techniques in the learning of English Home la ign appropriate lesson plan te language taking into acco eaching, learning, child c curriculum needs. ign appropriate assessmer nglish Home language. ign, select and adapt hing and learning support r lish Home language.	and learning derstanding glish Home strategies, ne teaching anguage. s in English unt theories levelopment tt strategies appropriate	<ul> <li>Use elementary statistical inform manage teaching, learning assessment in English Home lar</li> <li>Demonstrate competence in as and monitoring learner progre achievement in English language.</li> <li>Use the results of assessmi improve teaching and learning English Home language.</li> <li>Adapt lessons and assessment accommodate learners with a learning problems in English language.</li> <li>Demonstrate competence to lea available research in order to i teaching in the English Home la classroom and to enhance his/t academic learning.</li> <li>Develop content knowledge t implement and assess et teaching and learning experiene English Home language.</li> <li>Evaluate curriculum policies in Home language.</li> </ul>	g and nguage. sessing uss and Home hent to g of in tasks to different Home arn from improve inguage her own o plan, effective inces in
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Module code:-	Semester 1: EMEF101 3MEF101	NQF level: 6		NQF level: 6
Title: Afr	ikaans Language Educati	on A	Title: Afrikaans Language Educati	on B
Content:		Content:		
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<ol> <li>Foundations of teaching and learning in Afrikaans</li> <li>History of Afrikaans teaching and learning in school</li> <li>Afrikaans Language Education policy documents</li> <li>Subject policy documents</li> <li>Teaching and learning strategies in Afrikaans</li> <li>Teaching and learning strategies</li> <li>Assessment in Afrikaans Language</li> <li>Assessment in Afrikaans</li> <li>Lesson design</li> <li>Learning and Teaching Support Materials</li> <li>Learning and Teaching Support Materials</li> <li>Lesson design</li> <li>Learning and Teaching Support Materials</li> <li>Learning and Teaching Support Materials</li> <li>Charming and Teaching Support Materials</li> <li>Charming and Teaching Support Materials</li> <li>Charming and Teaching Support Materials</li> <li>Medue curciculum officer for moulturally and inguistically diverse backgrounds with different learning needs Critique for Now well the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum offers for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique for Now Mether curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique for Now Mether curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique for Now Mether curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique for Now Mether curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique for Now Mether curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique for Now Mether curiculum caters for inclusion of children from culturally and</li></ol>		
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<ul> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Afrikaans</li> <li>Design appropriate lesson plans in Afrikaans taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Afrikaans.</li> <li>Design appropriate assessment strategies in Afrikaans.</li> <li>Design appropriate assessment strategies in Afrikaans.</li> </ul>		
<ul> <li>Afrikaans</li> <li>Design appropriate lesson plans in Afrikaans taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Afrikaans.</li> <li>Afrikaans.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Afrikaans.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the Afrikaans classroom and to enhance his/her own academic</li> </ul>	Select and use appropriate strategies, methods	• Use the results of assessment to
<ul> <li>Design appropriate lesson plans in Afrikaans taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Afrikaans.</li> <li>Design appropriate assessment strategies in Afrikaans.</li> </ul>		
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Design appropriate assessment strategies in Afrikaans.     teaching in the Afrikaans classroom and to enhance his/her own academic	needs.	
to enhance his/her own academic		teaching in the Afrikaans classroom and
	Annadis.	

Design, select and adapt appropriate teaching and learning support materials for Afrikaans.      Method of delivery: Full Time			<ul> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Afrikaans.</li> <li>Evaluate curriculum policies in Afrikaans.</li> <li>Method of delivery: Full Time</li> </ul>
	ent modes: This module is of examination	s assessed	Assessment modes: This module is assessed by means of examination
Module code:-	Semester 1: EMGE101 3MGE101	NQF level: 6	Semester 2: NQF EMGE102 3MGE102
Title: Ge	ography Education A		Title: Geography Education B
Content:			Content:
Geograph History of 2. Geogra	dations of teaching and ly Geography teaching and le aphy Education policy docur olicy documents	earning	<ol> <li>Management of Geography teaching and learning in school</li> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>Curriculum differentiation and adaptive teaching in Geography</li> </ol>
	ng and learning strategies ir and Learning theories	n Geography	Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Geography
4. Assess	and learning strategies sment in Geography ent strategies		Use Action research in Geography Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge in Geography
Assessment strategies 5. Lesson design in Geography Lesson design 6. Learning and Teaching Support Materials in Geography		Materials in	<ul> <li>Epistemology of Geography</li> <li>Addressing alternative – pre and misconceptions</li> <li>Reveal learners' pre conceptions</li> <li>Present an exposing event</li> <li>Ask learners to describe or present their conceptions</li> <li>Discuss and evaluate conceptions</li> <li>Create conceptual conflict</li> <li>Encourage cognitive accommodation and guide conceptual restructuring</li> <li>Curriculum policy in Geography</li> </ul>
			Critique curriculum policies in Geography
Module o	outcomes:		Module outcomes:
will be ab			On successful completion of the module, students will be able to:
of th in G • Der of tead • Sele met and • Des	nonstrate knowledge and ur he foundations of teaching a beography. nonstrate knowledge and ur the relevant policies in ching and learning. ect and use appropriate hods and techniques in ti learning of Geography. sign appropriate lesson ography taking into accoum	and learning iderstanding Geography strategies, he teaching plans in	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in Geography.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Geography.</li> <li>Use the results of assessment to improve teaching and learning of in Geography.</li> </ul>

<ul> <li>teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Geography.</li> <li>Design, select and adapt appropriate teaching and learning support materials for Geography.</li> </ul>		<ul> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Geography.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the Geography classroom and to enhance his/her own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Geography.</li> <li>Evaluate curriculum policies in Geography.</li> </ul>
Method of delivery: Full Time		Method of delivery: Full Time
Assessment modes: This module is by means of examination	s assessed	Assessment modes: This module is assessed by means of examination
Module Semester 1: EMHY101 code:- 3MHY101	NQF level: 6	Semester 2: EMHY 102 NQF 3MHY 102 level: 6
Title: History Education A		Title: History Education B
Content:		Content:
<ol> <li>Foundations of teaching and learning History of teaching and learning History.</li> <li>History Education policy documents</li> <li>Subject policy documents</li> <li>Teaching and learning strategies in Teaching and Learning theories</li> <li>Teaching and learning strategies</li> <li>Assessment in History</li> <li>Assessment strategies</li> <li>Lesson design in History</li> <li>Learning and Teaching Support If History</li> </ol>	ry s	<ol> <li>Management of History teaching and learning in school</li> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>Curriculum differentiation and adaptive teaching in History</li> <li>Barriers to learning and development Designing differentiated learning activities</li> <li>Classroom research in History</li> <li>Use Action research in History</li> <li>Use Action research literature to improve classroom practice</li> <li>Develop pedagogical content knowledge in History</li> <li>Epistemology</li> <li>Pre-conceptions</li> <li>Address learners' pre- conceptions</li> <li>Critique curriculum policies in History</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum offers for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> </ol>

	<ul> <li>How well the curriculum caters for inclusion of children from culturally</li> </ul>
	and linguistically diverse backgrounds
Module outcomes:	with different learning needs Module outcomes:
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:
<ul> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in History.</li> <li>Demonstrate knowledge and understanding of the relevant policies in History teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of History.</li> <li>Design appropriate lesson plans in History taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in History.</li> <li>Design, select and adapt appropriate teaching and learning support materials for History.</li> </ul>	Use elementary statistical information to manage teaching, learning and assessment in History. Demonstrate competence in assessing and monitoring learner progress and achievement in History. Use the results of assessment to improve teaching and learning of in History. Adapt lessons and assessment tasks to accommodate learners with different learning problems in History. Demonstrate competence to learn from available research in order to improve teaching in the History classroom and to enhance his/her own academic learning. 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
Method of delivery: Full Time	Method of delivery: Full Time
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 of examination
Assessment modes: This module is assessed	Assessment modes: This module is
Assessment modes: This module is assessed by means of examination Module Semester 1: EMZU101 NQF	Assessment modes: This module is assessed by means of examination Semester 2: EMZU102 NQF
Assessment modes: This module is assessed by means of examination         Module code:-       Semester 1: EMZU101 3MZU101 level: 6	Assessment modes:       This module is assessed by means of examination         Semester       2:       EMZU102       NQF level: 6         Title:       IsiZulu Home Language Education
Assessment modes: This module is assessed by means of examination         Module code:-       Semester 1: EMZU101 3MZU101         NQF level: 6         Title: IsiZulu Home Language Education A	Assessment modes:       This module is assessed by means of examination         Semester       2:       EMZU102       NQF level: 6         Title:       IsiZulu Home Language Education B         Content:       1.       Management of IsiZulu Home language teaching and learning in school
Assessment modes: This module is assessed by means of examination         Module code:-       Semester 1: EMZU101 3MZU101         NQF level: 6         Title: IsiZulu Home Language Education A         Content:         1. Foundations of teaching and learning in IsiZulu	Assessment modes: This module is assessed by means of examination         Semester       2: EMZU102         NQF         Izeral:       1. Management of IsiZulu Home Language Education B         Content:       1. Management of IsiZulu Home language teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities
Assessment modes: This module is assessed by means of examination         Module code:-       Semester 1: EMZU101 3MZU101         NQF level: 6         Title: IsiZulu Home Language Education A         Content:         1. Foundations of teaching and learning in IsiZulu language         •       History of IsiZulu language teaching and	Assessment modes: This module is assessed by means of examination         Semester       2: EMZU102         NQF         Ievel: 6         Title: IsiZulu Home Language Education B         Content:         1. Management of IsiZulu Home language teaching and learning in school         Use elementary statistical information to manage teaching, learning and assessment
Assessment modes: This module is assessed by means of examination         Module code:-       Semester 1: EMZU101 3MZU101       NQF level: 6         Title:       IsiZulu Home Language Education A         Content:       1. Foundations of teaching and learning in IsiZulu language         History of IsiZulu language teaching and learning	Assessment modes: This module is assessed by means of examination         Semester       2: EMZU102       NQF level: 6         Title:       IsiZulu Home Language Education B         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
Assessment modes: This module is assessed by means of examination         Module code:-       Semester 1: EMZU101 3MZU101       NQF level: 6         Title: IsiZulu Home Language Education A         Content:       1. Foundations of teaching and learning in IsiZulu language         •       History of IsiZulu language teaching and learning         •       Classical period	Assessment modes: This module is assessed by means of examination         Semester       2: EMZU102       NQF level: 6         Title:       IsiZulu Home Language Education B         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
Assessment modes: This module is assessed by means of examination         Module code:-       Semester 1: EMZU101 3MZU101         NQF level: 6         Title: IsiZulu Home Language Education A         Content:         1. Foundations of teaching and learning in IsiZulu language         History of IsiZulu language teaching and learning         Classical period         Modern period	Assessment modes: This module is assessed by means of examination         Semester       2: EMZU102       NQF level: 6         Title:       IsiZulu Home Language Education B         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
Assessment modes: This module is assessed by means of examination         Module code:-       Semester 1: EMZU101 3MZU101       NQF level: 6         Title: IsiZulu Home Language Education A         Content:       1. Foundations of teaching and learning in IsiZulu language         •       History of IsiZulu language teaching and learning         •       Classical period         •       Modern period         •       Commercial period	Assessment modes: This module is assessed by means of examination         Semester       2: EMZU102       NQF level: 6         Title:       IsiZulu Home Language Education B         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
Assessment modes: This module is assessed by means of examination         Module code:-       Semester 1: EMZU101 3MZU101       NQF level: 6         Title:       IsiZulu Home Language Education A         Content:       1. Foundations of teaching and learning in IsiZulu language         •       History of IsiZulu language teaching and learning         •       Classical period         •       Modern period         •       Electronic period         2. IsiZulu Home Language Education curriculum	Assessment modes: This module is assessed by means of examination         Semester       2: EMZU102       NQF level: 6         Title: IsiZulu Home Language Education B         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
Assessment modes: This module is assessed by means of examination         Module code:-       Semester 1: EMZU101 3MZU101         NQF level: 6         Title: IsiZulu Home Language Education A         Content:         1. Foundations of teaching and learning in IsiZulu language         History of IsiZulu language teaching and learning         Classical period         Modern period         Electronic period         IsiZulu Home Language Education curriculum policy documents	Assessment modes: This module is assessed by means of examination         Semester       2: EMZU102       NQF level: 6         Title: IsiZulu Home Language Education B         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 Action research in IsiZulu Home language         Use of research literature to improve IsiZulu Home language
Assessment modes: This module is assessed by means of examination         Module code:-       Semester 1: EMZU101 3MZU101       NQF level: 6         Title:       IsiZulu Home Language Education A         Content:       1. Foundations of teaching and learning in IsiZulu language         •       History of IsiZulu language teaching and learning         •       Classical period         •       Modern period         •       Electronic period         2. IsiZulu Home Language Education curriculum policy documents         •       Subject policy documents	Assessment modes: This module is assessed by means of examination         Semester       2: EMZU102       NQF level: 6         Title: IsiZulu Home Language Education B         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

- Teaching language structures and	5 Dro conceptions in IsiZulu Home language
<ul> <li>Teaching language structures and conventions</li> </ul>	5. Pre-conceptions in IsiZulu Home language – Identify pre-conceptions
3. Teaching methodologies in IsiZulu Home language	<ul> <li>Language attitudes</li> <li>Address learners' pre- conceptions</li> </ul>
Teaching and Learning theories	6. Critique IsiZulu Home Language curriculum policies in IsiZulu
Approaches to teaching IsiZulu Home language	<ul> <li>Principles underpinning and guiding</li> </ul>
Methods of teaching IsiZulu Home language	<ul><li>IsiZulu Home language curriculum</li><li>Opportunities for linking teaching,</li></ul>
The use of ICT in the language classroom	learning, assessment and reflection in IsiZulu Home language
Learning styles	<ul> <li>Opportunities the curriculum offers for continuity beyond their phase</li> </ul>
<ul> <li>Teaching and learning strategies</li> </ul>	How well the curriculum caters for
4. Assessment in IsiZulu Home language	inclusion of children from culturally and linguistically diverse backgrounds with
Language assessment practices	<ul><li>different learning needs critique</li><li>Principles underpinning and guiding the</li></ul>
<ul> <li>Assessment strategies in IsiZulu Home language</li> </ul>	<ul><li>Opportunities for linking teaching,</li></ul>
Questioning skills as assessment in IsiZulu	<ul> <li>learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> </ul>
Home language learning	<ul> <li>How well the curriculum caters for inclusion of children from culturally and</li> </ul>
Types of questions in IsiZulu Home language learning	linguistically diverse backgrounds with different learning needs
Educational taxonomies for language learning	
Assessment for learning: critical language awareness	
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 teaching materials	
Designing and selecting materials for teaching language skills; language structures and conventions; literary and non- literary texts	
Module outcomes:	Module outcomes:
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:
<ul> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language.</li> <li>Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and learning.</li> </ul>	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in IsiZulu Home language.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu Home language.</li> </ul>

<ul> <li>Select and use appropriate strategies methods and techniques in the teaching and learning of IsiZulu Home language.</li> <li>Design appropriate lesson plans in IsiZulu Home language taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in IsiZulu Home language.</li> <li>Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home language.</li> </ul>	<ul> <li>teaching and learning of in IsiZulu Home language.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home language.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the IsiZulu Home language classroom and to enhance his/her own</li> </ul>
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: EMZA101 3MZA101         NQF level: 6	Semester 2: EMZA102 NQF 3MZA102 level: 6
Title: IsiZulu Language Education A	Title: IsiZulu First Additional Language Education B
Content:	Content:
1. Foundations of teaching and learning in isiZulu	1. Management of IsiZulu First Additional
History of isiZulu teaching and learning	language teaching and learning in school Use elementary statistical information to
<ol> <li>IsiZulu First Additional education policy documents</li> </ol>	manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in IsiZulu First Additional language Barriers to learning and development
Subject content in First Additional FET policy documents	
<ol> <li>Teaching and learning strategies in isiZulu Firs Additional language contexts</li> </ol>	
Teaching and Learning theories	3. Classroom research in IsiZulu
Teaching and learning strategies	<ul> <li>Use Action research in isiZulu First Additional language classrooms</li> <li>Use of research literature to improve classroom practice in isiZulu First</li> </ul>
<ol> <li>Assessment in isiZulu First Additional language contexts</li> </ol>	Additional language 4. Develop pedagogical content knowledge
Assessment strategies	in IsiZulu
<ol> <li>Lesson design in isiZulu First Additiona language contexts</li> </ol>	<ul> <li>Epistemology of IsiZulu as a First additional language</li> <li>Addressing alternative – pre- mis-</li> </ul>
Lesson design	conceptions
6. Learning and Teaching Support Materials in isiZulu First Additional language contexts	<ul> <li>Reveal learners' pre conceptions</li> <li>Present an exposing event</li> <li>Ask learners to describe or present</li> </ul>
Designing and/or selecting materials for teaching language skills; language structures and conventions and literary and non-literary texts.	their conceptions

Module outcomes:		Module outcomes:	
On successful completion of the module, will be able to:	students	On successful completion of the mode students will be able to:	ule,
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.		<ul> <li>Use elementary statistical information manage teaching, learning a assessment in isiZulu First Additional language.</li> <li>Demonstrate competence in assess and monitoring learner progress a achievement in IsiZulu First Additional language.</li> <li>Use the results of assessment improve teaching and learning of isiZulu First Additional language.</li> <li>Adapt lessons and assessment tasks accommodate learners with differ learning problems in isiZulu First Additional language.</li> <li>Demonstrate competence to learn fn available research in order to improte teaching in the isiZulu First Additional language.</li> <li>Demonstrate competence to learn fn available research in order to improte teaching in the isiZulu First Additional their own academic learning.</li> <li>Develop content knowledge to pl implement and assess effect teaching and learning experiences isiZulu.</li> <li>Evaluate curriculum policies lisiZulu First Additional language.</li> </ul>	and nal ing and nal to in to ent tirst owe ent tirst owe nal nce an, ive in in in in in in in in in in in in in
Method of delivery: Full Time		Method of delivery: Full Time	ge.
Assessment modes: This module is assessed by means of examination		Assessment modes: This module assessed by means of examination	is
	IQF evel: 6	Semester 2: EMLO102 NQF 3MLO102 leve	
Title: Life Orientation Education A		Title: Life Orientation Education B	
Content:		Content:	
1. Foundations of teaching and learning in Life Orientation			
	•	<ol> <li>Management of Life Orientation teach and learning in school Use elementary statistical information</li> </ol>	-
History of Life Orientation teaching and	learning	and learning in school Use elementary statistical information manage teaching, learning and assessm	to
	learning	and learning in school Use elementary statistical information manage teaching, learning and assessm activities 2. Curriculum differentiation and adap	to ent
History of Life Orientation teaching and	learning	<ul> <li>and learning in school</li> <li>Use elementary statistical information manage teaching, learning and assessm activities</li> <li>2. Curriculum differentiation and adapteaching in Life Orientation</li> </ul>	to ent
History of Life Orientation teaching and I 2. Life Orientation Education policy docu	learning uments	and learning in school Use elementary statistical information manage teaching, learning and assessm activities 2. Curriculum differentiation and adap teaching in Life Orientation Barriers to learning and development Designing differentiated learning activities	to ent ive
<ul> <li>History of Life Orientation teaching and I</li> <li>2. Life Orientation Education policy docu</li> <li>Subject policy documents</li> <li>3. Teaching and learning strategies</li> </ul>	learning uments	and learning in school Use elementary statistical information manage teaching, learning and assessm activities 2. Curriculum differentiation and adap teaching in Life Orientation Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Life Orientation	to ent ive
<ul> <li>History of Life Orientation teaching and I</li> <li>2. Life Orientation Education policy docu</li> <li>Subject policy documents</li> <li>3. Teaching and learning strategies</li> <li>Orientation</li> </ul>	learning uments	and learning in school Use elementary statistical information manage teaching, learning and assessm activities 2. Curriculum differentiation and adap teaching in Life Orientation Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Life Orientation Use Action research in Life Orientation Use of research literature to impri	to ent ive
<ul> <li>History of Life Orientation teaching and I</li> <li>2. Life Orientation Education policy docu</li> <li>Subject policy documents</li> <li>3. Teaching and learning strategies</li> <li>Orientation</li> <li>Teaching and Learning theories</li> </ul>	learning uments	and learning in school Use elementary statistical information manage teaching, learning and assessm activities 2. Curriculum differentiation and adap teaching in Life Orientation Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Life Orientation Use Action research in Life Orientation	to ent ive
<ul> <li>History of Life Orientation teaching and I</li> <li>2. Life Orientation Education policy docu</li> <li>Subject policy documents</li> <li>3. Teaching and learning strategies</li> <li>Orientation</li> <li>Teaching and Learning theories</li> <li>Teaching and learning strategies</li> </ul>	learning uments	and learning in school Use elementary statistical information manage teaching, learning and assessm activities 2. Curriculum differentiation and adap teaching in Life Orientation Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Life Orientation Use Action research in Life Orientation Use of research literature to impri- classroom practice	to ent ive
<ul> <li>History of Life Orientation teaching and I</li> <li>2. Life Orientation Education policy docu</li> <li>Subject policy documents</li> <li>3. Teaching and learning strategies</li> <li>Orientation</li> <li>Teaching and Learning theories</li> <li>Teaching and learning strategies</li> <li>4. Assesment in Life Orientation</li> </ul>	learning uments	and learning in school Use elementary statistical information manage teaching, learning and assessm activities 2. Curriculum differentiation and adap teaching in Life Orientation Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Life Orientation Use Action research in Life Orientation Use of research literature to impri- classroom practice 4. Develop pedagogical content knowled	to ent ive

6. Learning and Teaching Support Materials in	6. Critique curriculum policies in Life
Life	Orientation
	<ul> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and</li> </ul>
	<ul> <li>linguistically diverse backgrounds with different learning needs Critique</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and</li> </ul>
	linguistically diverse backgrounds with different learning needs
Module outcomes:	Module outcomes:
On successful completion of the module, students will be able to:	On successful completion of the module, students will be able to:
<ul> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in Life Orientation.</li> <li>Demonstrate knowledge and understanding of the relevant policies in Life Orientation teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Life Orientation.</li> <li>Design appropriate lesson plans in Life Orientation taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Life Orientation.</li> <li>Design, select and adapt appropriate teaching and learning support materials for Life Orientation</li> </ul>	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in Life Orientation.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Life Orientation.</li> <li>Use the results of assessment to improve teaching and learning of in Life Orientation.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Orientation.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the Life Orientation classroom and to enhance his/her own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Life Orientation.</li> <li>Evaluate curriculum policies in Life Orientation.</li> </ul>
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
	Semester 2: EMLS102 NQF 3MLS102 level: 6
by means of examination Module Semester 1: EMLS101 NQF	Semester 2: EMLS102 NQF
by means of examination Module Semester 1: EMLS101 NQF code:- 3MLS101 level: 6	Semester 2: EMLS102 NQF 3MLS102 level: 6

History of Life Sciences teaching and learning	Use elementary statistical information to manage teaching, learning and assessment
2. Life Sciences Education policy documents	activities
Subject policy documents	2. Curriculum differentiation and adaptive
3. Teaching and learning strategies in Life Sciences	teaching in Life Sciences Barriers to learning and development
Teaching and Learning theories	Designing differentiated learning activities
Teaching and learning strategies	3. Classroom research in Life Sciences
4. Assessment in Life Sciences	Use Action research in Life Sciences
Assessment strategies	Use of research literature to improve
5. Lesson design in Life Sciences	classroom practice
Lesson design	4. Develop pedagogical content knowledge
6. Learning and Teaching Support Materials in Life Sciences	in Life Sciences – Epistemology
Improvisation in the FET Phase Life Science 7. Experiments, demonstrations and investigations in Life Sciences	<ul> <li>Addressing alternative – pre and misconceptions</li> <li>Reveal learners' pre conceptions</li> <li>Present an exposing event</li> <li>Ask learners to describe or present their conceptions</li> <li>Discuss and evaluate conceptions</li> <li>Create conceptual conflict</li> <li>Encourage cognitive accommodation and guide conceptual restructuring</li> <li>Curriculum policy in Life Sciences</li> <li>Critique curriculum policies in Life Sciences</li> <li>Experiments, demonstrations and investigations in Life Sciences</li> </ul>
Module outcomes:	Module outcomes:
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:
<ul> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in Life Sciences.</li> <li>Demonstrate knowledge and understanding of the relevant policies in Life Sciences teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Life Sciences.</li> <li>Design appropriate lesson plans in Life Sciences taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Life Sciences.</li> <li>Design aple and adapt appropriate teaching and learning support materials for Life Sciences.</li> <li>Design, select and adapt appropriate teaching and learning support materials for Life Sciences.</li> </ul>	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in Life Sciences.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Life Science.</li> <li>Use the results of assessment to improve teaching and learning of in Life Sciences.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Sciences.</li> <li>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.</li> <li>Develop content knowledge to plan, implement and learning experiences in teaching in the and assess effective teaching and learning experiences in teaching in the assess effective teaching and learning experiences in teaching and learning experiences in teaching and learning experiences in the assess effective teaching and learning experiences in teaching and learning experiences in the assess effective teaching and teaching experiences in the assess effective teaching experiences experiences in the assess effective teaching experiences experiences in the a</li></ul>

those that emerge from learners' of questions.	Evaluate curriculum policies in Life Sciences.
	<ul> <li>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.</li> </ul>
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is asses by means of examination	sed Assessment modes: This module is assessed by means of examination
Module Semester 1: EMMA102 NQF code:- 3MMA102 level:	Semester 2: EMMA102 NQF 3MMA102 level: 6
Title: Mathematics Education A (FET)	Title: Mathematics Education B (FET)
Content:	Content:
<ol> <li>Foundations of teaching and learning Mathematics</li> <li>History of Mathematics teaching and learning</li> <li>Mathematics Education policy documents</li> <li>Subject policy documents</li> </ol>	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
Subject policy documents 3. Teaching and learning strategies Mathematics Teaching and Learning theories Teaching and learning strategies 4. Assessment in Mathematics Assessment strategies 5. Lesson design 6. Learning and Teaching Support Materials	<ul> <li>teaching in Mathematics</li> <li>Barriers to learning and development Designing differentiated learning activities</li> <li>3. Classroom research in Mathematics</li> <li>Use Action research literature to improve classroom practice</li> <li>4. Develop pedagogical content knowledge in Mathematics</li> <li>Epistemology</li> <li>5. Pre-conceptions in Mathematics</li> <li>Identify pre-conceptions</li> <li>Address learners' pre- conceptions</li> <li>6. Critique curriculum policies in Mathematics</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities for linking teaching with different learning needs Critique</li> <li>Principles underpinning and guiding the dinguistically diverse backgrounds with different learning needs Critique</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities for linking teaching with different learning needs Critique</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with</li> </ul>

	Module outcomes:	
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:	
<ul> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in Mathematics.</li> <li>Demonstrate knowledge and understanding of the relevant policies in Mathematics teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Mathematics.</li> <li>Design appropriate lesson plans in Mathematics taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Mathematics.</li> <li>Design, select and adapt appropriate teaching and learning support materials for Mathematics.</li> </ul>	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in Mathematics.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Mathematics.</li> <li>Use the results of assessment to improve teaching and learning of in Mathematics.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Mathematics.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the Mathematics classroom and to enhance his/her own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Mathematics.</li> <li>Evaluate curriculum policies in Mathematics.</li> </ul>	
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: EMPS101         NQF           code:-         3MPS101         level: 6	Semester 2: EMPS102 NQF 3MPS102 level: 6	
Title: Dhysical Calenada, Education A		
Title: Physical Sciences Education A	Title: Physical Sciences Education B	
Content:	Title: Physical Sciences Education B Content:	
Content: 1. Foundations of teaching and learning in	Content: 1. Management of Physical Sciences teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment	
Content: 1. Foundations of teaching and learning in Physical Science	Content: 1. Management of Physical Sciences teaching and learning in school Use elementary statistical information to	
Content: 1. Foundations of teaching and learning in Physical Science History of Physical Science teaching and learning	Content: <ol> <li>Management of Physical Sciences teaching and learning in school</li> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>Curriculum differentiation and adaptive teaching in Physical Sciences</li> </ol>	
Content: 1. Foundations of teaching and learning in Physical Science History of Physical Science teaching and learning 2. Physical Science Education policy documents	Content:  1. Management of Physical Sciences teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive	
<ul> <li>Content:</li> <li>1. Foundations of teaching and learning in Physical Science</li> <li>History of Physical Science teaching and learning</li> <li>2. Physical Science Education policy documents</li> <li>Subject policy documents</li> <li>3. Teaching and learning strategies in Physical</li> </ul>	Content:  1. Management of Physical Sciences teaching and learning in school 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 3. Classroom research in Physical Sciences Use Action research in Physical Sciences	
Content: 1. Foundations of teaching and learning in Physical Science History of Physical Science teaching and learning 2. Physical Science Education policy documents Subject policy documents 3. Teaching and learning strategies in Physical Science	Content:      Management of Physical Sciences teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities     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	
Content:  1. Foundations of teaching and learning in Physical Science History of Physical Science teaching and learning  2. Physical Science Education policy documents Subject policy documents  3. Teaching and learning strategies in Physical Science Teaching and Learning theories	Content:      Anagement of Physical Sciences teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities     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     Develop pedagogical content knowledge	
Content:  1. Foundations of teaching and learning in Physical Science History of Physical Science teaching and learning  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	Content: 1. Management of Physical Sciences teaching and learning in school 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 3. 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	
Content:  1. Foundations of teaching and learning in Physical Science History of Physical Science teaching and learning  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	Content:         1. Management of Physical Sciences teaching and learning in school         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         3. Classroom 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	
Content:  1. Foundations of teaching and learning in Physical Science History of Physical Science teaching and learning  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	Content:         1. Management of Physical Sciences teaching and learning in school         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         3. Classroom research in Physical Sciences         Use of research literature to improve classroom practice         4. Develop pedagogical content knowledge in Physical Science         – Epistemology of science	

7. Experiments, demonstrations	and – Create conceptual conflict
investigations in Physical Science	<ul> <li>and - Create conceptual conflict</li> <li>Encourage cognitive accommodation and guide conceptual restructuring</li> <li>Curriculum policy in Physical Sciences</li> <li>Critique curriculum policies in Physical Science</li> </ul>
Module outcomes:	Module outcomes:
On successful completion of the module, stud will be able to:	ents On successful completion of the module, students will be able to:
<ul> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in Physical Science.</li> <li>Demonstrate knowledge and understanding of the relevant polici in Physical Science teaching and learning.</li> <li>Select and use appropriate strategi methods and techniques in the teaching and learning of Physical Science.</li> <li>Design appropriate lesson plans in Physical Science taking into accour theories of teaching, learning, child development and curriculum needs</li> <li>Design appropriate assessment strategies in Physical Science.</li> <li>Design, select and adapt appropriat teaching and learning support mate for Physical Science.</li> <li>Conduct experiments, demonstratic and investigations in Physical Scier that range from those that are prescribed by the school curriculum policy, the teacher, to those that emerge from learners' own question</li> </ul>	<ul> <li>assessment in Physical Sciences.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Physical Sciences.</li> <li>Use the results of assessment to improve teaching and learning of Physical Sciences.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Physical Sciences.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the Physical Science classroom and to enhance their own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences.</li> <li>Evaluate curriculum policies in Physical Sciences</li> <li>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</li> </ul>
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessibly means of examination	
Module Semester 1: EMTO101 NQF code:- 3MTO101 level:	6 Semester 2: EMTO102 NQF 3MTO102 level: 6
Title: Tourism Education A (FET)	Title: Tourism Education B
Content:	Content:
<ol> <li>Foundations of teaching and learning Tourism</li> <li>History of Tourism teaching and learning</li> <li>Tourism Education policy documents</li> <li>Subject policy documents</li> </ol>	g in <b>1. Management of Tourism teaching and</b> <b>learning in</b> school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in Tourism
3. Teaching and learning strategies in Touris	n Barriers to learning and development Designing differentiated learning activities

Teaching and Learning theories	3. Classroom research in Tourism	
Teaching and learning strategies	Use Action research in Tourism	
4. Assessment in Tourism Education	Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge	
Assessment strategies		
6	in Tourism	
5. Lesson design in Tourism	Epistemology	
Lesson design	5. Pre-conceptions in Tourism	
6. Learning and Teaching Support Materials in Tourism	Identify pre-conceptions Address learners' pre- conceptions	
	6. Critique curriculum policies in Tourism	
	<ul> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>	
Module outcomes:	Module outcomes:	
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:	
<ul> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in Tourism.</li> <li>Demonstrate knowledge and understanding of the relevant policies in Tourism teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Tourism.</li> <li>Design appropriate lesson plans in Tourism taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Tourism.</li> <li>Design, select and adapt appropriate teaching and learning support materials for Tourism.</li> </ul>	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in Tourism.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Tourism.</li> <li>Use the results of assessment to improve teaching and learning of in Tourism.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Tourism.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the Tourism classroom and to enhance his/her own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Tourism.</li> <li>Evaluate curriculum policies in Tourism.</li> </ul>	

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: EMEM101 3MEM101	NQF level: 6	Semester 2: EMEM102 3MEM102	NQF level: 6
Title: Educatio	conomic and Managemer n A (SP)	t Sciences	Title: Economic and man sciences Education B (SP)	agement
Content:			Content:	
	dations of teaching and and Management Science		1. Management of Economics and Management Sciences teaching and learning in school	
	Economics and Manageme and learning	ent Sciences	Use elementary statistical inform manage teaching, learning and as	
	omics and Management policy documents	Sciences	activities 2. Curriculum differentiation and teaching in Economics and Mar	
Subject p	olicy documents		Sciences	
	ng and learning strategies ir agement Sciences	Economics	Identify barriers to learning and dev Design differentiated learning ac	-
	and Learning theories		respond to the above 3. Classroom research in Econo	
	and learning strategies		Management Sciences	
4. Assess Science	sment in Economics and N es	lanagement	Use Action research in Accountin research literature to improve of practice	
Assessme	ent strategies		4. Develop pedagogical content k	
5. Lesson Sciences	n design in Economics and N	lanagement	in Economics and Management Sc Epistemology	
Lesson de	0	Matariala in	5. Pre-conceptions in Econom Management Sciences	nics and
	ng and Teaching Support is and Management Science		Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in E and Management Sciences	
			<ul> <li>Principles underpinning and guicurriculum</li> <li>Opportunities for linking learning, assessment and re</li> <li>Opportunities the curriculum continuity beyond their phas</li> <li>How well the curriculum of inclusion of children from and linguistically diverse bac with different learning needs</li> <li>Principles underpinning and the curriculum</li> <li>Opportunities for linking learning, assessment and re</li> <li>Opportunities the curriculum continuity beyond their phas</li> <li>How well the curriculum of the curriculum</li> <li>Opportunities for linking learning, assessment and re</li> <li>Opportunities the curriculum continuity beyond their phas</li> <li>How well the curriculum of inclusion of children from and linguistically diverse bac with different learning needs</li> </ul>	teaching, flection offers for e caters for culturally kgrounds Critique d guiding teaching, flection offers for e caters for culturally kgrounds

	Module outcomes:
On successful completion of the module, stur will be able to	In successful completion of the module, students will be able to:
materials for Economics Management Sciences.	<ul> <li>mics teaching, learning and assessment in Economics and Management Sciences.</li> <li>Demonstrate competence in assessing and monitoring learner progress and danagement Sciences.</li> <li>Use the results of assessment to improve teaching and learning of in Economics and Management Sciences.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Economics and management Sciences.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Economics and management Sciences.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the in Economics and Management Sciences classroom and to enhance their own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Economics and Management</li> </ul>
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is asset by means of examination	ssed <b>Assessment modes:</b> This module is assessed by means of examination
	assessed by means of examination Semester 2: EMEL102 NQF
by means of examination Module Semester 1: EMEL101 NQF	assessed by means of examination 6 Semester 2: EMEL102 NQF Ievel: 6
by means of examination Module code:- Semester 1: EMEL101 3MEL101 NQF level Title: English Home Language Educatio	assessed by means of examination 6 Semester 2: EMEL102 NQF Ievel: 6
by means of examination Module Semester 1: EMEL101 NQF code:- 3MEL101 level	assessed by means of examination Semester 2: EMEL102 NQF Ievel: 6 Title: English Home Language
by means of examination Module code:- Semester 1: EMEL101 NQF level Title: English Home Language Educatio	assessed by means of examination Semester 2: EMEL102 NQF level: 6 A Title: English Home Language Education B Content:
by means of examination Module code:- Semester 1: EMEL101 NQF level Title: English Home Language Education Content: 1. Foundations of teaching and learning in En language • History of English language teaching learning	assessed by means of examination Semester 2: EMEL102 NQF level: 6 A Title: English Home Language Education B Content: 1. Management of English Home language teaching and learning in school
by means of examination Module code:- Semester 1: EMEL101 3MEL101 NQF level Title: English Home Language Educatio Content: 1. Foundations of teaching and learning in En language - History of English language teaching learning - Classical period	assessed by means of examination         6       Semester 2: EMEL102 Ivel: 6         A       Title: English Home Language         Education B       Education B         Content:       1. Management of English Home language teaching and learning in school         and       -       Use elementary statistical information to manage teaching, learning and assessment activities         2. Curriculum differentiation and adaptive
by means of examination Module code:- Semester 1: EMEL101 3MEL101 NQF level Title: English Home Language Education Content: 1. Foundations of teaching and learning in Er language • History of English language teaching learning • Classical period • Modern period	assessed by means of examination         6       Semester 2: EMEL102       NQF level: 6         n A       Title: English Home Language Education B       Education B         glish       1. Management of English Home language teaching and learning in school       Image 1         and       Use elementary statistical information to manage teaching, learning and assessment activities       Image 1
by means of examination Module code:- Semester 1: EMEL101 3MEL101 NQF level Title: English Home Language Educatio Content: 1. Foundations of teaching and learning in En language - History of English language teaching learning - Classical period	assessed by means of examination         6       Semester 2: EMEL102 Ivel: 6         A       Title: English Home Language         Education B       Education B         Content:       1. Management of English Home language teaching and learning in school         and       -       Use elementary statistical information to manage teaching, learning and assessment activities         2. Curriculum differentiation and adaptive
by means of examination Module code:- Semester 1: EMEL101 3MEL101 NQF level Title: English Home Language Education Content: 1. Foundations of teaching and learning in En- language - History of English language teaching learning - Classical period - Modern period - Commercial period	assessed by means of examination         6       Semester       2:       EMEL102       NQF level: 6         n A       Title: English Home Language Education B       Number Research       Number Research         glish       Title: English Home Language Education B       Content:       Number Research         glish       1. Management of English Home language teaching and learning in school       -       Use elementary statistical information to manage teaching, learning and assessment activities         and       -       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       -       Barguage         3. Classroom research in English Home       -       -
by means of examination Module code:- Semester 1: EMEL101 3MEL101 NQF level Title: English Home Language Educatio Content: 1. Foundations of teaching and learning in En- language - History of English language teaching learning - Classical period - Modern period - Commercial period - Electronic	assessed by means of examination         6       Semester       2:       EMEL102       NQF level: 6         n A       Title: English Home Language Education B       Education B         glish       1. Management of English Home language teaching and learning in school       Image and assessment activities         and       -       Use elementary statistical information to manage teaching, learning and assessment activities       Image and adaptive teaching in English Home language         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
Module code:-       Semester 1: EMEL101 3MEL101       NQF level         Title:       English Home Language       Education         Content:       1. Foundations of teaching and learning in English language       Image: Semester 1: EMEL101       NQF         •       History of English language teaching learning       Image: Semester 1: EMEL101       Image: Semester 1: EMEL101       Image: Semester 1: EMEL101         •       History of tenglish language teaching learning       Image: Semester 1: EMEL101       Image: Semester 1: EMEL101       Image: Semester 1: EMEL101         •       Classical period       Image: Semester 1: EMEL101       Image: Semester 1: EMEL101       Image: Semester 1: EMEL101         •       Classical period       Image: Semester 1: EMEL101       Image: Semester 1: EMEL101       Image: Semester 1: EMEL101         •       Classical period       Image: Semester 1: EMEL101       Image: Semester 1: EMEL101       Image: Semester 1: EMEL101         •       Electronic period       Image: Semester 1: EMEL101       Image: Semester 1: EMEL101       Image: Semester 1: EMEL101         2.       English Home Language Education currier       Image: Semester 1: EMEL101       Image: Semester 1: EMEL101	assessed by means of examination         6       Semester       2:       EMEL102       NQF level: 6         n A       Title: English Home Language Education B       Education B         glish       1. Management of English Home language teaching and learning in school       Image and assessment activities         and       -       Use elementary statistical information to manage teaching, learning and assessment activities         2. Curriculum differentiation and adaptive teaching in English Home language       Image and avelopment         -       Designing differentiated language learning activities         3. Classroom research in English Home language       Image Action research in English Home

Teaching literary and non-literary texts	
Teaching language structures and conventions	4. Develop pedagogical content knowledge in English Home language
3. Teaching methodologies in English Home language	Epistemology
Teaching and Learning theories	5. Pre-conceptions in English Home language
Approaches to teaching English Home language	<ul> <li>Identify pre-conceptions</li> <li>Language attitudes</li> </ul>
<ul> <li>Methods of teaching English Home language</li> </ul>	<ul> <li>Address learners' pre- conceptions</li> </ul>
The use of ICT in the language classroom	<ol> <li>Critique English Home Language curriculum policies in English</li> </ol>
Learning styles	Principles underpinning and guiding
Teaching and learning strategies	<ul> <li>English Home language curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection in</li> </ul>
4. Assessment in English Home language	<ul> <li>English Home language</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> </ul>
Language assessment practices	<ul> <li>How well the curriculum caters for inclusion of children from culturally and</li> </ul>
Assessment strategies in English Home language	<ul> <li>linguistically diverse backgrounds with different learning needs critique</li> <li>Principles underpinning and guiding the</li> </ul>
Questioning skills as assessment in English Home language learning	<ul><li>curriculum</li><li>Opportunities for linking teaching,</li></ul>
Types of questions in English Home language learning	<ul> <li>learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> </ul>
Educational taxonomies for language learning	<ul> <li>How well the curriculum caters for inclusion of children from culturally and</li> </ul>
Assessment for learning: critical language awareness	linguistically diverse backgrounds with different learning needs
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	
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	
Module outcomes:	Module outcomes:
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:
<ul> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in English Home language.</li> </ul>	<ul> <li>Use elementary statistical information to manage teaching, learning and</li> </ul>

<ul> <li>Demonstrate knowledge and understanding of the relevant policies in English Home language teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of English Home language.</li> <li>Design appropriate lesson plans in English Home language taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in English Home language.</li> <li>Design, select and adapt appropriate teaching and learning support materials for English Home language.</li> </ul>		-	language. Demonstrate competence in assess and monitoring learner progress a achievement in English Hor language. Use the results of assessment improve teaching and learning of English Home language. Adapt lessons and assessment ta to accommodate learners with differ learning problems in English Hor language. Demonstrate competence to learn fr available research in order to impri teaching in the English Home langua classroom and to enhance his/her of academic learning. Develop content knowledge to pl implement and assess effect teaching and learning experiences English Home language. Evaluate curriculum policies in English Home language.	and me to in sks ent me ove age wn an, ive	
Method of	f delivery: Full Time		Meth	nod of delivery: Full Time	
	ent modes: This module is of examination	s assessed	Assessment modes: This module is assessed by means of examination		
Module	Semester 1:	NQF level: 6	Sem	NQF	
code:-	EMEG101 3MEG101	level: 6	EME	G102 3MEG102	: 0
	English First Additional	Language	Title: English First Additional Language		
Education	A		Education B		
Content:	Content:				
1. Foundations of teaching and learning in English			Con	tent:	
		learning in	Con 1.	Management of English First Addition language teaching and learning	
Engl	l <b>ish</b> ory of English Language te	-		Management of English First Addition language teaching and learning school Use elementary statistical informat to manage teaching, learning a	in ion
– Histo learn	l <b>ish</b> ory of English Language te	-	1.	Management of English First Addition language teaching and learning school Use elementary statistical information	in ion and
<ul> <li>Engl</li> <li>Historia</li> <li>Historia</li></ul>	l <b>ish</b> ory of English Language te ning	-	1. 2.	Management of English First Addition language teaching and learning school Use elementary statistical informat to manage teaching, learning a assessment activities	in ion and ive
Engl Histo learn Class Mode	l <b>ish</b> pry of English Language te ing sical period	-	1. 2.	Management of English First Addition language teaching and learning school Use elementary statistical informat to manage teaching, learning a assessment activities Curriculum differentiation and adap teaching in English First Addition language. Barriers to English First Addition	in ion and ive nal nal
Engl - Histo learn - Class - Mode - Com	l <b>ish</b> ory of English Language te ing sical period ern period	-	1. 2. 3.	Management of English First Additio language teaching and learning school Use elementary statistical informat to manage teaching, learning a assessment activities Curriculum differentiation and adap teaching in English First Additio language. Barriers to English First Additio language learning and developme Designing differentiated language	in ion and ive nal nal nt
Engl - Histo learn - Class - Mode - Com - Elect 2. Engl	l <b>ish</b> ory of English Language te sical period ern period mercial period	eaching and	1. 2. 3. 4.	Management of English First Addition language teaching and learning school Use elementary statistical informat to manage teaching, learning as assessment activities Curriculum differentiation and adap teaching in English First Addition language. Barriers to English First Addition language learning and developme Designing differentiated language learning activities Classroom research in English F Additional language	in ion and ive nal nal nt age irst
Engl - Histo learn - Class - Mode - Com - Elect 2. Engl Educ	lish ory of English Language te iing sical period ern period mercial period tronic period lish First Additional langu	eaching and	1. 2. 3. 4. 5.	Management of English First Additio language teaching and learning school Use elementary statistical informat to manage teaching, learning a assessment activities Curriculum differentiation and adap teaching in English First Additio language. Barriers to English First Additio language learning and developme Designing differentiated langua learning activities Classroom research in English F	in ion and ive nal nal nt age irst
Engl - Histo learn - Class - Mode - Com - Elect 2. Engl Educ - Subje	lish bry of English Language te sical period ern period mercial period tronic period lish First Additional langu cation curriculum policy o	eaching and	1. 2. 3. 4. 5. 6.	Management of English First Additio language teaching and learning school Use elementary statistical informat to manage teaching, learning a assessment activities Curriculum differentiation and adap teaching in English First Additio language. Barriers to English First Additio language learning and developme Designing differentiated langua learning activities Classroom research in English F Additional language Use Action research in English F Additional language Use of research literature to impro-	in ion and ive nal nal nt age irst irst
Engl - Histo learn - Class - Mode - Com - Elect 2. Engl Educ - Subje - Langu	lish ory of English Language te ing sical period ern period mercial period tronic period lish First Additional langu cation curriculum policy o ct policy documents	eaching and	1. 2. 3. 4. 5. 6. 7. 8.	Management of English First Addition language teaching and learning school Use elementary statistical informat to manage teaching, learning as assessment activities Curriculum differentiation and adap teaching in English First Addition language. Barriers to English First Addition language learning and developme Designing differentiated language learning activities Classroom research in English F Additional language Use Action research in English F Additional language Use of research literature to impro English First Additional language classroom practice	in ion and ive nal nal nal irst irst ove age
Engl - Histo learn - Class - Mode - Com - Elect 2. Engl Educ - Subje - Langu - Teach	lish bry of English Language te ing sical period ern period mercial period tronic period lish First Additional langu cation curriculum policy ct policy documents uage-in-education policy	eaching and lage documents	1. 2. 3. 4. 5. 6. 7.	Management of English First Additio language teaching and learning school Use elementary statistical informat to manage teaching, learning a assessment activities Curriculum differentiation and adap teaching in English First Additio language. Barriers to English First Additio language learning and developme Designing differentiated langua learning activities Classroom research in English F Additional language Use Action research in English F Additional language Use of research literature to impri- English First Additional langua classroom practice Develop pedagogical cont knowledge in English First Addition	in ion and ive nal nal irst irst irst ove age ent
Engl Histo learn Class Com Com Elect Educ Subje Langu Langu Teach Teach	lish ory of English Language te sical period ern period tronic period lish First Additional langu cation curriculum policy of policy documents uage-in-education policy ning language skills ning literary and non- literar	eaching and lage documents	1. 2. 3. 4. 5. 6. 7. 8.	Management of English First Additio language teaching and learning school Use elementary statistical informal to manage teaching, learning a assessment activities Curriculum differentiation and adap teaching in English First Additio language. Barriers to English First Additio language learning and developme Designing differentiated langua learning activities Classroom research in English F Additional language Use Action research in English F Additional language Use of research literature to impri English First Additional langua classroom practice Develop pedagogical cont knowledge in English First Additional language Epistemology	in ion and ive nal nal irst irst irst ove age ent

– Te	eaching and Learning theories	<ul> <li>Language attitudes</li> </ul>
		<ul> <li>Address learners' pre- conceptions</li> </ul>
	he role of the first /home language in dditional language teaching	<ul> <li>Critique English First Additional Language curriculum policies</li> </ul>
	pproaches to teaching English First dditional language	<ul> <li>Principles underpinning and guiding English Home language curriculum</li> <li>Opportunities for linking teaching,</li> </ul>
	lethods of teaching English First Additional anguage	learning, assessment and reflection in English Home language
– Tł	he use of ICT in the language classroom	<ul> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for</li> </ul>
– Le	earning styles	inclusion of children from culturally and
	eaching and learning strategies	linguistically diverse backgrounds with different learning needs critique
- L - A - C - T - E - A - E - A - E - A - E - I - A - E - I - A - E - I - A - E - I - E - E - I - E - I - E - E - I - E - I - E - I - E - I - E - I - E - E - I - E - E - I - E - E - E - E - E - E - E - E - E - E	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 earning Assessment for learning: critical language awareness Assessment for learning: understanding key iterary concepts Lesson design in English First Additional anguage Lesson design Learning and Teaching Support Materials in English Home Language Guidelines for designing effective English anguage teaching materials Designing and selecting materials for teaching language skills; language structures and conventions; literary and	<ul> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>
	non- literary texts	
Model	la autoomosi	Modulo outcomesu
	le outcomes:	Module outcomes:
	ccessful completion of the module, students able to	On successful completion of the module, students will be able to:
c ii	Demonstrate knowledge and understanding of the foundations of teaching and learning in English First Additional language.	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in English First Additional</li> </ul>
C A	Demonstrate knowledge and understanding of the relevant policies in English First Additional language teaching and learning. Select and use appropriate strategies,	<ul> <li>language.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in English First Additional</li> </ul>
r a li – [ t	methods and techniques in the teaching and learning of English First Additional anguage . Design appropriate lesson plans in English taking into account theories of teaching, earning, child development and curriculum	<ul> <li>Use the results of assessment to improve teaching and learning of in English First Additional language.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different</li> </ul>
r	Design appropriate assessment strategies	learning problems in English First Additional language.
	in English First Additional language	

<ul> <li>Design, select and adapt appropriate teaching and learning support materials for English First Additional language.</li> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is assessed by means of examination</li> </ul>		Ass	Demonstrate competence to available research in order ti teaching in the English First language classroom and to his/her own academic learnir Develop content knowledgu implement and assess teaching and learning expe English First Additional lang Evaluate curriculum policies First Additional language. hod of delivery: Full Time essment modes: This m assed by means of examination	o improve Additional enhance ng. e to plan, effective riences in uage. in English	
Module code:-	Semester 1: EMHS101 3MHS101	NQF level: 6		nester 2: EMHS102 3MHS102	NQF level: 6
	cial Sciences Education A			: Social Sciences Education E	3
Soc           2.         His           lea         lea           3.         Soc           4.         Sut           5.         Tea           Sci         Tea           8.         Ass           9.         Ass           10.         Less           11.         Less           12.         Leas	Indations of teaching and ial Sciences tory of Social Sciences te ning ial Science Education policy ject policy documents iching and learning strategie ence iching and Learning theorie iching and Learning strategie essment in Social Sciences essment strategies son design in Social Science son design ming and Teaching Suppor ial Sciences	eaching and y documents ies in Social s es s xes	Con 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. - - - - - - - -	tent: Social Sciences teaching an in school Use elementary statistical ir to manage teaching, lear assessment activities Curriculum differentiation and teaching in Social Sciences Identify barriers to lear development Design differentiated learning to respond to the above Classroom research in Social Use Action research in Social Use Action research in Social Use Action research in Social Use of research literature to classroom practice Develop pedagogical knowledge Epistemology Pre-conceptions Identify pre-conceptions Address learners' pre- conce Critique curriculum policies Principles underpinning an the curriculum Opportunities for linking learning, assessment and ref Opportunities for linking Principles underpinning an the curriculum Coptunities for linking learning, assessment and ref Opportunities the curriculum continuity beyond their phase How well the curriculum continuity beyond their phase How well the curriculum continuity beyond their phase How well the curriculum	oformation ning and d adaptive ning and g activities l Sciences l Sciences l Sciences o improve content ptions d guiding teaching, lection offers for caters for urally and unds with que d guiding teaching, lection offers for caters for culturally caters for culturally

Module outcomes:				Module outcomes:	
On successful completion of the module, students will be able to			ule, students	On successful completion of the module, students will be able to	
			and learning iderstanding ial Sciences strategies, he teaching ns in Social theories of opment and nt strategies appropriate	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in Physical Sciences.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Physical Sciences.</li> <li>Use the results of assessment task to accommodate learners with differer learning problems in Physical Sciences.</li> <li>Adapt lessons and assessment task to accommodate learners with differer learning problems in Physical Sciences.</li> <li>Demonstrate the competence needed to learn from available research to improve the teaching of Physical Science and to enhance their own academic learning.</li> <li>Develop content knowledge to plarnimplement and assess effective teaching and learning experiences.</li> <li>Evaluate curriculum policies in Physical Sciences</li> </ul>	d gd of stal doal n
Assessment modes: This module is assessed by means of examination			s		
				assessed by means of examination	
Mod	lule	Semester 1:	NQF	Semester 2: NQF	
	lule e:-		NQF level: 6		6
Mod	lule e:-	Semester 1:	level: 6	Semester 2: NQF	-
Mod code Title	lule e:-	Semester 1: EMZH101 3MZH101	level: 6	Semester 2: NQF EMZH102 3MZH102	-
Mod code Title	lule e:- e: IsiZu tent: Found	Semester 1: EMZH101 3MZH101	level: 6	Semester 2:     NQF       EMZH102     3MZH102       Title:     IsiZulu Home Language Education B       Content:     -       -     Management of IsiZulu Home language teaching and learning in	e
Mod code Title Con	lule e:- e: IsiZu tent: Found IsiZul	Semester 1: EMZH101 3MZH101 Iu Home Language Educ dations of teaching and u language y of IsiZulu language te	level: 6 ation A learning in	Semester 2:       NQF         EMZH102       Ievel: 6         Title:       IsiZulu Home Language Education B         Content:       -         -       Management of IsiZulu Home Language teaching and learning is school         -       Use elementary statistical information to manage teaching, learning and	e n n
Mod code Title Con	tent: Found IsiZul Histor learnin	Semester 1: EMZH101 3MZH101 Iu Home Language Educ dations of teaching and u language y of IsiZulu language te	level: 6 ation A learning in	Semester 2:       NQF         EMZH102       3MZH102         Title:       IsiZulu Home Language Education B         Content:       -         -       Management of IsiZulu Home language teaching and learning is school         -       Use elementary statistical information to manage teaching, learning and assessment activities         -       Curriculum differentiation and adaptive	e n d
Mod code Title Con	lule e:- ls: IsiZu tent: Found IsiZul Histor learnin Classi	Semester 1: EMZH101 3MZH101 Iu Home Language Educ dations of teaching and u language y of IsiZulu language te	level: 6 ation A learning in	Semester 2:       NQF         EMZH102       Ievel: 6         Title:       IsiZulu Home Language Education B         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	e n d e
Mod code Title Con	lule e:- IsiZul tent: Found IsiZul Histor learnin Class Mode	Semester 1: EMZH101 3MZH101 Iu Home Language Educ dations of teaching and u language y of IsiZulu language te ng	level: 6 ation A learning in	Semester 2:       NQF         EMZH102       Iversity         Title:       IsiZulu Home Language Education B         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	e n d e
Mod code Title Con	lule e:- IsiZul tent: Found IsiZul Histor learnin Classi Mode Comn	Semester 1: EMZH101 3MZH101 Iu Home Language Educ dations of teaching and u language y of IsiZulu language te ng ical period rn period	level: 6 ation A learning in	Semester 2:       NQF         EMZH102       Ivel: 6         Title:       IsiZulu Home Language Education B         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 adaptivities         -       Curriculum differentiation and adaptivities         -       Barriers to IsiZulu Home language	e n d e
Mod code Title Con	lule e:- IsiZu tent: Found IsiZul Histor learnin Classi Mode Comm Electr IsiZul	Semester 1: EMZH101 3MZH101 Iu Home Language Educ dations of teaching and u language y of IsiZulu language te ng ical period rn period nercial period onic period	level: 6 ation A learning in eaching and Education	Semester 2:       NQF         EMZH102       Iveriet         Title:       IsiZulu Home Language Education B         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 adaptivit teaching in IsiZulu Home language         -       Barriers to IsiZulu Home language         -       Barriers to IsiZulu Home language         -       Designing differentiated language         -       Classroom research in IsiZulu Home	e n d e e
Mod code Title Con 1. - - - - 2.	tent: Found IsiZul Histor Iearnii Classi Mode Comn Electr IsiZul curric	Semester 1: EMZH101 3MZH101 Iu Home Language Educ dations of teaching and u language y of IsiZulu language te ng ical period mercial period onic period u Home Language	level: 6 ation A learning in eaching and Education	Semester 2:       NQF         EMZH102       Iversity         Title:       IsiZulu Home Language Education B         Content:       -         -       Management       of         anguage teaching and learning in school       -         -       Use elementary statistical information to manage teaching, learning and assessment activities       -         -       Curriculum differentiation and adaptiviteaching in IsiZulu Home language       -         -       Barriers to IsiZulu Home language       -         -       Designing differentiated language       -         -       Classroom research in IsiZulu Home language       -         -       Use Action research in IsiZulu Home language       -	enndeeeee
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Mod code Title Con 1. - - - 2. - - - - - -	tent: Found IsiZul Histor learnin Classi Mode Comn Electr IsiZul curric Subjec Langua Teachi	Semester 1: EMZH101 3MZH101 Iu Home Language Educ dations of teaching and u language y of IsiZulu language te ng ical period rn period onic period onic period onic period u Home Language culum policy documents t policy documents age-in-education policy	level: 6 ation A learning in eaching and	Semester 2:       NQF         EMZH102 3MZH102       Ievel: 6         Title: IsiZulu Home Language Education B         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 adaptivit teaching in IsiZulu Home language         -       Barriers to IsiZulu Home language         -       Designing differentiated language         -       Classroom research in IsiZulu Home language         -       Use of research in IsiZulu Home language         -       Use of research literature to improvil laiZulu Home language	enndeeeemnt

	Identify are conceptione
<ul> <li>Teaching language structures and conventions</li> </ul>	<ul> <li>Identify pre-conceptions</li> <li>Language attitudes</li> </ul>
3. Teaching methodologies in IsiZulu Home language	<ul> <li>Address learners' pre- conceptions</li> </ul>
<ul> <li>Teaching and Learning theories</li> </ul>	<ul> <li>Critique IsiZulu Home Language curriculum policies in IsiZulu</li> </ul>
<ul> <li>Approaches to teaching IsiZulu Home language</li> </ul>	<ul> <li>Principles underpinning and guiding IsiZulu Home language curriculum</li> </ul>
<ul> <li>Methods of teaching IsiZulu Home language</li> </ul>	<ul> <li>Opportunities for linking teaching, learning, assessment and reflection in IsiZulu Home language</li> </ul>
<ul> <li>The use of ICT in the language classroom</li> </ul>	<ul> <li>Opportunities the curriculum offers for continuity beyond their phase</li> </ul>
<ul> <li>Learning styles</li> </ul>	<ul> <li>How well the curriculum caters for inclusion of children from culturally and</li> </ul>
<ul> <li>Teaching and learning strategies</li> </ul>	linguistically diverse backgrounds with different learning needs critique
<ol> <li>4Assessment in IsiZulu Home language Language assessment practices</li> <li>Assessment strategies in IsiZulu Home</li> </ol>	<ul> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching,</li> </ul>
language <ul> <li>Questioning skills as assessment in IsiZulu</li> <li>Home language learning</li> </ul>	<ul> <li>learning, assessment and reflection</li> <li>Opportunities the curriculum offers for</li> </ul>
<ul> <li>Types of questions in IsiZulu Home language learning</li> </ul>	<ul> <li>continuity beyond their phase</li> <li>How well the curriculum caters for</li> </ul>
<ul> <li>Educational taxonomies for language learning</li> </ul>	inclusion of children from culturally and linguistically diverse backgrounds with
<ol> <li>Assessment for learning: critical language awareness</li> </ol>	different learning needs
<ol> <li>Assessment for learning: understanding key literary concepts</li> </ol>	
7. Lesson design in IsiZulu Home language	
<ol> <li>Lesson design</li> <li>Learning and Teaching Support Materials in IsiZulu Home Language</li> </ol>	
<b>10.</b> Guidelines for designing effective IsiZulu language teaching materials	
<ol> <li>Designing and selecting materials for teaching language skills; language structures and conventions; literary and non-literary texts</li> </ol>	
Module outcomes:	Module outcomes:
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:
<ul> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language.</li> <li>Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home language.</li> <li>Design appropriate lesson plans in IsiZulu Home language taking into account theories</li> </ul>	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in IsiZulu Home language.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu Home language.</li> <li>Use the results of assessment to improve teaching and learning of in IsiZulu Home language.</li> <li>Adapt lessons and assessment tasks</li> </ul>
<ul> <li>Design appropriate assessment strategies in IsiZulu Home language.</li> <li>Design, select and adapt appropriate teaching and learning support materials for</li> </ul>	<ul> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home language.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the IsiZulu Home language</li> </ul>
IsiZulu Home language.	

Method of delivery: Full Time         Assessment modes: This module is assessed by means of examination         Module code:-       Semester 1: level: 6         EMZF101       3MZF101		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.         Method of delivery: Full Time         Assessment modes: This module is assessed by means of examination         Semester 2:       NQF level: 6	
isiZu - Hist - IsiZu docu - Sub docu - Tea Firs - Tea - Tea - Tea - Tea - Less lang - Less - Less - Lea isiZu - Des tea	ndations of teaching and	learning in learning ation policy tional policy es in isiZulu xts s s Additional at Additional t Materials in e contexts naterials for language	<ul> <li>Title: IsiZulu First Additional Language Education B</li> <li>Content: <ul> <li>Management of IsiZulu First Additional language teaching and learning in school</li> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>Curriculum differentiation and adaptive teaching in IsiZulu First Additional language</li> <li>Barriers to learning and development</li> <li>Designing differentiated learning activities</li> <li>Classroom research in IsiZulu First Additional language</li> <li>Use Action research in IsiZulu First Additional language</li> <li>Use of research literature to improve classroom practice in isiZulu First Additional language</li> <li>Develop pedagogical content knowledge in IsiZulu</li> <li>Epistemology of IsiZulu as a First additional language</li> <li>Addressing alternative – pre- misconceptions</li> <li>Present an exposing event</li> <li>Ask learners to describe or present their conceptions</li> <li>Discuss and evaluate conceptions</li> <li>Create conceptual conflict</li> <li>Encourage cognitive accommodation and guide conceptual restructuring</li> <li>Curriculum policy in GET IsiZulu First additional language</li> </ul> </li> </ul>
Module outcomes: On successful completion of the module, students will be able to:		ule, students	Module outcomes: On successful completion of the module, students will be able to:

<ul> <li>of the foundations of teaching and learning in IsiZulu First Additional language.</li> <li>Demonstrate knowledge and understanding of the relevant policies in IsiZulu First Additional teaching and learning.</li> <li>Select and use appropriate strategies methods and techniques in the teaching and learning of IsiZulu First Additional language.</li> <li>Design appropriate lesson plans in IsiZuli First Additional language taking intr account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in IsiZulu First Additional language.</li> <li>Design, select and adapt appropriate teaching and learning support materials for IsiZulu First Additional language.</li> </ul>	<ul> <li>assessment in isiZulu First Additional language.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu First Additional language.</li> <li>Use the results of assessment to improve teaching and learning of in isiZulu First Additional language.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in isiZulu First Additional language.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the isiZulu First Additional</li> </ul>
Assessment modes: This module is assessed	
by means of examination	assessed by means of examination
Module Semester 1: NQF code:- EMLG101 3MLG101	Semester 2: NQF level: 6 EMLG102 3MLG102
Title: Life Orientation Education A (SP)	Title: Life Orientation Education B (SP)
Content:	Content:
<ul> <li>Foundations of teaching and learning in Life Orientation</li> <li>History of Life Orientation teaching and learning</li> <li>Life Orientation Education policy documents</li> <li>Subject policy documents</li> <li>Teaching and learning strategies in Life Orientation</li> <li>Teaching and Learning theories</li> <li>Teaching and learning theories</li> <li>Assessment in Life Orientation</li> <li>Assessment strategies</li> <li>Lesson design in Life Orientation</li> <li>Learning and Teaching Support Materials in Life Orientation</li> </ul>	<ul> <li>in school</li> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>Curriculum differentiation and adaptive teaching in Life Orientation</li> <li>Identify barriers to learning and development</li> <li>Design differentiated learning activities to respond to the above</li> <li>Classroom research in Life Orientation</li> <li>Use Action research in Life Orientation</li> <li>Use of research literature to improve classroom practice</li> </ul>

	<ul> <li>6. Critique curriculum policies in Senior Phase Life Orientation</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>
<ul> <li>bernord the series of the series of</li></ul>	<ul> <li>to manage teaching, learning and assessment in Senior Phase Life Orientation.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Senior Phase Life Orientation.</li> <li>Use the results of assessment to improve teaching and learning of in Senior Phase Life Orientation.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Senior Phase Life Orientation.</li> <li>Demonstrate the competence needed to learn from available research in order to improve the teaching of Senior Phase Life Orientation.</li> </ul>
Method of delivery: Full Time Assessment modes: This module is assess by means of examination	Method of delivery: Full Time Sed Assessment modes: This module is assessed by means of examination
Module Semester 1: EMMG101 NQF code:- 3MMG101 level: 6	Semester 2: EMMG102 NQF
Title: Mathematics Education A (SP)	Title: Mathematics Education B (SP)
Content:	Content:

<ul> <li>Foundations of teaching and learning in Mathematics</li> <li>History of Mathematics teaching and learning</li> <li>Mathematics Education policy documents</li> <li>Subject policy documents</li> <li>Teaching and learning strategies in Mathematics</li> <li>Teaching and Learning theories</li> <li>Teaching and learning strategies</li> <li>Assessment in Mathematics</li> <li>Assessment strategies</li> <li>Lesson design in Mathematics</li> <li>Learning and Teaching Support Materials</li> </ul>	<ul> <li>Mathematics teaching and learning in school</li> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>Curriculum differentiation and adaptive teaching in Mathematics</li> <li>Identify barriers to learning and development Design differentiated learning activities to respond to the above</li> <li>research in Mathematics</li> <li>Use Action research in Mathematics</li> <li>Use Action practice</li> <li>Develop pedagogical content knowledge</li> </ul>
5 5	
	above
<ul> <li>Assessment strategies</li> </ul>	
<ul> <li>Learning and Teaching Support Materials</li> </ul>	
	knowledge
	<ul> <li>Epistemology</li> </ul>
	- Pre-conceptions
	<ul> <li>Identify pre-conceptions</li> <li>Address learners' pre- conceptions</li> </ul>
	<ul> <li>Address learners pre-conceptions</li> <li>Critique curriculum policies</li> </ul>
	onique curreatain policies
	<ul> <li>Principles underpinning and guiding the curriculum</li> </ul>
	<ul> <li>Opportunities for linking teaching,</li> </ul>
	<ul> <li>learning, assessment and reflection</li> <li>Opportunities the curriculum offers for</li> </ul>
	continuity beyond their phase
	- How well the curriculum caters for
	inclusion of children from culturally and
	linguistically diverse backgrounds with different learning needs Critigue
	<ul> <li>Principles underpinning and guiding</li> </ul>
	the curriculum
	<ul> <li>Opportunities for linking teaching,</li> </ul>
	learning, assessment and reflection
	<ul> <li>Opportunities the curriculum offers for continuity beyond their phase</li> </ul>
	<ul> <li>How well the curriculum caters for</li> </ul>
	inclusion of children from culturally and
	linguistically diverse backgrounds with
	different learning needs

Module outcomes:	Module outcomes:	
On successful completion of the module, students will be able to	On successful completion of the module, students will be able to:	
<ul> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in Senior Phase Mathematics.</li> <li>Demonstrate knowledge and understanding of the relevant policies in Senior Phase Mathematics teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Senior Phase Mathematics.</li> <li>Design appropriate lesson plans in Senior Phase Mathematics taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Senior Phase Mathematics.</li> <li>Design, select and adapt appropriate teaching and learning support materials for Senior Phase Mathematics.</li> </ul>	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in Senior Phase Mathematics.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Senior Phase Mathematics.</li> <li>Use the results of assessment to improve teaching and learning of in Senior Phase Mathematics.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Senior Phase Mathematics.</li> <li>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.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Senior Phase Mathematics.</li> <li>Evaluate curriculum policies in Senior Phase Mathematics.</li> </ul>	
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination	
Module Semester 1: NQF code:- EMNS101 3MNS101	Semester 2: NQF EMNS102 3MNS102	
Title: Natural Sciences Education A	Title: Natural Sciences Education B	
<ul> <li>Content:</li> <li>Foundations of teaching and learning in Natural Sciences</li> <li>History of Natural Sciences teaching and learning</li> <li>Natural Sciences Education policy documents</li> <li>Subject policy documents</li> <li>Teaching and learning strategies in Natural Sciences</li> <li>Teaching and Learning theories</li> <li>Teaching and learning strategies</li> <li>Assessment in Natural Sciences</li> <li>Assessment strategies</li> </ul>	<ul> <li>Content: <ul> <li>Natural Sciences teaching and learning in school</li> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>Curriculum differentiation and adaptive teaching in Natural Sciences</li> <li>Identify barriers to learning and development</li> <li>Design differentiated learning activities to respond to the above</li> <li>Classroom research in Natural Sciences</li> <li>Use Action research in Natural Sciences</li> <li>Use Action research in Natural Sciences</li> <li>Use Action research in Natural Sciences</li> <li>Develop pedagogical content knowledge in Natural Sciences</li> <li>Epistemology of Science</li> <li>Pre-conceptions in Natural Sciences</li> </ul> </li> </ul>	

<ul> <li>Experiments, demonstrations and investigations in Natural Sciences</li> </ul>		<ul> <li>Identify pre-conceptions in Natural Sciences</li> <li>Address learners' pre- conceptions</li> <li>Critique curriculum policies in Natural Sciences</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> <li>Experiments, demonstrations and</li> </ul>	
<ul> <li>Module outcomes: On successful completion of the module, students will be able to</li> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in Natural Sciences.</li> <li>Demonstrate knowledge and understanding of the relevant policies in Natural Sciences teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Natural Sciences.</li> <li>Design appropriate lesson plans in Natural Science staking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Natural Sciences.</li> <li>Design, select and adapt appropriate teaching and learning support materials for Natural Sciences.</li> <li>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.</li> </ul>		<ul> <li>investigations in Natural Sciences</li> <li>Module outcomes: On successful completion of the module, students will be able to</li> <li>Use elementary statistical information to manage teaching, learning and assessment in Natural Sciences.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Natural Sciences.</li> <li>Use the results of assessment to improve teaching and learning of Natural Sciences.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Natural Sciences.</li> <li>Demonstrate the competence needed to learn from available research to improve the teaching of the Natural Sciences and to enhance their own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences.</li> <li>Evaluate curriculum policies 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.</li> </ul>	
Method of delivery: Full Time Assessment modes: This module is assessed		<ul> <li>Method of delivery: Full Time</li> <li>Assessment modes: This module is</li> </ul>	
by means of examination		assessed by means of examination	
Module Semester 1: code:- EMTK101 3MTK101	NQF level: 6	Semester 2: NQF Ievel: 6	
Title: Technology Education A		Title: Technology Education B	

Content:	Content:
<ul> <li>Foundations of teaching and learning in Technology</li> <li>History of Technology teaching and learning</li> <li>Technology Education policy documents</li> <li>Subject policy documents</li> <li>Teaching and learning strategies in Technology</li> <li>Teaching and Learning theories</li> <li>Teaching and learning strategies</li> <li>Assessment in Technology Education</li> <li>Assessment strategies</li> <li>Lesson design</li> <li>Learning and Teaching Support Materials in Technology</li> </ul>	<ul> <li>Technology teaching and learning in school</li> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>Curriculum differentiation and adaptive teaching in Technology</li> <li>Identify barriers to learning and development</li> <li>Design differentiated learning activities to respond to the above</li> <li>Classroom research in Technology</li> <li>Use Action research in Technology</li> <li>Use of research literature to improve classroom practice</li> <li>Develop pedagogical content knowledge</li> <li>Epistemology</li> <li>Pre-conceptions</li> <li>Identify pre-conceptions</li> <li>Address learners' pre- conceptions</li> <li>Critique curriculum policies</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities for linking teaching, learning diverse backgrounds with different learning needs Critique</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with</li> </ul>
Madula autoamaa	different learning needs
Module outcomes: On successful completion of the module, students will be able to	Module outcomes: On successful completion of the module, students will be able to:
<ul> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in Technology.</li> <li>Demonstrate knowledge and understanding of the relevant policies in Technology teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Technology.</li> <li>Design appropriate lesson plans in Technology taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Technology.</li> </ul>	<ul> <li>Use elementary statistical information to manage teaching, learning and assessment in Technology.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Technology.</li> <li>Use the results of assessment to improve teaching and learning of in Technology.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Technology.</li> <li>Demonstrate the competence needed to learn from available research to improve the teaching of Technology</li> </ul>

<ul> <li>Design, select and adapt appropriate teaching and learning support materials for Technology.</li> </ul>	<ul> <li>and to enhance their own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Technology.</li> <li>Evaluate curriculum policies in Technology.</li> </ul>
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

## FED.3.4.4. MODULE CONTENT AND OUTCOMES FOR PGCE – SEMESTER MODULES -EPGFT1 & EPGSF2

COMPULSORY MODULES			ODULES
Module	Semester 1:	NQF	Semester 2: NQF
code:-	EDST102 3DST102	level: 6	EDST121 3DST121
Title: Edu	cation Studies 1B		<b>Title:</b> Educational Studies 2A (Educational Psychology)
design a	n and their implication in th	eptions of	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         -       Social and personal development         -       Social and personal development         -       Moral development         -       Moral development         -       Learning and thinking styles         -       Learners with learning challenges         -       Learners with impairments         -       Gifted and talented learners         -       Culture and diversity         4.       Theories of learning         -       Social cognitive views of learning         -       Cognitive views of learning         -       Cognitive views of learning
curriculun	ning environment in S.A	ne teaching	
and lear	ning curriculum research int	,Theories	
underpinr	buth Africa, Skills in curricu	ernationally	

			<ul> <li>Theories of motivation</li> <li>Role played by motivation</li> </ul>	
Module outcomes:		learning Module outcomes:		
<ul> <li>By the end of the module, students should be equipped with: -</li> <li>Demonstrate knowledge and understanding of the philosophical foundations of curriculum design and development.</li> <li>Demonstrate an understanding of the philosophical principles underpinning the South African school curriculum and their implications to teaching and learning.</li> <li>Demonstrate an understanding of theories underpinning curriculum research and practice.</li> <li>Demonstrate the skills needed for curriculum design and development.</li> </ul> Method of delivery: Full Time Assessment modes: 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.:		To provide students with a systematic understance educational psychology ti theory and research abd development and learning implications for teaching m teacher behaviour in the Se and FET Teaching. Method of delivery: Full Ti Assessment modes: This assessed by means of co well as summative assessm place. A variety of methods	ting of hat blends but human g and the ethods and enior Phase me me me me module is ntinuous as ent will take	
Presentation/ case study/ weekly review/ reflection     Assignment     Test     Summative written Examination: (2 hour examination at the end of the semester)      Module     Semester 1: NQF level: 5      EDC0101 3DC0101		<ul> <li>and tools will be used achievement of competences</li> <li>Presentation/ case stureview/reflection</li> <li>Assignment</li> <li>Test</li> <li>Summative written Exahour examination at the semester)</li> </ul>	to assess s e.g.: udy/ weekly amination:(2	
Title: Edu	ucation in Context		Title: Education Studies 2B (Educational Management)	
<b>Content:</b> South African Education in Context; Barriers to learning and Elementary statistics for 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 3 Administration as it relates to		

	school administration and school management
	<ul> <li>School Administration</li> </ul>
	<ul> <li>Key performance areas</li> <li>The Difference between Managers and Leaders</li> <li>The school principal as an educational manager</li> <li>Management duties of the school principal aimed at effective routine school administration</li> <li>School Management</li> </ul>
	<ul> <li>Basic concepts in school management</li> </ul>
	<ul> <li>School Management Tasks</li> <li>Planning</li> <li>Organising</li> <li>Leading</li> <li>Controlling</li> <li>Theories of educational management</li> <li>The Situational Theory</li> <li>The Characteristic Theory</li> <li>Systems Theory.</li> <li>Bureaucratic Theory</li> <li>Hierarchical Theory</li> <li>Democratic Theory</li> <li>Ambiguous Theory</li> <li>Legislation and policies impacting on school practice</li> <li>Sources and types of educators Legislation affecting schools</li> <li>Educators and learner discipline</li> </ul>
<b>Module outcomes:</b> By the end of the module, 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	Module outcomes: To apply 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 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 Semester 1: NQF code:- EGPE101 3GPE101	Semester 2: NQF level: 7

Title: General Pedagogy	Title:
<b>Content:</b> Introduction into the teaching profession, The learner and the learning process, Teaching and learning strategies, Orientation into assessment Purposes, procedures in continuous assessment, Implication of assessment on teachers' professionalism and responsibilities	Content:
Module outcomes:	Module outcomes:
By the end of the module, students should be equipped with: -	
Demonstrate knowledge and understanding of various methods of teaching and their application in teaching and learning milieu. Critically evaluate learning and teaching activities against the knowledge acquired on principles and approaches to teaching and learning Demonstrate knowledge and understanding of the purpose of various learning styles in a class with diverse learning needs. Demonstrate knowledge and understanding of the various concepts and contexts in assessment. Demonstrate the ability to produce assessment plans and activities.	
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: 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)	Assessment modes: This module is assessed by means of examination

# FED.3.4.5. MODULE CONTENT AND OUTCOMES FOR PGCE – YEAR MODULES - 3PGFT1 & 3PGSF2

COMPULSORY MODULES										
Module code:-	Year module: ETSE14A	NQF level: 6								
Title: School Experience										
documentation used in so preparation as well as Micro	organized into four themes: The schoo hools and designing LTSMs; Lesson teaching skills e.g. Skill of introducing a le estioning and dealing with questions, Skil	planning and lesson esson/establishing set,								
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 T	ime									
class and including micro-to practical activities, more prac- completed as part of the We themes chosen from schoo improving students' teaching	nuous formative assessment of learning t baching activities. Summative assessme ctical activities in the form of an observatio dnesday and block schooling sessions. R I based observations and teaching expe g conduct in future. y means of examination	nt of learning through on and teaching journal Reflections on selected								
Module code:-	Year module: ETSP14B	NQF level: 6								
Title: School Experience										
during micro-teaching ses worksheets and analytic ru	des micro-teaching skills and productio sions. Practical work on questioning brics). Reflective practice. Mentoring pro on including registrations with SACE.	(including designing								
<b>Module outcomes:</b> 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 T	ime									
in class activities and inc learning through production student's growth attained a	inuous formative assessment of learning luding micro-teaching activities. Summ of the portfolio of evidence with practi s a result of exposure to school based l ols by faculty lecturers. This module is a	ative assessment of cal activities showing learning. Assessment								

## FED.4. WEIGHTING OF MODULE TESTS AND ASSIGNMENTS

Module	HEQSf	Old	FED.4.1 Descriptive Name	Primary Lec		ducation (E) Secondary L				Weigh	ting		
code	Aligned Module	Programm e module	Descriptive Name	Lecturer name	Staff Number	Lecturer name	Staff Number	Assign Ma	rk	Test	Mark	Ma	ctical ark
	Code	code						AM1	AM2	TM1	TM2	PM1	PM2
EEZU111	3EZU111	ELLZ111	IsiZulu Home Language 1*	ZE Mtshali	14578			40		60			<u> </u>
EENG112	3ENG112	EEGL112	English FAL 1	TA Mbatha	15791			40		60			
EELK111	3ELK111	EEHS111	Life Skills 1A*	ECA Kok	11610			40		60			
EELK112	3ELK112	EEHS112	Life Skills 1B*	ECA Kok	11610			40		60			
EEMA111	3EMA111	ESFN111	Basic Mathematics 1A*	CN Luthuli	10414			40		60			
EEMA112	3MA112	ESFN112	Basic Mathematics 1B*	CN Luthuli	10414			40		60			
EED\$111	3EDS111	NONE	Education Studies 1A: Child Development	N Ncama	20683			40		60			
EEPS112	3EPS112	NONE	Pedagogical Studies 1B: Classroom Mngmt	ZE Mtshali	14578			40		60			
EECA100	3ECA100	NONE	Academic & Computer Literacy*	IC Deca-Anyanwu	20388			40		60			
EENG211	3ENG211	NONE	English FAL 2	C Fynn	20837			40		60			
EEZU212	3EZU212	NONE	IsiZulu Home Language 2	C Fynn	20837			40		60			
EEGL211	3ELG211	EFPL212	Language Education (English FAL) 2A	ZE Mtshali	14578			40		60			
EEGL212	3ELG212	EFPL211	Language Education (isiZulu HL) 2B*	C Fynn	20837			40		60			
EELK211	3ELK211	EFPS211	Life Skills 2A	SCB Xulu	15284			40		60			
EELK212	3ELK212	EFPS212	Life Skills 2B	N Ncama	20683			40		60			
EEMA211	3EMA211	EFPN211	Mathematics Education 2A*		20950			40		60			
EEMA212	3EMA212	EFPN212	Mathematics Education 2B		20950			40		60			
EEPS211	3EPS211	NONE	Pedagogical Studies 2A: Curriculum Dvlpmnt	N Ncama	20683			40		60			
EEDS212	3EDS212	NONE	Education Studies 2B: Child Development	ECA Kok	11610			40		60			
EECL200	3ECL200	NONE	Conversational Language Afrikaans	CN Luthuli	10414			40		60			
EENG311	3ENG311	NONE	English FAL 3	C Fynn	20837		1	40		60			
EEZU312	3EZU312	NONE	IsiZulu Home Language 3	SCB Xulu	15284			40		60			

EEGL311	3EGL311	EFPL312	Language Education (English FAL) 3A	TA Mbatha	15791	40	6	)	
EEGL312	3EGL312	EFPL311	Language Education (isiZulu HL) 3B	ZE Mtshali	14578	40	6	)	
EEDS311	3EDS311	EFPS411	Education Studies 3A: Child Development	ECA Kok	11610	40	6	)	
EELK312	3ELK312	EFPS312	Life Skills Education 3B	N Ncama	20683	40	6	)	
EEMA300	3EMA300	EFPN311	Mathematics Education 3		20950	40	6	)	
NONE	NONE	EFPN312	Mathematics Education 3		20950	40	6	)	
EEZU400	3EZU400	NONE	IsiZulu Home Language 4	SCB Xulu	15284	40	6	)	
EENG400	3ENG400	NONE	English FAL 4	TA Mbatha	15791	40	6	)	
EELK400	3ELK400	NONE	Life Skills Education 4 (SL)	IC Deca-Anyanwu	20388	40	6	)	
EEDS400	3EDS400	NONE	Education Studies: Educational Law & Systems	C Anyanwu		40	6		
EEDS410	3EDS410	NONE	Education Studies: Sociology and Philosophy	Mrs Mbuyazi		40	6		
EEDS420	3EDS420	NONE	Education Studies: History and Comparative Educ.	Mrs Mbuyazi		40	6		
EFPN411	NONE	NONE	Foundation phase studies Numeracy 4A	ECA Kok	11610	40	6		
EFPL411	NONE	NONE	Foundation phase studies Literacy 4A	SCB Xulu	15284	40	6	)	
EFPS311	NONE	NONE	Foundation phase studies Life skills 3A	ECA Kok	11610	40	6		

			FED.4.2. Math	ematics Scien	ce and T	echnology E	Educatio	on (MS	TE)				
Module	HEQSf	Old	Descriptive Name	Primary Lect	ırer	Secondary Le	ecturer			Weigh	ting		
code	Aligned	Programm	-	Lecturer name Staff		Lecturer name	Staff	Assign	ment	Test	Mark	Prac	ctical
	Module	e module			Number		Number	Ma	Mark			Ma	ark
	Code	code						AM1	AM2	TM1	TM2	PM1	PM2
ESMA221	3SMA221	NONE		Dr T Talasi						33.3	33.3	33.3	
NONE	NONE	ESMA411		Dr T Talasi						33.3	33.3	33.3	
NONE	NONE	EMMG101		Dr T Talasi						33.3	33.3	33.3	
NONE	NONE	ESCM311		Dr A Chibisa						33.3	33.3	33.3	
NONE	NONE	EMCS101		Dr A Chibisa						33.3	33.3	33.3	
NONE	NONE	EMCS102		Dr A Chibisa						33.3	33.3	33.3	
NONE	NONE	ESCM312		Dr A Chibisa						33.3	33.3	33.3	
NONE	NONE	ESCL112		Dr A Chibisa						33.3	33.3	33.3	

EMMA101	3MMA101	NONE	Mr BS Gwala	50		50			
EMMG101	3MMG101	NONE	Mr SG Ngema	50		50			
NONE	NONE	ESMN311		10	20	25	25	20	
NONE	NONE	ESMN101		40		60			
NONE	NONE	ESDF 411	Dr RC Gayadeen	50		50			
NONE	NONE	ESDF 411	Dr RC Gayadeen	50		50			
NONE	NONE	ESTM 311	Dr RC Gayadeen	50		50			
NONE	NONE	ESNT400	Mr RC Gayadeen	50		50			
ESIC100	3SIC100	NONE	Miss NM Gumbi			33.3	33.3	33.3	
EDSL100	3DSL100	NONE	Miss NM Gumbi			33.3	33.3	33.3	
ESBM211	3SBM211	NONE	Dr A Krishnannair	50	50	50			
ESMA121	3SMA121	NONE	Dr A Krishnannair	50	50	50			
NONE	NONE	ESPS311	Mr NH Ngwenya	15	15	35	35		
NONE	NONE	ESMN311	Mr NH Ngwenya	10	20	25	25	20	
NONE	NONE	ESNT400	Mr NH Ngwenya						
NONE	NONE	ESMC 311	Prof DC Sibaya	50		50			
NONE	NONE	EMMA101	Prof DC Sibaya						
NONE	NONE	ESMA 400	Prof DC Sibaya	50		50			
NONE	NONE	ESBS411	Ms N Xaba	30	30	40			
NONE	NONE	ESPB411	Ms N Xaba	30	30	40			
EMPS101	3MPS101	ESBC411	Mr MG Tshabalala	50		50			
EMNS101	3MNS101	NONE	Mr MG Tshabalala	50		50			
NONE	NONE	ESAE411	DrA Sondlo	40	30	30			
ESNT111	3SNT111	NONE	DrA Sondlo	50		50			
NONE	NONE	ESEE211	Dr A Sondio						
ESNT311	3SNT311	NONE	Dr TW Chinaka	40		30	30		
ESNT111	3SNT111	NONE	Dr TW Chinaka	50		50			
NONE	NONE	ESMA411	Mrs CT			33.3	33.3	33.3	
NANE	NONE	Formation	Chihambakwe						
NONE	NONE	ESMA211	Mrs PN Mathaba	40		60			
NONE	NONE	ESMA311	Mrs PN Mathaba	40		60			
ESNT211	3SNT211	NONE	Dr PJ Kok	40		30	30		
ESNT311	3SNT311	NONE	Dr PJ Kok	40		30	30		
NONE	NONE	ESIT411	Dr PJ Kok	30	30	40			
NONE	NONE	ESCM311	Mr D Mutambara	30		35	35		
NONE	NONE	EMCS101	Mr D Mutambara	30		35	35		

			FED.4.3.	Languages	and Soc	ial Sciences	Educat	ion					
Module	HEQSf	Old	Descriptive Name	Primary Lect	urer	Secondary Le	ecturer			Weight	ing		
code	Aligned Module	Programm e module		Lecturer name	Staff Number	Lecturer name	Staff Number	Assign Mar		Test	Mark	Prac Ma	tical ark
	Code	code						AM1	AM2	TM1	TM2	PM1	PM2
ELZL111	3LZL111	ELZN111		W. Mthembu- Ngema	10642	PK Mdluli	18511	50		50			

ELZL211	3LZL211	ELZN211		Ms Bele	15047			50	50		
ELZL311	3LZL311	ELZN311		Ms Msweli	11948		_	50	50		
ESMZ311	NONE	NONE		Dr Magwaza	15127			50	50		
ELZL400	NONE	NONE		Dr Nyathikazi	17889		_	50	50		
3MZU101	NONE	NONE		Dr Magwaza	15127			50	50		
3MZH101	NONE	NONE		Dr Magwaza	15127			50	50		
ELEL111	3LEL111	ELGN111		Ms Mngomezulu	11528		-	50	50		
ELEL211	3LEL211	ELGN211		Prof Pillay	11486		_	50	50		
ELEL311	3LEL311	ELGN211 ELGN311		Ms Hlatshwayo	11565		+	50	50		
ELELJII	SLELSII	LEGNSTI		WIS FIRISIWAYO	11565			50	50		
ELGF311	NONE	NONE			20969			50	50		
ELTC300	3LTC300	NONE			20969			50	50		
ELEL400	NONE	NONE			14425			50	50		
NONE	3MEG101	NONE			14425			50	50		
NONE	3MEF101	NONE			14425			50	50		
EPPS212	NONE	NONE		Mr Masuelele	21074			50	50		
NONE	3DSL100	NONE		Ms Bele	15047	Ms Khumalo	13113	50	50		
NONE	3LTL100	NONE		Ms Khumalo	13113			50	50		
NONE	3LCS100	NONE		Khoalenyane	13202			50	50		
NONE	3LCS400	NONE		Masuelele	21074			50	50		
NONE	NONE	ELZN411		Dr Nyathikazi	17889	14425		40	60		
NONE	NONE	ELGN411			14425			50	50		
NONE	NONE	ELLL111		Dr Nzama	13452			50	50		
ELEL212	3LEL212	ELGN212	English Language 2B	Prof P. Pillay	11486			50	50		
NONE	NONE	ELZN412	IsiZulu Language Education 4B	Dr C.P.Nyathikazi	17889			40	60		
NONE	NONE	ELZL400	IsiZulu Home	Dr C.P.Nyathikazi	17889			25	25	50	
			Language Education 4								
ELZL112	3LZL112	ELZN112	lsiZulu Language 1B (IP)	Dr WNZ Mthembu- Ngema	10642	Mrs K Mdluli	18511	50	50		
ELZL312	3LZL312	ELZN312	Isizulu Language Education 3B	Mrs Z.P. Msweli	11948			50	50		
ELEL 112	3LEL 112	ELGN 112	English Language Education 1B	Miss T.F. Mngomezulu	11528			50	50		
ESMZ312	NONE	NONE	Method of IsiZulu For FET	Dr JF Magwaza	15127			50	50		
NONE	3MZH102	NONE	Method of IsiZulu For Senior Phase	Dr JF Magwaza	15127			50	50		
NONE	3MZU102	NONE	Method of IsiZulu For FET	Dr JF Magwaza	15127			50	50		
NONE	3LCS100	NONE	Conversational Language for Teachers – Sesotho	Dr N Khoalenyane	13202			40	60		
NONE	ELGN 412	NONE	English Language Education	Dr TN Ngema	18781			50	50		

NONE	ELEL 400	NONE	English First Additional Language Education 4	Dr TN Ngema	18781			25	25	50	
NONE	3MEF 102	NONE	English First Additional Language Education A	Dr TN Ngema	18781			50	50		
NONE	3MEG 102	NONE	English First Additional Language Education A	Dr TN Ngema	18781			50	50		
ELEL312	3LEL312	ELGN312	English Language Education B	Ms Z V Hlatshwayo &	11565			50	50		
NONE	3DSL100	NONE	Academic Literacy for teachers	Dr NP Khumalo &	13113	Ms LLP Bele	15047	50	50		
NONE	3LTL100	NONE	English Language for Teaching and Learning	Dr NP Khumalo	13113			50	50		
ELZN212	3LZN212	ELZL212	IsiZulu Language Education 2A	Ms LLP Bele	15047			50	50		
ELCT400	NONE	NONE	Conversational Lang for Teachers	Dr. OP Masuelele	21074			50	50		
EPPS212	3PPS212	NONE	Creative Arts	Dr. OP Masuelele	21074			50	50		
ELGF312	NONE	NONE	Method of English 312	Mr TS Dlamini	20969			50	50		
NONE	3LTC300	NONE	English as a Language of Teaching and Learning.	Mr TS Dlamini	20969			50	50		
NONE	NONE	ESMB 311	Method of Business studies	S Mokoena	11837	BT	12454	50	50		
						Gamede					
NONE	NONE	ESMB312	Method of Business studies	S Mokoena	11837	BT Gamede	12454	50	50		
EMBS101	3MBS101	NONE	Business Studies Education(FETT)	S Mokoena	11837	BT Gamede	12454	50	50		
EMBS102	3MBS102	NONE	Business Studies Education(FETT)	S Mokoena	11837	BT Gamede	12454	50	50		
NONE	NONE	EESE411	Economics Education B	S Mokoena	11837	BT Gamede	12454	50	50		
NONE	NONE	EESE412	Economics Education B	S Mokoena	11837	BT Gamede	12454	50	50		
EEBS211	3EBS211	NONE	Basic Social Science and Life Skills	N Mqadi	21175	KG Mkhwanazi	13548	50	50		
NONE	NONE	EESS312	Social Sciences Education (IP)		11950	MC Dube		20	30	50	
EESS111	3ESS111	NONE	Social Sciences 1A	O. Ajani		M. Brett	1644	50	50		
EESS112	3ESS112	NONE	Social Sciences 1B	N Mqadi	21175	M. Brett	1644	50	50		
NONE	NONE	EESS112	Social Sciences 1B	N Mqadi	21175	M. Brett	1644	50	50		
EEBE212	3EBE212	NONE	Basic EMS	N Mqadi	21175	KG Mkhwanazi	13548	50	50		
NONE	NONE	ESMG312	Method of Geography (FET)		11950	L Mngoma		50	50		

NONE	NONE	EEMS312	Social Sciences Education (SP)		11950	F Gxwabeni	21210	20	30		50	
EMHS102	3MHS102	NONE	Social Sciences Education (SP)		11950	F Gxwabeni	21210	20	30		50	
EMHY102	3MHY102	NONE	History Education	MC Dube	13477	F Gxwabeni	21210					
NONE	NONE	ESMH312	Method of History	MC Dube	13477	F Gxwabeni	21210	20	35		45	
NONE	NONE	EESE212	Economic And Management Sciences Education	K.G Mkhwanazi	13548	MR Khumatake	19861	20	35		45	
NONE	NONE	EESA412	ACCOUNTING	K.G Mkhwanazi	13548	MR Khumatake	19861	50	50			
EESS312	3ESS312	NONE	Method of Social Sciences		11950	F Gxwabeni	21210	40	60			
NONE	NONE	EESH412	Heritage Studies	F Gxwabeni	21210	MC Dube	13477	30	30		40	
NONE	NONE	EESH411	The Changing World and Ideologies	F Gxwabeni	21210	MC Dube	13477	50			50	
NONE	NONE	EESE111	Economic and Management Sciences 1A (Econ.)	S Mokoena	11837	BT Gamede	12454	50			50	
NONE	NONE	EESE112	Economic and Management Sciences 1B	S Mokoena	11837	BT Gamede	12454	20	40	40		
NONE	NONE	EESB411	Business Management 4A	S Mokoena	11837	BT Gamede	12454	40	60			
NONE	NONE	EESB412	Business Management 4B	S Mokoena	11837	BT Gamede	12454	40	60			
NONE	3MEC101	NONE	Economics Education A	BT Gamede	12454	S Mokoena	11837	50	50			
NONE	3MEC102	NONE	Economics Education B	BT Gamede	12454	S Mokoena	11837	50	50			
NONE	NONE	ESME311	Method of Economics 3A	BT Gamede	12454	S Mokoena	11837	50	50			
NONE	NONE	ESME312	Method of Economics 3B	BT Gamede	12454	S Mokoena	11837	50	50			

	FED.4.4. Department of Educational Foundations														
Module	HEQSf	Old	Descriptive Name	Primary Lect	urer	Secondary Le	ecturer			Weight	ting				
code	Aligned	Programm	-	Lecturer name	Staff	Lecturer name	Staff	Assign	ment	Test	Mark	Prac	ctical		
	Module	e module			Number		Number	Mai	rk			Ma	ark		
	Code	code						AM1	AM2	TM1	TM2	PM1	PM2		
EDST111	3DST111	NONE	Education Studies 1A	LC Mthethwa	17880	LP Sibisi	15833	40		60					
EDST112	3DST112	NONE	Education Studies 1B	LC Mthethwa	17880	LP Sibisi	15833	40		60					
EGEP111	3GEP111	NONE	General Pedagogy 1A		19924	TZ Ngidi	17388	40		60					
EGEP112	3GEP112	NONE	General Pedagogy 1B		19924	TZ Ngidi	17388	40		60					
EDST312	3DST312	NONE	Education Studies 3B	AB Buthelezi	13620	TZ Ngidi	17388	40		60					
EDST122	3DST122	NONE	Education Studies 2B	IS Kapueja	11524	CJG Bender	17976	40		60					

EDC0101	3DC0101	NONE	Education in context	IS Kapueja	11524			40		60		
NONE	NONE	EPCE412	Citizenship Education	VS Xulu	13837	LP Sibisi	15833	40		60		
NONE	NONE	EPSJ412	Social Justice and Human Right	VS Xulu	13837	LP Sibisi	15833	40		60		
NONE	NONE	EFMS312	Comparative Education	VS Xulu	13837	LP Sibisi	15833	40		60		
NONE	NONE	EDSE312	Society Education Law and School Governance	AB Buthelezi	13620	TZ Ngidi	17388	40		60		
NONE	NONE	EAMS412	Mngmt of Schl System and Extra Curricular Activities		17976	TZ Ngidi	17388	40		60		
NONE	NONE	EPL591	Educational Planning	HG Khanyile	19925	IS Kapueja	11524	50		50		
NONE	NONE	EMC591	Educational Management	HG Khanyile	19925	IS Kapueja	11524	50		50		
EPPS311	3PPS311	NONE	-					50	50			
EMLO311	3MLO101	NONE						50	50			
NONE	NONE	EPLO311						50	50			
EMLG101	3MLG101	NONE						50	50			
NONE	NONE	EPPE411						50	50			
EDST121	3DST121	NONE						50	50			
EGEP211	3GEP211	NONE								50	50	
NONE	NONE	EPIE 411								50	50	
NONE	NONE	EPPS400								50	50	
EPPS 211	3PPS 211	NONE								50	50	
NONE	NONE	EPPM 211								50	50	
EPPS111	3PPS111									50	50	
NONE	NONE	EPIP111								50	50	
EDST211	3DST211	NONE								50	50	
EDST212	3DST212	NONE								50	50	
NONE	NONE	EPDL211								50	50	
NONE	NONE	EPSP411								50	50	
NONE	3GEP111			NGUBANE PB	20814							
ECAE311	NONE			DLAMU NP	14081							
ECTP411	NONE			MHLONGO HR	12960							
NONE	3GPE 101			KHUMALO PN	13614							
NONE	3CD800			NGUBANE PB	20814							
NONE	3CP800			GOVENDER S	12938							
ECI591	NONE			MHLONGO HR	12960							
NONE	3CD800		ļ	NGUBANE PB	20814							
NONE	3CP800		ļ	GOVENDER S	12938							
ECI591	NONE		ļ	MHLONGO HR	12960							
NONE	3GEP212			MHLONGO HR	12960							
EGEP212	NONE			MHLONGO HR	12960							
ECTL212	NONE			MHLONGO HR	12960							
NONE	3DST102	I		KHUMALO PN	13614	1	1	1	1			1

#### FED.5. WEIGHTINGS FOR TEACHING PRACTICE MODULES- EPPU

#### FED.5.1. %WEIGHTINGS FOR B ED FOUNDATION PHASE NEW PROGRAMME MODULES

Module Code	Module name	Assignment	Practical	Presentation	Journal	TOTAL	DP	Assignment/RE	Practical/	Presentation	Journal	TOTAL	Final Mark
	FIRST SEMESTE	R MAR	RKS					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.5.2. %WEIGHTINGS FOR B ED INTERMEDIATE PHASE NEW PROGRAMME MODULES

	FIRST SEMESTE		SECOND SEMESTER MARKS											
3PTE 100	Teaching Practice 1	10	30	10	20	50	50		10	10	10	20	50	100
3PTE200	Teaching Practice 2	10	10	10	20	50	50		10	10	10	20	50	100
3PTE300	Teaching Practice 3	10	10	10	20	50	50		10	10	10	20	50	100

FED.5.3. %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.5.4. %WEIGHTINGS FOR ALL PHASES OF THE OLD B ED PROGRAMME MODULES

Module Code	Module name	Assignment	Scenario Activity	Teaching Philosophy	Journal	TOTAL	DP			PoE	Group Activity/Presentation	Journal	TOTAL		Final Mark	
	FIRST SEMESTER MARKS								SECOND SEMESTER MARKS							
ETSE400	School Experience 4		20	10	20	50	50			20	10	20	50		100	]