





UNIVERSITY OF

ZULULAND

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2019

Undergrad Faculty Handbook

Restructured for Relevance

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Faculty of Education

YEARBOOK 2019

FACULTY OF EDUCATION UNDERGRADUATE

Contact the Registrar's Unit

Address all correspondence to:

The Registrar
University of Zululand
Private Bag X1001
KwaDlangezwa
3886

Tel: (035) 902-6000

Internet: http://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: http://www.unizulu.ac.za/yearbooks.

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.

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FACULTY OF EDUCATION



VISION

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

MISSION

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

VALUES

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

UNIVERSITY OF ZULULAND (UNIZULU): OFFICE BEARERS

CHANCELLOR

Deputy Chief Justice RMM, Zondo

VICE-CHANCELLOR

Prof X. Mtose

DEPUTY VICE-CHANCELLOR: RESEARCH AND INNOVATION

Prof GF De Wet

DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING

Prof S Songca

EXECUTIVE DIRECTOR: RICHARDS BAY CAMPUS

Prof OM Ndwandwe

EXECUTIVE DIRECTOR: HUMAN RESOURCES

Mr R Ngcobo

EXECUTIVE DIRECTOR: FINANCE

Mr P. Du Plessis

EXECUTIVE DIRECTOR: INSTITUTIONAL PLANNING

Mr NO Cele

EXECUTIVE DIRECTOR: STUDENT LIFE/AFFAIRS

Vacant

REGISTRAR

Mr DE Janse Van Rensburg

UNIZULU EXECUTIVE DEANS

Faculty of Arts

Vacant

Faculty of Commerce, Administration and Law

Prof D Tewari

Faculty of Education

Prof MC Maphalala

Faculty of Science and Agriculture

Prof NW Kunene

FACULTY OF EDUCATION (FED) OFFICE BEARERS

DEAN

Prof MC Maphalala, BPaed, BEd Hons, M. Ed, D.Ed. (UNIZULU), ABET Cert (UNISA), Service Learning Cert (UFS), Leadership in Higher Education Management (WITS Business School).

DEPUTY DEANS

Teaching and Learning - Acting

Dr MS Mabusela, BPaed, BEd Hons (VISTA) MEd (RAU), PhD (UNIZULU), Certificate in Economics and public Finance (UNISA), University Leadership, (US)

Research and Innovation

Prof DR Nzima, BA(UNIZULU), BAHons – Psych, BEd Hons (UNISA), MA –Clinical Psych, PhD-Comm. Psych (UNIZULU)

DEAN'S OFFICE CONTACT DETAILS

DEAN'S OFFICE: First Floor

New Education Building

POSTAL ADDRESS: THE DEAN

Faculty of Education University of Zululand Private Bag X1001 KwaDlangezwa

3886

DEAN'S SECRETARY: Miss AS MHLONGO

Phone : 035-902 6348 Fax : 086373242

e-mail: MhlongoA@unizulu.ac.za

HEADS OF DEPARTMENTS

Arts and Language Education

P Pillay, BPaed, (UDW), B Ed Hons (UNISA), BAHons (Cum Laude), MA (UDW), PhD (UNIZULU).

Curriculum and Instructional Studies

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

Early childhood Education

Dr. SCB Xulu, PTD (Ndumiso), BA, BA Hons, MA, PhD (UNIZULU)

Educational Foundation and Management

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

Educational Professional Practice

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

Educational Psychology and Special Education

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

Mathematics, Science and Technology Education

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

Social Science Education

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

ACADEMIC STAFF

Bele, LLP Miss Gazu, KA Dr Hlatshwayo, ZV Ms Khumalo, NP Ms Magwaza, TF Mr Mngomezulu, TF Miss Moyo, G Prof Msweli, ZP Ms Mthembu-Ngema, WNZ Dr Nzama, MV Mr Pillay, P Dr	Arts and Languages EducationArts and Languages Education
Govender, SA Dr	
Kok, ECA Dr	Early Childhood Education Early Childhood Education Early Childhood Education
Bender, CJG Prof. Buthelezi, AB Dr. Kapueja, IS Dr. Mthethwa, LC Mrs. Ngidi, TZ Dr. Vilakazi, SA Dr. Xulu, VS Dr.	Educational Foundation and Management D: Educational Foundation and Management Educational Foundation and Management Educational Foundation and Management Educational Foundation and Management
Luvuno, MD Ms	HoD: Educational Professional Practice Educational Professional Practice
Govender, S Dr	lucational Psychology and Special Education

Nzima, DR ProfSibisi, LP Miss	Educational Psychology and Special Education
Chibisa, A Mr. Chinaka, TW Mr. Dlamini, TC Mrs. Gayadeen, RC Mr. Gumbi, NM Miss. Kok, PJ Mr. Krishnannair, A Dr. Mosoloane, RA Dr. Mthembu, MI Mr. Ndawonde, BG Dr. Ngwenya, NH Mr. Sibaya, DC Prof. Talasi, T Mr. Tshabalala, MG Mr.	Mathematics, Science and Technology Education Mathematics, Science a
Chalufu, NM Ms Dube, MC Mr Ezesele, SL Mr Gamede, BT Dr Khumatake, MR Mrs Kutame, AP Prof Mkhwanazi, KG Ms Mngoma, LW Dr	Social Sciences Education HoD: Social Sciences Education
SUF	PPORT STAFF
Feketshane, S Mr. Gumede, S Miss Khanyile, V	

Maistry-Reddy, J Mrs	Arts and Languages Education
	Dean's Office: Teaching Practice
Mdletshe, T Ms	Deans Office: Resource Centre
Mhlongo, AS Miss	Dean's Office
Mkhonza, ZH Mrs	Mathematics Science and Technology Education
Mthembu, TK Mr	Dean's Office
Mtotywa, P Mrs	Dean's Office: Faculty Office
Nyawo, N Miss	Dean's Office: Faculty Office
Viljoen, HL Mr	Educational Professional Practice
Zuma, N Mr	Educational Foundation and Managemen

ACRONYMS

C = Core: Major modules

A = Ancillary: Supporting modules, additionally by choice but not in the curriculum

E = selective modules, flexible to choose

F= Fundamental

S = Substitutes: in the curriculum but if you do not see one, check another

P = Prerequisite, cannot proceed to one module should you not have one another

FT = Full time

PT = Part time

FED = Faculty of Education

NQFL = National Qualification Framework level

Cr=Credit

EMED = Code for Masters Programmes

EDED = Code for Doctoral Programmes

EBFPT= Foundation Phase Teaching

EBDIP1= Intermediate Phase Teaching (Language and MSTE)

EBDIP2 = Intermediate Phase Teaching (Language and Humanities)

EBDIS = Intermediate and Senior Phase programmes - Phasing out

EBDFT = FET programmes

EPGFT1 - PGCE(FET)

EPGSF2 = PGCE (SP&FET)

<u>NB:</u>

Colour coding, tables and shapes are for ease of reference where: -

Yellow Tables	=	PGCE Programmes
Blue Tables	=	New Programmes (EBFPT1. EBDIP1, EBDIP2)
Green Tables	=	FET Programmes
Light Digl		EDDIC Description of the size and
Light Pink	=	EBDIS Programmes –phasing out
RED TEXT	=	Emphasise programmes phasing out or to phase out
BLACK shape	=	No information or incomplete information
BLUE shape	=	Emphasise NO Modules during the period.
RED shape	=	Emphasise NO INTAKE
*		
WORD ART	=	Refers to modules offered by other faculties.



FACULTY BOARD

In terms of the stipulations of section 37(5) of the UNIZULU Statute each faculty shall have a faculty board constituted in accordance with the Rules. The function of the faculty board is to regulate the activities of the faculty in line with the Policies and Rules of the University.

Faculty Boards are co-responsible for the **quality**, **actuality** and **career-orientation** of learning programs and their content, training and tuition methods, research and innovation, and community service programs.

1. Composition

A Faculty Board is a subcommittee of the Senate.

2. Ex Officio members

Vice-Chancellor Deputy Vice Chancellors Registrar

3. <u>Full members</u>

- ✓ Dean
- ✓ Heads of departments of the faculty
- ✓ Full professors
- ✓ One additional representative of each department, which representatives shall be elected by departments. The departments could elect academic sectional heads as second representatives to the faculty board.
- ✓ Directors/General managers of institutes/centres of excellence/Centre's of service delivery
- √ Faculty Officer
- ✓ Faculty Research Officer
- √ Faculty Secretary
- ✓ Student representation consisting of one representative from the central SRC and one representative from the faculty" elected in terms of the rules of the SRC. If possible, both student representatives should be registered students from the faculty concerned.

4. <u>Associate members</u>

- ✓ One representative of the labor union, selected by the union from the staff members of the faculty concerned.
- ✓ Representatives of other faculties by invitation; with the principle of service subjects taken into account.
- ✓ A staff member of the Secretariat to act as secretary.
- ✓ A representative of the library.

✓ Co-opted persons without voting rights.

5. Chairperson

The dean of the faculty is ex officio the chairperson of the faculty board. The Associate Dean (If applicable) should act as chairperson of the faculty board in the absence of the dean. Should a faculty not have an Associate Dean, the faculty board should annually appoint, from its ranks, a deputy chairperson to act as chairperson in the absence of the dean.

6. QUORUM

Two-thirds of the faculty board members (with full membership) constitutes a quorum

7. MEETINGS

The secretary shall send each member an agenda, accompanied by the minutes of the previous meeting, at least five workdays before an ordinary meeting and at least two days before a special meeting of the faculty board. The agenda shall indicate the time of and the venue for the meeting and the matters to be discussed.

The agenda shall contain those matters to be handled internally, and the matters to be referred to the Senate.

8. <u>COMMITTEES OF FACULTY BOARDS</u>

The following committees shall be standing committees of the faculty board:

- √ Faculty Research Committee (FRC)
- ✓ Executive of Faculty Board

9. FUNCTIONS OF THE FACULTY BOARD

Please refer to the Terms of Reference for detailed functions of the Faculty Board.

FACULTY OF EDUCATION STRUCTURE

FACULTY OF EDUCATION

EXECUTIVE DEAN

DEPUTY DEAN
RESEARCH AND INTERNATIONALISATION

DEPUTY DEAN
TEACHING AND LEARNING

DEPARTMENTS

Early childhood Education

Educational Foundation and Management

Arts and Language Education

Educational Professional Practice

Mathematics, Science and Technology Education

Curriculum and Instructional Studies

Educational Psychology and **Special Education**

Social Science Education

ACADEMIC SUPPORT SERVICE

RESOURCE CENTRE

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FED 1 FACULTY RULES

FED 1.1. 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

E.g. Examination sub-minimum, module changes, communiqué on articulation from one qualification to another as well as across degree programs, School Experience or research in schools shall sign a Declaration of Professional Ethics for school experience and research in school's participants, Professional Code of conduct for student teachers, Code of Ethics of the South African Council of Educators (SACE).

For further details, this is the link to Faculty Specific Rules.

FED 2 WARNING AGAINST PLAGIARISM

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities).

FED 3 LANGUAGE MEDIUM

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

FED 4 ADMISSION REQUIREMENTS FOR UNDERGRADUATE PROGRAMMES

FED. 4.1 GENERAL ADMISSION REQUIREMENTS

Taking due understanding of the General Rules and Faculty rules as contained in the relevant yearbooks that determines a National Senior Certificate has been obtained and that the minimum requirements for admission to B-degree studies at a university in the RSA have been complied with, the University reserves the right to consider candidates' applications on the basis of their results.

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

Only applies to Grade 12 learners 2007 and before. The university uses the m-score (Matric score) rating system which awards points to 4 relevant matric subjects passed, according to the scale below. Please note that the minimum rating points depend on the programme. The university uses the (academic point score) APS-score rating system which awards points to 6 relevant national senior certificate (NSC) subjects. The results obtained in four prescribed (designated) and two NSC 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 on either the home or first additional language level. A student who wishes to follow any module in mathematics must have obtained a mark of at least 60% (level 5) in the grade 12 mathematics exam or at least 70% (level 6).

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

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

FED. 4.4 ADMISSION REQUIREMENTS FOR PROGRAMMES BACHELOR'S DEGREES – MAIN STREAMS

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

Bachelor of Education B. Ed (4 yrs.)					
Specialisation	Programme and Curriculum code	Required NSC Subjects Plus Selection Criteria	APS	Selection Test	
B. Ed in Foundation Phase Teaching	EBFPT1	Matric exemption with: - IsiZulu Home (HL) and English - USAf letter required for mature age applicants Preference will be given to applicants who rank this programme as 1st and 2nd choice.	26	No	
B. Ed Intermediate Phase Teaching: Language & MSTE	EBDIP1	Matric exemption with: - Languages: 4(50%) - Mathematics:50% (4) and - Physical Science: 40% (3) or vice versa USAf letter required for mature age applicants Preference will be given to applicants who rank this programme as 1st and 2nd choice.	26	No	

B.Ed. Inter. Phase Teaching:	EBDIP2	Matric exemption with:	26	No
Lang & humanities		 Languages,4 (50%) Geography, 4 (50%) History: 4 (50%) USAf letter required for mature age applicants Preference will be given to applicants who rank this programme as 1st 		
		and 2 nd choice.		

FED 5 FACULTY DEPARTMENTS

Names of Departments	Subject groups
Arts and Language Education	Languages
Curriculum and Instructional Studies	None
Early childhood Education	Languages
Educational Foundation and Management	None
Educational Professional Practice	Teaching Practice & Methods modules
Educational Psychology and Special Education	Life Orientation &Languages
Mathematics, Science and Technology Education	Mathematics & Science
Social Science Education	History, Geography & EMS

FED 6 QUALIFICATIONS

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

FED 6.1. BACHELOR OF EDUCATION PROGRAMMES OFFERED

Department	Qual. Code	Specialization in	Campus			
BACHELOR OF EDUCATION: Foundation and Intermediate Phase (New Curriculum)						
B. Ed in Foundation Phase Teaching	EBFPT1	Early Childhood	Main			
B. Ed in Intermediate Phase Teaching	EBDIP1	Language and MSTE	Main			
B. Ed in intermediate Phase Teaching	EBDIP2	Language and Humanities	Main			
BACHELOR OF EDUCATION : FET Band (Old Curricular)	ulum)					
Bachelor of Education: Further Education and Training	EBDFT1	Life Orientation and Language Education	Main			
Bachelor of Education: Further Education and Training	EBDFT2	History and Language	Main			
Bachelor of Education: Further Education and Training	EBDFT3	Geography and Language	Main			
Bachelor of Education: Further Education and Training	EBDFT4	Accounting, Business Economics and Economics	Main			
Bachelor of Education: Further Education and Training	EBDFT5	History and Geography	Main			
Bachelor of Education: Further Education and Training	EBDFT6	Computer Science and Mathematics	Main			
Bachelor of Education: Further Education and Training	EBDFT7	Physical Science and Mathematics	Main			
POST GRADUATE CERTIFICATE IN EDUCATION (New curriculum)						
Post Graduate Certificate in Education	EPGFT1	Further Education and Training (FET)	Main			
Post Graduate Certificate in Education	EPGSF2	Senior Phase and Further Education and Training (SP&FET)	Main			

FED 6.2. PROGRAMMES THAT ARE PHASING OUT AS OF 2018

Department	Qual. Code	Specialization in	Campus				
BACHELOR OF EDUCATION : Intermediate and Senior Phase (Old Curriculum – Phasing out)							
Intermediate and Senior Phases			1				
Bachelor of Education: Intermediate and Senior	EBDIS1	EMS and Language Education	Main				
Bachelor of Education: Intermediate and Senior	EBDIS2	EMS and Life Orientation	Main				
Bachelor of Education: Intermediate and Senior	EBDIS3	Mathematics, Science and Technology Education	Main				
Bachelor of Education: Intermediate and Senior	EBDIS4	Life orientation and Language Education	Main				
Bachelor of Education: Intermediate and Senior	EBDIS5	Social Sciences and Language	Main				
POST GRADUATE CERTIFICATE IN EDUCATION : Old Curriculum (Phased out)							
Post Graduate Certificate in Education	EPGCE1	Further Education and Training	Main				
Post Graduate Certificate in Education	EPGCE2	Intermediate and Senior Phase	Main				

FED 7 QUALIFICATIONS, PROGRAMMES AND CURRICULA

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

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

FED 8 QUALIFICATIONS OFFERED

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

FED 9 BACHELOR OF EDUCATION PROGRAMMES

New B.Ed. programmes (Foundation Phase. 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 specialised in the Foundation phase teaching or intermediate phase teaching. 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. Moreover, Faculty of Education is also offering FET programmes. The last intake for these FET programmes is 2019 and new programme in Senior Phase and FET will kick in 2020.

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

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

IMPORTANT: Please take note of this important information below.

CAMPUS: KwaDlangezwa

DELIVERY MODE: FULL TIME

Please further take note of recognised school teaching subjects.

The following are the designated school subjects

- ✓ English
- ✓ IsiZulu
- √ Economics
- ✓ Business Studies
- ✓ Agricultural Science
- √ Geography
- ✓ Life Sciences
- ✓ Afrikaans
- √ other recognized language
- ✓ Engineering graphics and design
- ✓ Manufacturing

- ✓ Mathematical Literacy
- ✓ SiSwati
- ✓ Accounting
- ✓ Life Orientation
- ✓ Religion Studies
- ✓ Visual Arts
- ✓ Information Technology

FED 10 4 YEAR FT BACHELORS DEGREES: FOUNDATION AND INTERMEDIATE PHASE

BACHELOR OF EDUCATION PROGRAMMES – 4 years						
Qualification and Specialisation	Old Qualification code (2 nd years)	New Qualification code (FTENS)	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 10.1. BACHELOR OF EDUCATION: FOUNDATION PHASE TEACHING – EBFPT1

FED.10.1.1. LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE REQUISITES.

	B. Ed in Foundation Phase Teaching : Early Childhood					
Old Module code (SENIOR)	New Module code (FTENS)	Descriptive name	Credits	NQFL	Pre/ Co requisite	
EEZU111	3EZU111	IsiZulu Home Language 1*	10	5	NONE	
EENG112	3ENG112	English FAL 1	10	6	NONE	
EELK111	3ELK111	Life Skills 1A*	10	5	NONE	
EELK112	3ELK112	Life Skills 1B*	10	6	NONE	
EEMA111	3EMA111	Basic Mathematics 1A*	10	5	NONE	
EEMA112	3MA112	Basic Mathematics 1B*	10	6	NONE	
EEDS111	3EDS111	Education Studies 1A: Child Development *	12	6	NONE	
EEPS112	3EPS112	Pedagogical Studies 1B: Classroom Management	12	5	NONE	
EECA100	3ECA100	Academic and Computer Literacy*	16	5	NONE	
EENG211	3ENG211	English FAL 2	10	6	EENG112 3ENG112	
EEZU212	3EZU212	IsiZulu Home Language 2	10	6	EEZU111 3EZU111	
EEGL211	3ELG211	Language Education (English FAL) 2A	10	6	NONE	
EEGL212	3ELG212	Language Education (isiZulu HL) 2B*	10	6	NONE	
EELK211	3ELK211	Life Skills 2A	10	6	NONE	
EELK212	3ELK212	Life Skills 2B	10	6	NONE	

EEMA211	3EMA211	Mathematics Education 2A*	12	6	EEMA111 3EMA111
EEMA212	3EMA212	Mathematics Education 2B	12	6	EEMA112 3MA112
EEPS211	3EPS211	Pedagogical Studies 2A: Curriculum Development	12	6	NONE
EEDS212	3EDS212	Education Studies 2B: Child Development	12	6	EEDS111 3EDS111
EECL200	3ECL200	Conversational Language Afrikaans	16	5	NONE
EENG311	3ENG311	English FAL 3	10	6	EENG211 3ENG211
EEZU312	3EZU312	IsiZulu Home Language 3	10	7	EEZU111 3EZU111
EEGL311	3ELG311	Language Education (English FAL) 3A	10	6	EEGL211 3EGL211
EEGL312	3ELG312	Language Education (isiZulu HL) 3B	12	6	EEGL212 3EGL212
EEDS311	3EDS311	Education Studies 3A: Child Development	12	6	EEDS212 3EDS212
EELK312	3ELK312	Life Skills Education 3B	10	6	NONE
EEMA300	3EMA300	Mathematics Education 3	24	7	EEMA211 3EMA211
EEZU400	3EZU400	IsiZulu Home Language 4	12	7	EEZU212 3EZU212 EEZU312 3EZU312
EENG400	3ENG400	English FAL 4	10	7	EENG311 3ENG311
EELK400	3ELK400	Life Skills Education 4 (Service Learning)	30	7	NONE
EEDS400	3EDS400	Education Studies: Educational Law and Systems	12	7	NONE
EEDS410	3EDS410	Education Studies: Sociology and Philosophy	12	7	NONE
EEDS420	3EDS420	Education Studies: History and Comparative Education	12	7	NONE
EETP100	3ETP100	School Experience (FP)1*	10	5	NONE
EETP200	3ETP200	School Experience 2 *	10	6	NONE

EETP300	3ETP300	School Experience 3	40	6	EETP200
					3ETP200
EETP400	3ETP400	School Experience 4	40	7	EETP300
					3ETP300

FED.10.1.2. Qualification Name: Bachelor of Education: Foundation Phase Teaching. Qualification Code: EBFPT1

Year Level 1				Year level 2				Year level 3				Year level 4			
First semes	ter			First semes	ter			First semes	ter	First semester					
Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary /Elective	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Electives	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Elective	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary / Elective	Sŧ
EEZU111	3EZU111	С	10	EENG211	3ENG211	С	10	EENG311	3ENG311	С	10				
EELK111	3ELK111	С	10	EEGL211	3ELG211	С	10	EEGL311	3ELG311	С	10				
EEMA111	3EMA111	С	10	EELK211	3ELK211	С	10	EEDS311	3EDS311	С	12				
EEDS111	3EDS111	С	12	EEMA211	3EMA211	С	12								
				EEPS211	3EPS211	С	12								
Total 1st semester			42	Total 1st semester			54	Total 1st semester			32	Total 1st semester			
Year Level 1	=			Year level 2				Year level 3				Year level 4			
Second sen	nester			Second sem	nester			Second sen				Second sen	nester		
Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary /Elective s	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Electives	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Electives	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary /Elective	G
EENG112	3ENG112	С	10	EEZU212	3EZU212	С	10	EEZU312	3EZU312	С	10			1	
EELK112	3ELK112	С	10	EEGL212	3ELG212	С	10	EEGL312	3ELG312	С	12				
EEMA112	3MA112	С	10	EELK212	3ELK212	С	10	EELK312	3ELK312	С	10				
EEPS112	3EPS112	С	12	EEMA212	3EMA212	С	12								
				EEDS212	3EDS212	С	12								
Total 2 nd semester			42	Total 2 nd semester			54	Total 2 nd semester			32	Total 2 nd semester			
						`	Year M					•			
Year Level 1		_	,	Year level 2			1	Year level 3			T	Year level 4	T		
EECA100	3ECA100	С	16	EECL200	3ECL200	С	16	EEMA300	3EMA300	С	24	EEZU400	3EZU400	С	12
EETP100	3ETP100	С	10	EETP200	3ETP200	С	10	EETP300	3ETP300	С	40	EENG400	3ENG40	С	10
												EELK400	3ELK400	С	30
												EEDS400	3EDS400	С	12
												EETP400	3ETP400	С	40
												EEDS410	3EDS410	С	10
												EEDS420	3EDS420	С	10
Total Year credit			26	Total Year credit			26	Total Year credit			64	Total Year credit			124
Overall Total year level 1			110	Overall Total year level 2			134	Overall Total year level 3			128	Overall Total year level 4			124
Total credits	s for the curr	iculum													496

FED.10.1.3. Module content and outcomes for foundation phase teaching – EBFPT1

FOUNDATION PHASE TEACHING -SEMESTER CO	DURSES			
Module code:- Semester 1:EZU111/3ZU111	NQF level: 5	Semester 2: EENG111/3ENG111	NQF level: 6	
Title: ISIZULU (HL) 1		Title: English (FAL) 1		
Content: IsiZulu word Class grammar IsiZulu linguistic skills (sentence analysis and sentence types, phrases and clauses in creative lisiZulu phonetics and phonology Note-taking and note-making in IsiZulu Speaking and oral presentation in IsiZulu Module outcomes: By the end of the module, students should be equipped competence to apply word class grammar to writted competence to apply word class grammar to spotence to apply isiZulu in various forms of in their future studies.	Content: Spoken English Written English. Dictionary usage. English morphemes. English language communication skills for academic language use. Module outcomes: By the end of the module, students should be equipped with: competence to communicate effectively and competently in English. Competence to use English language appropriately in a variety of contexts using both spoken and written forms.			
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed assignments, tests and an examination Module code:- Semester 1:EELK111/3ELK111	by means of NQF level: 5	Assessment modes: This modul means of assignments, tests and an Semester 2: EELK112/ 3ELK112	,	
Title: Life Skills 1A	1401 16761. 3	Title: Life Skills 1B	1401 16761. 0	
 Terminology related to Life Skills, moral development rights for the analysis and discussion of c Curricula that supports a culture of human democracy. The value of moral development as a theoretical human rights and value formation in learners in C A school health policy Signs, symptoms and effects of child abuse Procedure for reporting child abuse and supporting victims Module outcomes 	ase studies. n rights and framework for Grades R-3	 Key concepts in the nature and philosophy of science. Scientific literacy Classification of scientific knowledge. Science process skills Inquiry process Science concept development in children Technological literacy Technological problem solving and the application of the design process Module outcomes: 		
By the end of the module, students should be equipped an understanding self and interpersonal relations an understanding of the concept of human sintegral part of the total person which fin throughout the human life cycle. competencies related to eating and fitness for an lifestyle an understanding of the environmental threats to wellbeing of learners, families, schools and community. Method of delivery: Full Time Assessment modes: This module is assessed assignments, tests and an examination	hips exuality as an ds expression active healthy the health and nunities.	By the end of the module, students s with: competence to explain scientific literacy competence to apply science p scientific investigation competence to apply the desitechnological problem competence to explain how child concepts- Method of delivery: Full Time Assessment modes: This coursework/research which is asse examination	and technological process skills to a sign process to a dren learn scientific modules is	
Module code:- Semester 1: EEMA111/3EMA111	NQF level: 5	Semester 2: EEMA112/3EMA112	NQF level: 6	
Title: Basic Mathematics 1A		Title: Basic Mathematics 1B		

 Content: Mathematical operations using whole number, fradecimals and percentages. Fractions, decimals and percentages. Problem solving involving exponents. Module outcomes: By the end of the module, students should be equipped understanding of key concepts in number theory understanding and competence to convers fractions, decimals, ratio and percentages. Understanding and competence to apply the laws 	ed with: - ions between	 Content: Problem solving using geometric properties Geometric constructions to complete simple proofs Geometrical reasoning skills and argumentation Construction of geometric diagrams from familiar and unfamiliar contexts Module outcomes: By the end of the module, students should be equipped with: - problem solving skills using properties of geometry geometric reasoning from diagrams use diagrams as an aid to writing rigorous proofs ability to visualize geometric problems and represent them accurately in familiar and
		unfamiliar contexts
Method of delivery: Full Time		Method of delivery: Full Time
Assessment modes: This module is assessed assignments, tests and an examination	by means of	Assessment modes : This module is assessed by means of assignments, tests and an examination
Module code:- Semester 1: EEDS111/ 3EDS111	NQF level: 5	Semester 2: EEPS112/3EPS112 NQF level: 6
Title: Education Studies 1A: Child Development	1141 101011 0	Title: Pedagogical Studies 1B: Classroom Management
Content:		Content:
Domains of child development Physical developmental stages Importance of play		 Managing discipline in the Foundation Phase. Managing health, safety and equipment in Foundation Phase classrooms. Managing the classroom environment for learner participation. Classroom administration. Developing own classroom management plan and tasks. Education law and the provisions regulating classroom management and administration.
 Module outcomes: By the end of the module, students should be equipped. knowledge of the different domains of child developed. an understanding of the physical development state which activities are appropriate for each stage. an understanding of theories of child development developmental milestones. 	opment ages and know	Module outcomes: By the end of the module, students should be equipped with: an understanding of general classroom management and administration issues and techniques an understanding of how these issues and techniques apply to the Foundation Phase classroom
Method of delivery: Full Time		Method of delivery: Full Time
Assessment modes: This module is assessed assignments, tests and an examination		Assessment modes: This module is assessed by means of assignments, tests and an examination
Module code:- Semester 1: EENG211/3ENG211 Title: English (FAL) 2	NQF level: 6	Semester 2: EEZU212/3EZU212 NQF level: 6 Title: IsiZulu (HL) 2
Content: English sentence structure and its analysis Varieties of English. Functional language for different communication Graphical representation of English sentences (T		Content: IsiZulu sentence structure and its analysis Varieties of IsiZulu. Functional language for communication in IsiZulu Graphical representation of IsiZulu sentences (Tree Diagram) Module outcomes:
By the end of the module, students should be equipped competence to identify, construct and use diffusentences depending on structure competence to analyse English sentences to identify and purpose.	ferent English	By the end of the module, students should be equipped with: • competence to communicate effectively in written isiZulu

		 competence to communicate effectively in spoken isiZulu understanding of structure and analysis of isiZulu. 		
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed by m	Assessment modes: This module is assessed by			
assignments, tests and an examination Module code:- Semester 1: EEGL211/3EGL211	NQF level: 6	means of assignments, tests and an examination Semester 2: EEGL212/ 3EGL212 NQF level: 6		
Title: Language Education (English FAL) 2A	NGI IEVEI. U	Title: Language Education (IsiZulu HL) 2		
Content: Second Language Acquisition Theories Teaching and learning aids for foundation phase listening and speaking in English as a second lar Incorporation of play in the teaching of literacy. Environmental and biological influences on languate Plan, teach and assess English as a second lar Foundation Phase focussing on literacy skills	Content: First Language Acquisition Theories Teaching and learning aids for listening and speaking in IsiZulu in the foundation phase Play in the teaching of listening and speaking IsiZulu as a home language Environmental and biological influences on IsiZulu language acquisition.			
Module outcomes: By the end of the module, students should be equipp competence to plan, teach, assess and develop re teaching of listening and speaking of English. competence to identify learners with barriers to speaking of English and plan appropriate interver. competence to apply a play-based approach of listening and speaking.	esources for the o listening and nation strategies.	 Plan, teach and assess IsiZulu listening and speaking Module outcomes: By the end of the module, students should be equipped with competence to plan, teach, assess and develop resources for the teaching of listening and speaking of IsiZulu. competence to identify learners with barriers to listening and speaking in IsiZulu competence to plan appropriate intervention strategies for learners with barriers to listening and speaking in IsiZulu. Competence to apply a play-based approach to the teaching of listening and speaking in isiZulu:- 		
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed assignments, tests and an examination		Assessment modes: This module is assessed by means of assignments, tests and an examination		
Module code:- Semester 1:EELK211/ 3ELK211 Title: Life Skills 2A	NQF level: 6	Semester 2: EELK212/3ELK212 NQF level: 6 Title: Life Skills 2B		
Content: Theoretical aspects of the development of aesthetic appreciation Barriers to the development of creativity in young Design principles in visual art Developing singing activities for the Foundation F Playing a selection of instruments suitable for phase Listening to, analysing and describing music Movement elements and skills in creative movem Writing scripts for drama activities for foundation Theoretical understanding of acting for four learners	p learners Phase. the foundation nent activities phase learners	Content: • Major events in South African history • Physical geography, particularly soil formation, the solar system, the water cycle, the atmosphere • Concepts related to Ecosystems • Environmental issues (pollution, global warming, waste management, deforestation, desertification, biodiversity and extinction). • Current issues debated at the earth summits		
 Module outcomes: By the end of the module, students should be equipp understanding theoretical aspects of creativity ar visual arts, music, dance and drama for young le competence to recognise barriers to the d creativity in young learners competence to assess and evaluate their own an arts, music, dance and drama performances:- 	Module outcomes: 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	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:- Semester 1: EEMA211/3EMA211 NQF level: 6	Semester 2: EEMA212/3EMA212 NQF level: 6
Title: Mathematics Education 2A	Title: Mathematics Education 2B
 Theories on emergent numeracy. Theories of and approaches to teaching Mathematics. Teaching and learning Mathematics through play. Ethno-mathematics in various cultures. Barriers to the effective teaching and learning of Mathematics Resources development related to theme planning in mathematics 	curriculum.
Module outcomes:	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
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessed by means of assignments, tests and an examination	means of assignments, tests and an examination
Module code:- Semester 1: EEPS211/ 3EPS211 NQF level: 6	Semester 2: EEDS212/ 3EDS212 NQF level: 6
Title: Pedagogical Studies 2A: Curriculum Development	Title: Education Studies 2B: Child development
 Content: Theories of curriculum development Levels of curriculum development Principles underpinning curriculum design for the foundation phase 	 Content: Application of cognitive development theory to a teaching environment Application of recent theories of how children learn to teaching in the foundation phase. Application of how knowledge about development and learning of language should reflect in teaching of the foundation phase Application of knowledge on how the development and learning of mathematical concepts should reflect in the teaching of foundation phase Different kinds of barriers to learning and how to support a learner in the foundation phase classroom
 Module outcomes: By the end of the module, students should be equipped with: understanding and application of theories of curriculum development in the teaching of Foundation Phase learners the ability to distinguish between conventional, progressive, and liberation/ critical theory and use these theories accordingly 	 Module outcomes: By the end of the module, students should be equipped with: Competence to explain the principles of cognitive development during childhood knowledge of development in children's thinking

 understanding, recognising and evaluating levels of codevelopment understanding and adhering to principles under curriculum design for foundation phase education Method of delivery: Full Time	urriculum	 an understanding of language development fro birth through childhood. An understanding of literacy development from bir through childhood Competence to recognize signs of development delays or impairments in children. Method of delivery: Full Time 		
Assessment modes: This module is assessed by n	maana of	Assessment modes: This module	o is seeseed by	
assignments, tests and an examination	ileans of	means of assignments, tests and an e		
Module code:- Semester 1: EENG311/3ENG311 NQF	level: 6	Semester 2: EEZU312/3EZU312	NQF level: 7	
Title: English (English FAL)3A		Title: IsiZulu HL 3B		
Differences between genres of modern literature. Differences between genres of traditional literature visual literacy and dialogue	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	Module outcomes: 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		Method of delivery: Full Time		
Assessment modes: This module is assessed by massignments, tests and examination		Assessment modes: This module is as of assignments, tests and examinatio Semester 2: EEL312/ 3ELG312	-	
Module code:- Semester 1: EEGL311/3EGL311 NQF	level: 6	Semester / FFI 31/1 3FI (331/	I NOF level, b	
Title: Language Education (English FAL) 3A		Title: Language Education 3B (isiZ		
Title: Language Education (English FAL) 3A Content: Identify children's literature and use them for the of literacy • Materials for the teaching of literacy in the foundation phase. • Use resources for the teaching of literacy in the foundation phase.	teaching		ature genres f modern and ng children.	
Content: Identify children's literature and use them for the of literacy Materials for the teaching of literacy in the foundation phase. Use resources for the teaching of literacy in the foundation phase. Module outcomes: By the end of the module, students should be equipped with Competence in Identify and use appropriate of literature for the teaching Competence in develop materials for the teaching of focussing on reading and writing. Competence in Prepare resources for teaching, assessing and for the development of resources	teaching ation h: - children's'	Title: Language Education 3B (isiZ Content:	ature genres f modern and ng children. modern literature hould be equipped ern and traditional ern and traditional	
Content: Identify children's literature and use them for the of literacy • Materials for the teaching of literacy in the foundation phase. • Use resources for the teaching of literacy in the foundation phase. Module outcomes: By the end of the module, students should be equipped with equipped in Identify and use appropriate of literature for the teaching equipped iterature for the teaching equipped iterature for the teaching equipped in Competence in develop materials for the teaching equipped in Prepare resources for teaching, assessing and for the development of resources Method of delivery: Full Time	teaching ht: - children's' of literacy, planning,	Title: Language Education 3B (isiZ Content:	ature genres f modern and ng children. modern literature hould be equipped ern and traditional ern and traditional nd assessment of	
Content: Identify children's literature and use them for the of literacy Materials for the teaching of literacy in the foundation phase. Use resources for the teaching of literacy in the foundation phase. Module outcomes: By the end of the module, students should be equipped with Competence in Identify and use appropriate of literature for the teaching Competence in develop materials for the teaching of focussing on reading and writing. Competence in Prepare resources for teaching, assessing and for the development of resources Method of delivery: Full Time Assessment modes: This module is assessed by massignments, tests and examination	teaching ation h: - children's' of literacy, planning,	Title: Language Education 3B (isiZ Content:	ature genres f modern and ng children. modern literature hould be equipped ern and traditional ern and traditional and assessment of	
Content: Identify children's literature and use them for the of literacy • Materials for the teaching of literacy in the foundation phase. • Use resources for the teaching of literacy in the foundation phase. Module outcomes: By the end of the module, students should be equipped with equipped of literature for the teaching of literature for the teaching equipped with focusing on reading and writing. • Competence in develop materials for the teaching of focusing on reading and writing. • Competence in Prepare resources for teaching, assessing and for the development of resources Method of delivery: Full Time Assessment modes: This module is assessed by massignments, tests and examination Module code:- Semester 1: EEDS311/3EDS311 NQF	teaching ht: - children's' of literacy, planning,	Title: Language Education 3B (isiZ Content:	ature genres f modern and ng children. modern literature hould be equipped ern and traditional ern and traditional and assessment of	
Content: Identify children's literature and use them for the of literacy • Materials for the teaching of literacy in the foundation phase. • Use resources for the teaching of literacy in the foundation phase. Module outcomes: By the end of the module, students should be equipped with equipped of literature for the teaching of literature for the teaching equipped with focusing on reading and writing. • Competence in develop materials for the teaching of focusing on reading and writing. • Competence in Prepare resources for teaching, assessing and for the development of resources Method of delivery: Full Time Assessment modes: This module is assessed by massignments, tests and examination Module code:- Semester 1: EEDS311/3EDS311 NQF	teaching ation h: - children's' of literacy, planning,	Title: Language Education 3B (isiZ Content:	ature genres f modern and ng children. modern literature hould be equipped ern and traditional ern and traditional and assessment of	
Content: Identify children's literature and use them for the of literacy • Materials for the teaching of literacy in the foundation phase. • Use resources for the teaching of literacy in the foundation phase. Module outcomes: By the end of the module, students should be equipped with equipped of literature for the teaching of literature for the teaching equipped with focusing on reading and writing. • Competence in develop materials for the teaching of focusing on reading and writing. • Competence in Prepare resources for teaching, assessing and for the development of resources Method of delivery: Full Time Assessment modes: This module is assessed by massignments, tests and examination Module code:- Semester 1: EEDS311/3EDS311 NQF	teaching ation h: - children's' of literacy, planning,	Title: Language Education 3B (isiZ Content:	ature genres f modern and ng children. modern literature hould be equipped ern and traditional ern and traditional and assessment of ssessed by means n NQF level: 6	

Competence in the emotional development of young children	By the end of the module, students should be equipped
Competence in understanding moral development in young children.	with: Competence to understand the key concepts and
 Competence in understanding social development in young children. Competence in developing skills to foster child-parent relationships. 	 skills Competence to understand the role of indoor and outdoor activities Competence to develop specific motor skills
Method of delivery: Full Time	Method of delivery: Full Time
Assessment modes: This module is assessed by means of assignments, tests and examination	Assessment modes: This module is assessed by means of assignments, tests and examination

FED.10.1.4. MODULE CONTENT AND OUTCOMES FOR FOUNDATION PHASE TEACHING – EBFPT1

FOUNDATION PHASE TEACHING – YEAR COURSES						
Module code:-	Year Level 1: EECA100/3ECA100	NQF level: 5				
Title: Academic a	nd Computer Literacy					
Content:						
 The role of 	language in learning and teaching					
 Academic v 	rocabulary					
 Skills and s 	trategies to read selectively					
 Plagiarism 						
 Word proce 	ssing skills needed for the writing process					
Referencing	g skills					
 Developing 	a presentation					
	ets 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

Module outcomes:

By the 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 teaching resources and collect information
- skills needed to use computers in childhood education (5-9 year olds) classes

Method of delivery: Full Time

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

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

Title: Conversational Language Afrikaans

Content:

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

Module outcomes:

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

- knowledge of basic Afrikaans vocabulary
- basic conversation in Afrikaans

Method of delivery: Full Time

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

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

Title: Mathematics Education 3

Content:

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

Module outcomes:

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

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

Method of delivery: Full Time

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

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

Title: IsiZulu HL 4

Content:

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

Module outcomes:

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

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

Method of delivery: Full Time

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

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

Title: English FAL 4

Content:

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

Module outcomes:

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

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

Method of delivery: Full Time

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

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

Title: Life Skills Education 4 (Service Learning)

Content:

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

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

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

Module code:- Year Level 4: EEDS400/3EDS400

NQF level: 7

Title: Educational Law and Systems

Content:

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

Module outcomes:

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

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

Method of delivery: Full Time

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

Module code:- Year Level 4: EDS410/3EDS410

NQF level: 7

Title: Education Studies: Sociology and Philosophy

Content:

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

Module outcomes:

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

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

Method of delivery: Full Time

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

Module code:- Year Level 4: EDS420/3EDS420

NQF level: 7

Title: Education Studies: History and Comparative Education

Content:

- History of Education in South African
- International education systems

Module outcomes:

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

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

Method of delivery: Full Time

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

FED.10.1.5. TEACHING PRACTICE MODULE CONTENT AND OUTCOME (EBFPT1)

FOUNDATION PHASE TEACHING PRACTICE - YEAR COURSES

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

Title: School Experience 1

Content: In the context of a grade R classroom

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

Module outcomes:

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

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

Method of delivery: Full Time

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

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

Title: School Experience 2

Content:

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

Module outcomes:

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

- Competence to apply theoretical knowledge to teaching Grade R-3
- Competence to execute teaching, learning and assessment as practically skilled student teachers
- microteaching skills
- skills to engage with workplace mentors and learners
- competence to analyze and reflect on practical work based assignments, assessment tasks and activities in the prescribed observation journal -

Method of delivery: Full Time

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

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

Title: School Experience3

Content:

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

Module outcomes:

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

Competence in integrating the teaching of Life Skills, Literacy and Mathematics

- Competence in identifying learners with learning difficulties
- Competence in assessing the learning area and context
- Competence pf educational technologies for teaching and learning ICT, instructional media

Method of delivery: Full Time

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

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

Title: School Experience

On successful completion, students will:

- Plan and prepare a good integrated subject based daily lesson plans
- Teaching and learning resources for effective facilitation and mediation of learning
- Presentations to peers through role play
- Competence in valuing others, listen to their wants and needs and empathize or identify with different cultures
- Competence in undertaking case study
- Competence in completing the student teacher's diary
- Competence in completing the prescribed teaching
- Competence on service learning and other related specialized tasks
- Competence in presenting their thoughts and experiences of their teaching weeks orally

Method of delivery: Full Time

- Campus based: Application of the seven roles of the educator through lesson presentation to peers
- Engaging learners in extra-curricular activities
- The how of 'community engagement in school issues'
- Practical application of teachers' code of ethics as enshrined in SACE-role plays
- Professionalism and Teacher Unions

FED 10.2. BACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING – EBDIP1 FED.10.2.1 LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE REQUISITES.

	B. Ed in Intermediate Phase Teaching : Language and MSTE					
Old Module code (SENIOR)	New Module code (FTENS)	Descriptive name	Credits	NQFL	Pre/Co requisite	
ELZL111	3LZL111	IsiZulu Language 1A (IP)	8	5	NONE	
ELZL112	3LZL112	IsiZulu Language 1B	8	6	NONE	
ELEL111	3LEL111	English Language 1A (IP)	8	5	NONE	
ELEL112	3LEL112	English Language 1B	8	6	NONE	
ESMT111	3SMA111	Mathematics 121A (IP)	8	5	NONE	
ESMT112	3SMA112	Mathematics 1B	8	6	NONE	
ESNT111	3SNT111	Natural Science & Technology 1A (IP)	8	5	NONE	
ESNT112	3SNT112	Natural Science & Technology 1B	8	6	NONE	
EDST111	3DST111	Education Studies 1A	12	5	NONE	
EDST112	3DST112	Education Studies 1B	12	6	NONE	
EGEP111	3GEP111	General Pedagogy 1A	12	5	NONE	
EGEP112	3GEP112	General Pedagogy 1B	12	6	NONE	

EDSL100	3DSL100	Academic skills for educators	16	5	NONE
ELZL211	3LZL211	IsiZulu Language 2A	8	6	3LZL111 3LZL112
ELZL212	3LZL212	IsiZulu Language 2A	8	6	3LZL111 3LZL112
ELEL211	3LEL211	English Language 2A	8	6	3LEL111 3LEL112
ELEL212	3LEL212	English Language 2A	8	6	3LEL111
ESMT211	3SMT211	Mathematics 2A	8	6	3SMT111 3SMT112
ESMT212	3SMT212	Mathematics 2B	8	6	3SMT111 3SMT112
ESNT211	3SNT211	Natural Science & Technology 2A	8	6	3SNT111 3SNT112
ESNT212	3SNT212	Natural Science & Technology 2B	8	6	3SNT111 3SNT112
EEBS211	3EBS211	Basic Social Science and Life Skills	8	5	NONE
EEBE211	3EBE212	Basic EMS	8	5	NONE
EDST211	3DST211	Education Studies 2A	12	7	NONE
EDST212	3DST212	Education Studies 2B	12	7	NONE
EGEP211	3GEP211	General Pedagogy 2A	12	6	NONE
EGEP212	3GEP212	General Pedagogy 2B	12	6	NONE
ELZL311	3LZL311	IsiZulu Language Education 3A	8	6	3LZL111 3LZL112 3LZL212
ELZL312	3LZL312	IsiZulu Language Education 3B	8	6	3LZL111 3LZL112 3LZL212
ELEL311	3LEL311	English Language Education 3A	8	6	3LEL111 3LEL112 3LEL212
ELEL312	3LEL312	English Language Education 3B	8	6	3LEL112 3LEL212
ESMT311	3SMT311	Mathematics Education 3A	8	6	3SMT111 3SMT112 3SMT212
ESMT312	3SMT312	Mathematics Education 3B	8	6	3SMT111 3SMT112 3SMT212
ESNT311	3SNT311	Natural Science & Technology Education 3A	8	6	3SNT111 3SNT112

ESNT312	3SNT312	Natural Science & Technology Education 3B	8	6	3SNT111 3SNT112 3SNT212
EDST311	3DST311	Education Studies 3A	12	7	NONE
EDST312	3DST312	Education Studies 3B	12	7	NONE
ELZL400	3LZL400	IsiZulu Language Education 4	16	7	3LZL311
ELEL400	3LEL400	English Language Education 4	16	7	3LEL311
ESMT400	3SMA400	Mathematics Education 4	16	7	3SMT311
ESNT400	3SNT400	Natural Science & Technology Education 4	16	7	3SNT311
ELCL400	3LCL400	Conversational Language for Teachers	8	5	NONE
EPTE100	3PTE100	Teaching Practice 1	8	5	NONE
EPTE200	3PTE200	Teaching Practice 2	16	6	NONE
EPTE300	3PTE300	Teaching Practice 3	24	6	NONE
EPTE400	3PTE400	Teaching Practice 4	48	7	NONE

FED.10.2.2 Qualification Name: Bachelor of Education: Intermediate Phase Teaching (Language and MSTE). Qualification Code: EBDIP1

Year Level 1				Year level 2				Year level 3				Year level 4			
First semeste				First semeste				First semest				First semeste			A
Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Elective	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Electives	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Elective	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Elective	Sr.
ELZL111	3LZL111		08	ELZL211	3LZL211		80	ELZL311	3LZL311		08				
ELEL111	3LEL111		08	ELEL211	3LEL211		08	ELEL311	3LEL311		08				
ESMT111	3SMA111		08	ESMT211	3SMA211		08	ESMT311	3SMA311		08				
ESNT111	3SNT111		08	ESNT211	3SNT211		08	ESNT311	3SNT311		08				
EDST111	3DST111		12	EEBS211	3EBS211		08	EDST311	3DST311		12				
EGEP111	3GEP111		12	EDST211	3DST211		12								
				EGEP211	3GEP211		12								
Total 1st semester			56	Total 1st semester			64	Total 1st semester			44	Total 1st semester			
Year Level 1				Year level 2				Year level 3				Year level 4			
Second seme	ester			Second seme	ester			Second sem	ester			Second sem	ester		
Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Electives	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Electives	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Electives	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Electives	Cr
ELZL112	3LZL112	C	08	ELZL212	3LZL212	Licotives	08	ELZL312	3LZL312	Licotives	08	(OZINION)	(1 12110)	Licotares	
ELEL112	3LEL112	С	08	ELEL212	3LEL212		08	ELEL312	3LEL312		08				
ESMT112	3SMT112	С	08	ESMT212	3SMT212		08	ESMT312	3SMT312		08				
ESNT112	3SNT112	С	08	ESNT212	3SNT212		08	ESNT312	3SNT312		08				
EGEP112	3GEP112	С	12	EDST212	3DST212		12								
				EGEP212	3GEP212		12								
Total 2 nd			44	Total 2 nd			56	Total 2 nd			32	Total 2 nd			
semester				semester				semester				semester			
							Year	Modules							
Year Level 1 EDSL100	3DSL100	T	00	Year level 2 EPTE200	3PTE200	ı	16	Year level 3 EPTE300	3PTE300	T	24	Year level 4 ELZL400	3LZL400	T	16
			08	EPTE200	3P1E200		16	EPTE300	3P1E300		24				16
EPTE100	3PTE100		08									ELEL400	3LEL400		16
												ESMT400	3SMA400		16
												ESNT400	3SNT400		16
												ELCL400	3LCL400		08
- (13)			15	T (1) (45	T (Y				EPTE400	3PTE400		48
Total Year credit			16	Total Year credit			16	Total Year credit			24	Total Year credit			120
Overall Total year			116	Overall Total year			136	Overall Total year			100	Overall Total year			124
level 1	to for the co	wie ulture		level 2				level 3				level 4			470
i otal cred	its for the cu	rriculum													476

FED.10.2.3 MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – EBDIP1

INTERMEDIATE P	HASE TEACHING (LANGUAG	E AND MSTE) - S	SEMESTER COURSES
Module code:-	Semester 1: ELZL111/3LZL111	NQF level: 5	Semester 2: ELZL112/3LZL112 NQF level: 6
Title: IsiZulu Lanç	guage 1A (IP)		Title: IsiZulu Language 1B
Content: Phonetics. Phonology. Morphology. Lexicology. Semantics. Semiotics.	y.		Literary theories and criticism of prose, drama and media texts. Literary analysis of prose, drama and media texts. Creation of prose, drama and media texts.
Demonstra Language IApply isiZu	nodule, students should be able t te basic understanding of IsiZulu inguistics. Iu Home Language linguistic skil	Home	 Module outcomes: By the end of the module, students should be able to: Demonstrate integrative understanding of literary theories and the criticism of prose, drama and media. Critically analyse and interpret prose, drama and media texts. Create and evaluate meaningful literary and media texts.
Method of delivery	y: Full Time		Method of delivery: Full Time
examinationForm assessment 50%		NQF level: 5	Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50% Semester 2: ELEL112/3LEL112 NQF level: 6
Title: English Lang	guage 1A (IP)		Title: English Language 1B
 Introduction 	categories: (verbal and non-verb n to linguistic concepts. n to discourse competence.	al language).	Differentiate between various genres. Demonstrate the skills needed to analyse various genres. Analyse, interpret and design various non-literary texts.
 Demonstra categories. Demonstra language a Demonstra applying lai skills in var 	nodule, students should be able t te knowledge and understanding	of language tific study of cation. mpetence by nd analytical	Module outcomes: By the end of the module, students should be able to: Text genres: Literary and Non- literary texts. Analysing literature genres. Analysis of non-literary texts: written and/or visual Analysis of literary texts.
Method of delivery	y: Full Time		Method of delivery: Full Time
is assessed by m	es: This modules is coursework eans of examination Formation eassessment 50%	ve assessments	Assessment modes: This modules is coursework/research which is assessed by means of

			examination Formative assessments 50% and summative assessment 50%
Module code:-	Semester 1: ESMT111/3SMA111	NQF level: 5	Semester 2: ESMT112/3SMA112 NQF level:6
	natics 1A (Algebra)		Title: Mathematics 1A (Figures and Shapes)
factorizing, con Triangle, binomi division, synthe fractions, Model of logarithms, so modelling logar Substitution, Elii basic operation equations using properties of al Inequalities: rep Exponential fur equations, mod polynomial equa a limit, Limits of First principle, I (tangents and i principle	mes: To broaden the students' momial: simplifying expressions in pleting the square, quadratic fall theorem, remainder theorem, factoric division, real zeros of a poling with polynomials. Logarithms: polying logarithmic equations, simplifithms. Systems of equations in mination, Graphical methods. Matrices, applications of matrices, applications of matrices, posolute values; solving absolute values; solving absolute values; solving absolute values; laws of exponent, solving. Complex numbers: basic opations. Calculus (rational functions of rational functions and piecewise data functions. Permutation and combinations.) The mesting in the students of the students o	ormula, Pascal's tor theorem, long lynomial, partial Properties, laws fying logarithms, two variables: ces (2by2 only): g simultaneous Absolute value: value equations. ving inequalities. ing exponential peration, solving only): definition of efined functions, on of derivatives ations, counting	Content: Linear programing: Graphing linear inequalities, Setting up constraints, Implicit constraints, Optimisation using search line, Non-integral and disallowed solutions, Analytic geometry: Gradients, Intercepts and equation of a straight line, Distance formula, Coordinates of midpoints, Parallel lines and perpendicular lines, Angle of inclination, Angle between two straight lines, Equation of a circle with centre at (a; b), Tangents to a circle and normal lines, Proportional division of a line, locus, Applications, Polygons: Types polygons, Properties and types of parallelograms, quadrilaterals and triangles, angle sum of interior angles of a polygon, sum of exterior angles of a polygon. Trigonometric functions of real numbers: Pythagoras theorem; Pythagoras theorem; right angled triangles, basic trigonometric functions and their inverses, reciprocal identities, Pythagorean identities, Sine or cosine of supplementary angles, Applications, Derivation of sine formula, Area of a triangle [derivation of formula], Derivation of cosine formula, Unit circle, Special triangles and special angles, Evaluating trigonometric functions at any angle [CAST rule, co-functions, reduction formulae], Simplifying trigonometric expressions, Compound angles, double-angles, half-angles, Product-to-sum formulae, Trigonometric equations, Sketching trigonometric functions: Stretching and shrinking trig. Functions Shifting trigonometric functions; De moirve's theorem. Ratio and proportion: Proportionality [theorem and it's converse], Similarity [rectilinear figures], Similar triangle and Similar polygons. Euclidean geometry: Angles on the same segment, Angle in a semicircle, Angles in equal segments and radius, Tangents from a common point to the same circle, Tan-chord theorem / alternate segment theorem, Angle at the centre of a circle. Calculus: Limits of trigonometric functions, First principle on trig. functions, Rule of differentiation on trig. functions, applications (equations of tangent and normal lines). Polar coordinates a
understanding of	of mathematical concepts and skill and the work place.		To broaden the students' knowledge and understanding of mathematical concepts and skills
Method of deliv	verv: Full Time		necessary for future learning and the work place. Method of delivery: Full Time
	odes: This module is assessed by	means of	Assessment modes: Assessment in this module will
			consist of Continuous Assessment (CASS) and Summative assessment (Examination)at the end of

Module	Semester	1: NQF level: 5	the semester. CASS will contribute examination will contribute 50% to t 100%. CASS will consist of three tests and/o tests will contribute equally to you Examination (100 marks) will comprilearnt. All the assessments in this Multiple Choice. Semester 2: ESNT112/3SNT112	he final mark of r quizzes. These our CASS. The se of everything
code:-	ESNT111/3SNT111			
Title: Natural S	cience & Technology 1A		Title: Natural Science & Technolog	y 1B
2) The heat tra 3) Thermodyna 4) Matter 5) Periodic tab 6) Atomic struc 7) Electron cor 8) The Solar sy 9) Moons and sy Module outcom By the end of the identify and topics cover demonstrate through the demonstrate	emics le cture ofiguration ystem smaller solar system bodies nes: e module, students should be ab apply concepts in different conte	exts across all solving skills s. manipulative,	Content: 1) Waves, sound and light 2) Geometrical optics 3) Electricity and magnetism 4) Intermolecular forces 5) Acids and bases 6) Electrochemistry 7) Organic chemistry Module outcomes: By the end of the module, stude equipped with: - demonstrate critical reasoning an solving skills through the applicat concepts. - demonstrate proficiency in the late manipulative, planning, data prococommunication skills - identify and apply concepts in differences all topics covered	d problem ion of chemical poratory in essing and data
Method of deliv	very: Full Time		Method of delivery: Full Time	
assessed by me SUMMATIVE: Test 1 Test 2 Test 3 Practs Total	Formal end of Module Exam	50 15 15 10 10 10	Assessment modes: This coursework/research which is assess SUMMATIVE: Formal end of Module Exam CASS: Test 1 Test 2 Total	25 25 100
Module code:-	Semester EDST111/2DST111	1: NQF level: 5	Semester 2: EDST112/3DST112	NQF level: 6
Title: Educatio			Title: Education Studies 1B	
 Institution Enlighte Ethics and value The nation the evalue 	of education gical understanding of education onal understanding of education enment period of understanding ealues in education ature of ethical thinking, concept aluation of arguments ty, etiquette and law	education	Content 1. Sociological Theories in Education • Functionalism • Conflict theory • Symbolic Interactionism 2. Sociology of Education in school processed in Ecology of the school • The role of the school in socions.	

Cultural rela	ativism		•	Culture	
 Morality and 	d religion		•	Race	
 Personal re 	elativism and existentialism		•	Gender	
 Utilitarianisi 	m		•	Socialisation	
 Moral Right 	ts		•	Stratification	
			•	Norms and Values	
History of education	on		•	Status and role	
 History of ed 	ucation		4.Citizer	nship education	
 Historiograph 	ny of South African education			Ancient and modern concepts	of citizenship
	economic, social and political tr	ends on		History of South African citizen	
education	•			Future of citizenship educa	•
				African schools	
4: Education provisio	ning during the period of Nation	nal Party rule	Module	outcomes:	
 Christian Nat 	tional Education		On succ	essful completion of the modul	e, students
 Bantu Educa 	ition Act of 1953			be able to	,
 Separate edu 	ucation for whites, Indians, blac	cks and	•	Demonstrate a knowledge and	
coloureds				understanding of sociological t	heories of
 Resistance to 	o Bantu Education			education.	
 June 1976 S 	oweto uprisings		•	Demonstrate an understanding	g of the
 The De Lang 	ge Commission			sociology of education in school	ol practice.
 People's edu 	ıcation		•	Demonstrate an understanding	of diversity in
				education.	
5: Post – apartheid e	ducation		•	Demonstrate an understanding	of the trends
 Single nation 	nal education department			in citizenship education.	
	a new educational dispensation			analyse the relationship betw	
	, desegregation, equal education	onal	and soc	iety to make informed decision	S.
opportunities)					
	ased education				
	riculum statement				
 Curriculum a Method of delivery: 	and assessment policy statemer	nt.	Method	of delivery: Full Time	
-	s: This module is assessed	d by means of		ment modes: This module is	assessed by
assignments	3. Timo inicadio 10 accessos	-		of assignments	
	mester 1: EP111/3GEP111	NQF level: 5	Semest	er 2: EGEP112/3GEP112	NQF level: 6
Title: General Peda			Title: G	eneral Pedagogy 1B	
	gogy IA		Title. G	elleral Fedagogy 15	
Content:			_		
45 1 4 1 41 4 4			Conten		
	aching and learning processes		1) Intro	oduction to teaching as a profes	ssion
 Curriculum 	aching and learning processes		1) Intro – Defi	oduction to teaching as a profes nition of educational terms	
CurriculumContent	aching and learning processes		1) Intro – Defi – Cha	oduction to teaching as a profes nition of educational terms racteristics of teaching as a pro	ofession
CurriculumContentContext	aching and learning processes		1) Intro – Defi – Cha 2) Prof	oduction to teaching as a profest nition of educational terms racteristics of teaching as a professional development of education	ofession
CurriculumContentContextTeaching	aching and learning processes		1) Intro - Defi - Cha 2) Prof - Staf	oduction to teaching as a profest nition of educational terms racteristics of teaching as a pro- ressional development of educated finduction	ofession ators
CurriculumContentContextTeachingLearning			1) Intro Defi Cha 2) Prof Staf Prof	oduction to teaching as a profest nition of educational terms racteristics of teaching as a professional development of educate f induction ressional development (journal)	ofession ators
 Curriculum Content Context Teaching Learning Classroom mana 	agement		1) Intro Defi Cha Prof Staf Prof Staf Staf	oduction to teaching as a profest nition of educational terms racteristics of teaching as a professional development of educate f induction fessional development (journal) f appraisal	ofession ators
 Curriculum Content Context Teaching Learning Classroom mana Principles of clas 	agement ssroom management		1) Intro Defi Cha 2) Prof Staf Prof Staf Staf	eduction to teaching as a profest nition of educational terms racteristics of teaching as a professional development of educate f induction ressional development (journal) f appraisal f development	ofession ators
 Curriculum Content Context Teaching Learning Classroom mana Principles of clas Classroom clima 	agement ssroom management te		1) Intro - Defi - Cha 2) Prof - Staf - Prof - Staf - Staf - SAC	oduction to teaching as a profest nition of educational terms racteristics of teaching as a professional development of education finduction appraisal f development (journal) of the component (journal) of the component (journal) of the component (journal) of the component of th	ofession ators
 Curriculum Content Context Teaching Learning Classroom mana Principles of clas Classroom clima Approaches to cl 	agement ssroom management te lassroom management		1) Intro - Defi - Cha 2) Prof - Staf - Prof - Staf - Staf - SAC 3) The	oduction to teaching as a profesonition of educational terms racteristics of teaching as a professional development of education fessional development (journal) f appraisal f development EE role of teacher unions in education	ofession ators
 Curriculum Content Context Teaching Learning Classroom mana Principles of clas Classroom clima Approaches to cl Coping with large 	agement ssroom management te lassroom management e classes		1) Intro Defi Cha 2) Prof Staf Prof Staf Staf SAC The Free	oduction to teaching as a profesonition of educational terms racteristics of teaching as a profeson of eaching as a profeson of education of teacher unions in educated on of association	ofession ators
 Curriculum Content Context Teaching Learning Classroom mana Principles of clas Classroom clima Approaches to cl Coping with large Classroom discip 	agement ssroom management te lassroom management e classes bline		1) Intro Defi Cha 2) Prof Staf Prof Staf Staf Staf Staf SAC 3) The Org	oduction to teaching as a profest nition of educational terms racteristics of teaching as a professional development of education ressional development (journal) of appraisal for development (journal) of appraisal for teacher unions in education of association anisational rights of unions	ofession ators
 Curriculum Content Context Teaching Learning Classroom mana Principles of clas Classroom clima Approaches to cl Coping with large Classroom discip Observation tech 	agement esroom management te lassroom management e classes oline nniques		1) Intro Defi Cha 2) Prof Staf Prof Staf Staf Staf Org Coll	oduction to teaching as a profest nition of educational terms racteristics of teaching as a professional development of education fessional development (journal) of appraisal of development (journal) of teacher unions in educated on of association anisational rights of unions ective bargaining in education	ofession ators
 Curriculum Content Context Teaching Learning Classroom mana Principles of clas Classroom clima Approaches to cl Coping with large Classroom discip Observation tech Reflection modal 	agement ssroom management te lassroom management e classes oline iniques lities		1) Intro Defi Cha 2) Prof Staf Prof Staf Staf Staf Org Coll Mar	oduction to teaching as a profesonition of educational terms aracteristics of teaching as a professional development of education designated induction designated from the second development (journal) of appraisal development developme	ofession ators
 Curriculum Content Context Teaching Learning Classroom mana Principles of clas Classroom clima Approaches to cl Coping with large Classroom discip Observation tech Reflection modal Curriculum different 	agement ssroom management te lassroom management e classes olline aniques lities entiation		1) Intro Defi Cha 2) Prof Staf Prof Staf Staf Staf Org Coll Mar	oduction to teaching as a profest nition of educational terms racteristics of teaching as a professional development of education fessional development (journal) of appraisal of development (journal) of teacher unions in educated on of association anisational rights of unions ective bargaining in education	ofession ators
 Curriculum Content Context Teaching Learning Classroom mana Principles of clas Classroom clima Approaches to cl Coping with large Classroom discip Observation tech Reflection modal Curriculum differed Multi-grade teach 	agement ssroom management te lassroom management e classes oline iniques lities		1) Intro Defi Cha 2) Prof Staf Prof Staf Staf Staf Org Coll Mar	oduction to teaching as a profesonition of educational terms aracteristics of teaching as a professional development of education designated induction designated from the second development (journal) of appraisal development developme	ofession ators

4) O	!			
4) Service lear				
	conceptions of service learning	1.2 1 .		
	ning as pedagogy, evaluation and to			
	ning in the curriculum: reflection, a	assessment and		
evaluation 5) Understandi	ng the Intermediate Phase (IP) Cur	riculum		
	and overview of the IP curriculum			
	d general aims of the IP curriculum			
	ts and roles of all subjects in the IP			
Module outcom	,	Module outcomes:		
	ies: ompletion of the module, students s	On successful completion of the modul	lo etudonte	
	ompletion of the module, students s	should be able to	ie, siudenis	
Demonstrate	e basic knowledge and understand	ding of toaching	Demonstrate a knowledge and und	deretanding of
	processes and curriculum different		teaching as a profession	derstanding of
_	e competence in managing the cla		Demonstrate a knowledge and und	derstanding of
	ironment to support teaching and le		the professional development of ed	
_	e basic knowledge and understar	-	 Demonstrate a knowledge and und 	
	ories and concepts	9	the role of teacher unions in educa	
	e sufficient broad background kn	owledge of the	 Critically reflect on the professiona 	al development
	s and roles of all subjects in the Inte		of educators	•
curriculum.	•			
Method of deliv	very: Full Time		Method of delivery: Full Time	
Assessment m examination	nodes: This module is assesse	d by means of	Assessment modes: This module is means of examination	assessed by
Module	Semester 1:ELZL211/3LZL211	NQF level: 6	Semester 2: ELZL212/3LZL212	NQF level: 6
code:-	Semester 1:ELZLZ11/3LZLZ11	NQF level: 6	Semester 2: ELZLZ1Z/3LZLZ1Z	NQF level: 6
Title: IsiZulu Ho	me Language 2A		Title:	
Content:			Content:	
Syntax	tics and Pragmatics		5 .	
Syntax	tics and Pragmatics		Poetry.Folklore.	of poetry and
Syntax	tics and Pragmatics		– Poetry.	of poetry and
Syntax	-		Poetry.Folklore.Critical analysis and interpretation	of poetry and
SyntaxSociolinguis Module outcon	-	ro:	 Poetry. Folklore. Critical analysis and interpretation folklore. 	
SyntaxSociolinguisModule outcomBy the end of the	nes:		 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes:	ould be able to:
 Syntax Sociolinguis Module outcom By the end of the Demonstrate Language s 	nes: e module, students should be able t e knowledge and understanding of i yntax.	siZulu Home	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown one poetry and folklore. 	ould be able to: derstanding of
 Syntax Sociolinguis Module outcom By the end of the Demonstrate Language s 	nes: e module, students should be able t e knowledge and understanding of i	siZulu Home	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown on the properties. Demonstrate a knowledge and under the properties. 	ould be able to: derstanding of
 Syntax Sociolinguis Module outcom By the end of the Demonstrate Language s 	nes: e module, students should be able te knowledge and understanding of interpretary yntax. u Home Language sociolinguistics	siZulu Home	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poefolklore. 	ould be able to: derstanding of etry and
 Syntax Sociolinguis Module outcom By the end of the Demonstrate Language s Apply isiZul skills in texts 	nes: e module, students should be able t e knowledge and understanding of i yntax. u Home Language sociolinguistics s	siZulu Home	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poet folklore. Create and evaluate poetry and folklore. 	ould be able to: derstanding of etry and
 Syntax Sociolinguis Module outcom By the end of the Demonstrate Language s Apply isiZul 	nes: e module, students should be able t e knowledge and understanding of i yntax. u Home Language sociolinguistics s	siZulu Home	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poefolklore. 	ould be able to: derstanding of etry and
 Syntax Sociolinguis Module outcom By the end of the Demonstrate Language s Apply isiZul skills in texts Method of delivered	nes: e module, students should be able t e knowledge and understanding of i yntax. u Home Language sociolinguistics s	siZulu Home and pragmatics	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poet folklore. Create and evaluate poetry and folklore. 	ould be able to: derstanding of etry and
 Syntax Sociolinguis Module outcom By the end of the Demonstrate Language s Apply isiZul skills in texts Method of deliving Assessment m 	nes: e module, students should be able to the knowledge and understanding of injurtax. U Home Language sociolinguistics is. Very: Full Time	siZulu Home and pragmatics k/research which	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poet folklore. Create and evaluate poetry and folklores. Method of delivery: Full Time 	ould be able to: derstanding of etry and lklore. modules is
 Syntax Sociolinguis Module outcom By the end of the Demonstrate Language s Apply isiZul skills in texts Method of deliving Assessment mis assessed by 	nes: e module, students should be able to the knowledge and understanding of ityntax. u Home Language sociolinguistics is. erery: Full Time odes: This modules is coursework	siZulu Home and pragmatics k/research which	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poet folklore. Create and evaluate poetry and folklore. Method of delivery: Full Time Assessment modes: This coursework/research which is assessed examination Formative assessment 	ould be able to: derstanding of etry and lklore. modules is ed by means of
 Syntax Sociolinguis Module outcom By the end of the Demonstrate Language s Apply isiZul skills in texts Method of deliving Assessment mis assessed by 	nes: e module, students should be able to knowledge and understanding of ityntax. u Home Language sociolinguistics is. every: Full Time odes: This modules is coursework means of examination Formati	siZulu Home and pragmatics k/research which ve assessments	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poet folklore. Create and evaluate poetry and folklore. Method of delivery: Full Time Assessment modes: This coursework/research which is assessed. 	ould be able to: derstanding of etry and lklore. modules is ed by means of
- Syntax - Sociolinguis Module outcom By the end of the - Demonstrate Language s - Apply isiZul skills in texts Method of deliv Assessment m is assessed by 50% and summa	nes: e module, students should be able to knowledge and understanding of ityntax. u Home Language sociolinguistics is. every: Full Time odes: This modules is coursework means of examination Formati	siZulu Home and pragmatics k/research which	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poet folklore. Create and evaluate poetry and folklore. Method of delivery: Full Time Assessment modes: This coursework/research which is assessed examination Formative assessment 	ould be able to: derstanding of etry and lklore. modules is ed by means of
 Syntax Sociolinguis Module outcom By the end of the Demonstrate Language s Apply isiZul skills in texts Method of delive Assessment metric is assessed by 50% and summer Module code:- 	nes: e module, students should be able to the knowledge and understanding of ityntax. u Home Language sociolinguistics is. very: Full Time odes: This modules is coursework means of examination Formation ative assessment 50% Semester 1:ELEL211/3LEL211	siZulu Home and pragmatics k/research which ve assessments	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poetfolklore. Create and evaluate poetry and folklore. Create and evaluate poetry and folklore. Method of delivery: Full Time Assessment modes: This coursework/research which is assessed examination Formative assessment summative assessment 50% Semester 2: ELEL212/3LEL212 	ould be able to: derstanding of etry and lklore. modules is ed by means of ents 50% and NQF level: 6
 Syntax Sociolinguis Module outcom By the end of the Demonstrate Language s Apply isiZul skills in texts Method of delive Assessment metric is assessed by 50% and summer Module code:- Title: English F 	nes: e module, students should be able to knowledge and understanding of ityntax. u Home Language sociolinguistics is. very: Full Time odes: This modules is coursework means of examination Formaticative assessment 50%	siZulu Home and pragmatics k/research which ve assessments	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poetfolklore. Create and evaluate poetry and folklore. Create and evaluate poetry and folklore. Assessment modes: This coursework/research which is assessed examination Formative assessment summative assessment 50% Semester 2: ELEL212/3LEL212 Title: English First Additional Language 	ould be able to: derstanding of etry and lklore. modules is ed by means of ents 50% and NQF level: 6
- Syntax - Sociolinguis Module outcom By the end of the - Demonstrate Language s - Apply isiZul skills in texts Method of deliv Assessment m is assessed by 50% and summs Module code:- Title: English F Content:	nes: e module, students should be able to knowledge and understanding of ityntax. u Home Language sociolinguistics is. very: Full Time odes: This modules is coursework means of examination Formation ative assessment 50% Semester 1:ELEL211/3LEL211 irst Additional Language 2A	siZulu Home and pragmatics k/research which ve assessments	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poetfolklore. Create and evaluate poetry and folklore. Create and evaluate poetry and folklore. Method of delivery: Full Time Assessment modes: This coursework/research which is assesse examination Formative assessment summative assessment 50% Semester 2: ELEL212/3LEL212 Title: English First Additional Language Content: 	ould be able to: derstanding of etry and lklore. modules is ed by means of ents 50% and NQF level: 6
 Syntax Sociolinguis Module outcom By the end of the Demonstrate Language s Apply isiZul skills in texts Method of delive Assessment metric is assessed by 50% and summer Module code:- Title: English F Content: Language st 	nes: e module, students should be able to be knowledge and understanding of ityntax. u Home Language sociolinguistics is. rery: Full Time odes: This modules is coursework means of examination Formative assessment 50% Semester 1:ELEL211/3LEL211 irst Additional Language 2A	siZulu Home and pragmatics k/research which we assessments NQF level: 6	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poetfolklore. Create and evaluate poetry and folklore. Create and evaluate poetry and folklore. Method of delivery: Full Time Assessment modes: This coursework/research which is assesse examination Formative assessment summative assessment 50% Semester 2: ELEL212/3LEL212 Title: English First Additional Language Content: Analysis of written and visual texts 	ould be able to: derstanding of etry and lklore. modules is ed by means of ents 50% and NQF level: 6 lage 2B
 Syntax Sociolinguis Module outcom By the end of the Demonstrate Language s Apply isiZul skills in texts Method of delive Assessment metric is assessed by 50% and summer Module code:- Title: English F Content: Language s Construction 	res: e module, students should be able to be knowledge and understanding of ityntax. u Home Language sociolinguistics is. rery: Full Time odes: This modules is coursework means of examination Formationative assessment 50% Semester 1:ELEL211/3LEL211 irst Additional Language 2A tructures and conventions. and communication of thoughts are	siZulu Home and pragmatics k/research which ve assessments NQF level: 6	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poetfolklore. Create and evaluate poetry and folklore. Create and evaluate poetry and folklore. Method of delivery: Full Time Assessment modes: This coursework/research which is assessed examination Formative assessment summative assessment 50% Semester 2: ELEL212/3LEL212 Title: English First Additional Language Content: Analysis of written and visual texts Analysis and interpretation of non- 	ould be able to: derstanding of etry and lklore. modules is ed by means of ents 50% and NQF level: 6 lage 2B
- Syntax - Sociolinguis Module outcom By the end of the - Demonstrate Language s - Apply isiZul skills in texts Method of deliv Assessment m is assessed by 50% and summs Module code:- Title: English F Content: - Language s - Construction - Application of	nes: e module, students should be able to knowledge and understanding of ityntax. u Home Language sociolinguistics is. very: Full Time odes: This modules is coursework means of examination Formationative assessment 50% Semester 1:ELEL211/3LEL211 irst Additional Language 2A tructures and conventions. In and communication of thoughts are of grammatical structures and conventions.	siZulu Home and pragmatics k/research which ve assessments NQF level: 6	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poetfolklore. Create and evaluate poetry and folklore. Create and evaluate poetry and folklore. Method of delivery: Full Time Assessment modes: This coursework/research which is assessed examination Formative assessment summative assessment 50% Semester 2: ELEL212/3LEL212 Title: English First Additional Language Content: Analysis of written and visual texts Analysis and interpretation of non-producing written texts. 	ould be able to: derstanding of etry and lklore. modules is ed by means of ents 50% and NQF level: 6 lage 2B
- Syntax - Sociolinguis Module outcom By the end of the - Demonstrate Language s - Apply isiZul skills in texts Method of deliv Assessment m is assessed by 50% and summs Module code:- Title: English F Content: - Language s - Construction - Application of Module outcom	nes: e module, students should be able to knowledge and understanding of ityntax. u Home Language sociolinguistics is. rery: Full Time odes: This modules is coursework means of examination Formationative assessment 50% Semester 1:ELEL211/3LEL211 irst Additional Language 2A tructures and conventions. In and communication of thoughts are of grammatical structures and conventes:	siZulu Home and pragmatics k/research which ve assessments NQF level: 6 nd ideas. entions.	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poetfolklore. Create and evaluate poetry and folklore. Create and evaluate poetry and folklore. Assessment modes: This coursework/research which is assessed examination Formative assessment summative assessment 50% Semester 2: ELEL212/3LEL212 Title: English First Additional Languate Content: Analysis of written and visual texts Analysis and interpretation of non-Producing written texts. Module outcomes: 	ould be able to: derstanding of etry and lklore. modules is ed by means of ents 50% and NQF level: 6 lage 2B
- Syntax - Sociolinguis Module outcom By the end of the - Demonstrate Language s - Apply isiZul skills in texts Method of deliv Assessment m is assessed by 50% and summa Module code:- Title: English F Content: - Language s - Construction - Application of Module outcom	nes: e module, students should be able to knowledge and understanding of ityntax. u Home Language sociolinguistics is. very: Full Time odes: This modules is coursework means of examination Formationative assessment 50% Semester 1:ELEL211/3LEL211 irst Additional Language 2A tructures and conventions. In and communication of thoughts are of grammatical structures and conventions.	siZulu Home and pragmatics k/research which ve assessments NQF level: 6 nd ideas. entions.	 Poetry. Folklore. Critical analysis and interpretation folklore. Module outcomes: By the end of the module, students shown poetry and folklore. Critically analyse and interpret poetfolklore. Create and evaluate poetry and folklore. Create and evaluate poetry and folklore. Method of delivery: Full Time Assessment modes: This coursework/research which is assessed examination Formative assessment summative assessment 50% Semester 2: ELEL212/3LEL212 Title: English First Additional Language Content: Analysis of written and visual texts Analysis and interpretation of non-producing written texts. 	ould be able to: derstanding of etry and lklore. modules is ed by means of ents 50% and NQF level: 6 lage 2B

 Apply language structures a conventions in various contexts. Construct and communicate thoughts and ideas functionally and coherently. Demonstrate the application grammatical structures and conventions. Method of delivery: Full Time)	 Analyse written and visual texts. Analyse and interpret non-literary texts. Produce coherent written texts in English. Method of delivery: Full Time
Assessment modes: This module	a ia aassaassaassaassaassaassaassaassaas	-
is assessed by means of examina 50% and summative assessment 50	ation Formative assessments	coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%.
Module Semester ESMT211/3SMT21	1: NQF level: 6	Semester 2: ESMT212/3SMT212 NQF level: 6
Title: Mathematics 2A (Set, theory a	and functions)	Title: Mathematics 2B (Vector, Algebra and Matrices)
Content: Number system and exerce of sets, Assignment on history of Verof sets, Denumerable sets, Set Functions.	enn diagrams Cartesian product	group discussions, independent learning and research/study projects
Module outcomes: To broaden pre- the theory of sets. This module empl of sets. This entails formal method solving techniques related to sets. Method of delivery: Full Time	nasizes the mathematical theory	understanding of matrices and vectors algebra.
Assessment modes: This modul	e is assessed by means of	•
examination		means of examination
Module Semester ESNT211/3SNT21	1: NQF level: 6 1	Semester 2: ESNT212/3SNT212 NQF level: 6
Title: Natural Science & Technological	gy 2A	Title: Natural Science & Technology 2B
Content: Brief description of subject (List concepts) 1. The Technological Process - Investigation - Designing - Manufacturing - Evaluating 2. Graphic communication and - Two-dimensional drawing - Three-dimensional drawing 3. Structures - Classification and purpose - Strength, rigidity and stability - Assembly	design	Content: Brief description of subject (List concepts) 1. Life processes in plants and animals - Support and transport systems in plants - Support systems in animals - Transport systems in mammals 1. Energy transformations to support life - Photosynthesis - Animal nutrition 2. Energy transformations - Respiration - Gas exchange - Excretion

 Design of mechanical systems 	 Biodiversity – classification of
6. Systems and control – Electrical systems	microorganisms
Components of electrical circuits	Biodiversity – plants
Control in electrical circuits	Reproduction – plants
Design of electrical circuits	Biodiversity – animals
Design of electrical circuits	Darwinism and Natural Selection
	Human evolution
	4. Environmental Studies
	Biosphere to ecosystems
	Population ecology
	5. Human impact on environment
	- Current crises
Module outcomes:	Module outcomes:
On successful completion of the module, students will be able to:	On successful completion of the module, students will
Demonstrate a knowledge and understanding of the	be able to:
technological process as the basis for design in Technology	Demonstrate a knowledge and understanding of
Demonstrate a knowledge and understanding of two-and-three	the concepts related to life processes in plants
dimensional drawing methods	and animals
 Demonstrate a knowledge and understanding of structures in 	Demonstrate a knowledge and understanding of
technology	the concepts related to Environmental Studies
Demonstrate a knowledge and understanding of processing	and the human impact on the environment
materials into products	Apply a knowledge and understanding of
Demonstrate a knowledge and understanding of mechanical	diversity, change and continuity to problem-
and electrical systems	solving activities.
Apply the knowledge of technology acquired to designing and	 Design, plan and conduct scientific investigations related to anatomy and physiology
solving problems	
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
examination	means of examination
examination Module Semester 1: NQF level: 5	
examination Module Semester 1: NQF level: 5 code:-	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5
examination Module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS
examination Module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content:	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content:
examination Module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject
examination Module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts)	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts)
examination Module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a
examination Module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences — Meaning and scope of social science	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study
examination Module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences — Meaning and scope of social science — Disciplines of social sciences	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy
examination Module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences — Meaning and scope of social science — Disciplines of social sciences — Methods of social sciences	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy History of money
examination Module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences — Meaning and scope of social science — Disciplines of social sciences — Methods of social sciences 2. Human development	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy — History of money — Goods and services
examination Module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences — Meaning and scope of social science — Disciplines of social sciences — Methods of social sciences 2. Human development — The origin of human beings	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy - History of money - Goods and services - Production process
examination Module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences - Meaning and scope of social science - Disciplines of social sciences - Methods of social sciences 2. Human development - The origin of human beings - Nature versus nurture	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy - History of money - Goods and services - Production process - Inequality and poverty
examination Module	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy - History of money - Goods and services - Production process - Inequality and poverty - Modern economic systems
examination Module	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy - History of money - Goods and services - Production process - Inequality and poverty - Modern economic systems - The market
examination Module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences — Meaning and scope of social science — Disciplines of social sciences — Methods of social sciences 2. Human development — The origin of human beings — Nature versus nurture — Aspects of human development — Explanations of behaviour 3. Development of human civilization	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy - History of money - Goods and services - Production process - Inequality and poverty - Modern economic systems - The market 3. Financial literacy
examination Module code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences - Meaning and scope of social science - Disciplines of social sciences - Methods of social sciences 2. Human development - The origin of human beings - Nature versus nurture - Aspects of human development - Explanations of behaviour 3. Development of human civilization - From Stone Age to Iron Age	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy - History of money - Goods and services - Production process - Inequality and poverty - Modern economic systems - The market 3. Financial literacy - The role of Accounting
module semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences - Meaning and scope of social science - Disciplines of social sciences - Methods of social sciences - Methods of social sciences 2. Human development - The origin of human beings - Nature versus nurture - Aspects of human development - Explanations of behaviour 3. Development of human civilization - From Stone Age to Iron Age - The Middle Ages and the Renaissance	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy - History of money - Goods and services - Production process - Inequality and poverty - Modern economic systems - The market 3. Financial literacy - The role of Accounting - Accounting concepts
Module code:- Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences - Meaning and scope of social science - Disciplines of social sciences - Methods of social sciences - Methods of social sciences - Methods of social sciences - Nature versus nurture - Aspects of human development - Explanations of behaviour 3. Development of human civilization - From Stone Age to Iron Age - The Middle Ages and the Renaissance - Modern economic, political and social institutions	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy - History of money - Goods and services - Production process - Inequality and poverty - Modern economic systems - The market 3. Financial literacy - The role of Accounting - Accounting concepts - Income and expenditure
Module code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences - Meaning and scope of social science - Disciplines of social sciences - Methods of social sciences - Methods of social sciences 2. Human development - The origin of human beings - Nature versus nurture - Aspects of human development - Explanations of behaviour 3. Development of human civilization - From Stone Age to Iron Age - The Middle Ages and the Renaissance - Modern economic, political and social institutions 4. Society, culture and cultural change	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy - History of money - Goods and services - Production process - Inequality and poverty - Modern economic systems - The market 3. Financial literacy - The role of Accounting - Accounting concepts - Income and expenditure - The Accounting Equation
module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences - Meaning and scope of social science - Disciplines of social sciences - Methods of social sciences - Methods of social sciences 2. Human development - The origin of human beings - Nature versus nurture - Aspects of human development - Explanations of behaviour 3. Development of human civilization - From Stone Age to Iron Age - The Middle Ages and the Renaissance - Modern economic, political and social institutions 4. Society, culture and cultural change - The elements of culture	means of examination Semester 2: EEBE212/3EBE212 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy - History of money - Goods and services - Production process - Inequality and poverty - Modern economic systems - The market 3. Financial literacy - The role of Accounting - Accounting concepts - Income and expenditure - The Accounting Equation - The Accounting system
Module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences - Meaning and scope of social science - Disciplines of social sciences - Methods of social sciences - Methods of social sciences - Methods of social sciences - Nature versus nurture - Aspects of human beings - Nature versus nurture - Explanations of behaviour 3. Development of human civilization - From Stone Age to Iron Age - The Middle Ages and the Renaissance - Modern economic, political and social institutions 4. Society, culture and cultural change - The elements of culture - Factors causing cultural change	means of examination Semester 2: EEBE212/3EBE212 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy - History of money - Goods and services - Production process - Inequality and poverty - Modern economic systems - The market 3. Financial literacy - The role of Accounting - Accounting concepts - Income and expenditure - The Accounting System 4. Entrepreneurship
Module Semester 1: NQF level: 5 Code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences - Meaning and scope of social science - Disciplines of social sciences - Methods of social sciences - Methods of social sciences - Muthods of social sciences - Nature versus nurture - Aspects of human beings - Nature versus nurture - Aspects of human development - Explanations of behaviour 3. Development of human civilization - From Stone Age to Iron Age - The Middle Ages and the Renaissance - Modern economic, political and social institutions 4. Society, culture and cultural change - The elements of culture - Factors causing cultural change - Patterns, forms and functions of family	means of examination Semester 2: EEBE212/3EBE212 NQF level: 5 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy - History of money - Goods and services - Production process - Inequality and poverty - Modern economic systems - The market 3. Financial literacy - The role of Accounting - Accounting concepts - Income and expenditure - The Accounting Equation - The Accounting system 4. Entrepreneurship - The entrepreneur
Module Semester 1: NQF level: 5 code:- EEBS211/3EBS211 Title: Basic Social Sciences and Life Skills Content: Brief description of subject (List concepts) 1. Social sciences - Meaning and scope of social science - Disciplines of social sciences - Methods of social sciences - Methods of social sciences - Methods of social sciences - Nature versus nurture - Aspects of human beings - Nature versus nurture - Explanations of behaviour 3. Development of human civilization - From Stone Age to Iron Age - The Middle Ages and the Renaissance - Modern economic, political and social institutions 4. Society, culture and cultural change - The elements of culture - Factors causing cultural change	means of examination Semester 2: EEBE212/3EBE212 Title: Basic EMS Content: Brief description of subject (List concepts) 1. The Economic and Management Sciences as a field of study 2. The economy - History of money - Goods and services - Production process - Inequality and poverty - Modern economic systems - The market 3. Financial literacy - The role of Accounting - Accounting concepts - Income and expenditure - The Accounting system 4. Entrepreneurship

 Population dynamics The ecological balance Impact of ecology on society Psycho-social Life Skills Self-awareness and empathy skills Communication and interpersonal relationship skills Coping with emotions and stress skills Decision-making and problem solving skills Creative thinking and critical thinking skills Functions and forms of government Functions of government Roles of citizens Political theories 	Teaching and learning strategies in Economic and Management Sciences.
Module outcomes:	Module outcomes:
 Demonstrate a knowledge and understanding of social sciences and life skills. Explain the nature of human development. Trace the development of human civilization. Demonstrate knowledge and understanding of the interrelationships between society and culture. Explain how population and natural environment interact and affect the ecology. Identify and use life skills to deal with challenges of life. Demonstrate a basic understanding of the functions and forms of government. 	 Demonstrate a knowledge and understanding of Economic and Management Sciences concepts. Demonstrate an integrative 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 examination	Assessment modes: This module is assessed by means of examination
Module Semester 1: NQF level: 7 code:- EDST211/3DST211	Semester 2:EDST212/3DST212 NQF level: 7
Title: Education Studies 2A	Title: Education Studies 2B
Content: 1: Understanding child and adolescence development • Theories of development • Principles of development 2: Early childhood development • The context of early childhood development • Physical development in early childhood • Cognitive and language development in early childhood • Social and emotional development in early childhood • Social and emotional development in early childhood • The context of middle childhood development • Physical development in middle childhood • Cognitive and language development in middle childhood • Social and emotional development in middle childhood • Social and emotional development in middle childhood 4: Adolescence development • The context of adolescent development • Physical development in adolescence • Cognitive and language development in adolescence • Social and emotional development in adolescence	Content: - 1. Study of learning Learning theories and philosophies Relation of learning and instruction 2.Neuroscience of learning Neurophysiology of learning Brain functions and learning Motivation and emotions 3.Theories of learning Behavioural Social Cognitive Information Processing Constructivist 4. Complex Cognitive learning processes. Metacognition and learning Concept learning Problem solving transfer of learning 5. Motivation Theoretical approaches to motivation Models of motivation

On successful completion of the module, students should be able to: Module outcomes: On successful completion of the module, Demonstrate a knowledge and understanding of childhood and students should be able to ... adolescent development. Demonstrate a knowledge and understanding of Use critical thinking and problem solving skills in relation to the the different learning theories and their childhood and adolescent developmental issues that occur during implications for teaching and learning. 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 contrast types of motivation. Critique and justify which theories are best suited for learners' individual needs. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is Assessment modes: This module is assessed by assessed by means of assignments means of assignments. Module Code: Semester 1: ELZL311/3LZL311 Semester 2: ELZL312/3LZL312 NQF level: 6 NQF level: 6 Title: IsiZulu Home Language Education 3B Title: IsiZulu Home Language Education 3A Content: Content: IsiZulu Home Language teaching and Foundations of teaching and learning in IsiZulu Home Language. IsiZulu Home Language subject policy documents. learning in school. Teaching and learning strategies in IsiZulu Home Language. Curriculum differentiation and adaptive Assessment strategies in IsiZulu Home Language. teaching in IsiZulu Home Language. Classroom research in IsiZulu Home Learning and Teaching Support Materials in IsiZulu Home Language. Language. Develop pedagogical content knowledge in IsiZulu Home Language. ICT in IsiZulu Home 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: Use elementary statistical information to Demonstrate a knowledge and understanding of the manage teaching, learning and assessment in foundations of teaching and learning in IsiZulu Home IsiZulu Home Language. Language. Demonstrate competence in assessing and Demonstrate a knowledge and understanding of the relevant monitoring learner progress and achievement policies in IsiZulu Home Language teaching and learning. in IsiZulu Home Language. Select and use appropriate strategies, methods and Use the results of assessment to improve the techniques in the teaching and learning of IsiZulu Home teaching and learning of IsiZulu Home Language. Language. Design appropriate lesson plans in IsiZulu Home Language Adapt lessons and assessment tasks to taking into account theories of teaching, learning, child accommodate learners with different learning development and curriculum needs. problems in IsiZulu Home Language. Design appropriate assessment strategies in IsiZulu Home Demonstrate the competence needed to learn Language. from available research in order to improve Design, select and adapt appropriate teaching and learning teaching in the IsiZulu Home Language support materials for IsiZulu Home Language. classroom and to enhance their own Demonstrate an understanding of the use of ICT in academic learning. facilitating IsiZulu Home Language. Develop content knowledge to plan, implement and assess effective teaching and

learning experiences.

of IsiZulu Home Language.

Evaluate curriculum policies for the teaching

Demonstrate understanding of the use of ICT

in facilitating IsiZulu Home 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 50% and summative assessment 50%
Module Code Semester 1: ELEL311/3LEL311 NQF level: 6	Semester 2: ELEL312/3LEL312 NQF level: 6
Title: English First Additional Language Education 3A	Title: English First Additional Language Education 3B
 Content: Foundations of teaching and learning in English. English First Additional Language policy documents. Teaching and learning strategies in English First Additional Language. Assessment strategies in English First Additional Language. Lesson design in English First Additional Language. Learning and Teaching Support Materials in English First Additional Language. 	 Content: English First Additional Language teaching and learning in school. Curriculum differentiation and adaptive teaching in English First Additional Language. Classroom research in English First Additional Language. Develop pedagogical content knowledge in English First Additional Language. ICT in English First Additional Language.
 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 English First Additional Language. Demonstrate a knowledge and understanding of the relevant policies in English First Additional Language teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of English First Additional Language. Design appropriate lesson plans in English taking into account theories of teaching, learning, child development and curriculum needs Design appropriate assessment strategies in English First Additional Language. Design, select and adapt appropriate teaching and learning support materials for English First Additional Language. Demonstrate understanding of the use of ICT in facilitating English First Additional Language. 	 Module outcomes: By the end of the module, students should be able to: Use elementary statistical information to manage teaching, learning and assessment in English First Additional Language. Demonstrate competence in assessing and monitoring learner progress and achievement in English First Additional Language. Use the results of assessment to improve teaching and learning of English First Additional Language. Adapt lessons and assessment tasks to accommodate learners with different learning problems in English First Additional Language. Demonstrate competence to learn from available research in order to improve teaching in the English First Additional Language classroom and to enhance 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 50% and summative assessment 50%
Module Semester 1: NQF level: 6 code:-	Semester 2: ESMT312/ESMT312 NQF level: 6
Title: Mathematics Method	Title: Mathematics Method

	ematics: definitions, purpose and scosson, types of assessment in mathe	Content: Generics of teaching, classroom practice, Strategies for teaching Mathematics, Knowledge for Teaching Mathematics and Designing Learning Programmes for Mathematics			
	mes: To demonstrate the understan which underpin Mathematics	Module outcomes: To be able to select and use appropriate teaching and learning strategies and apply a variety of these with emphasis on multi step and nonroutine problems.			
Method of deli	very: Full Time		Method of delivery: Full Time		
Assessment n	nodes: This module is assessed by	means of	Assessment modes: This module is assessed by		
Module code:-	Semester 1: ESNT311/3SNT311	NQF level: 6	Semester 2: ESNT312/3SNT312 NQF level: 6		
Title: Natural	Science & Technology Education	3A	Title: Natural Science & Technology Education 3B		
Technology - History of N learning 2. Natural Sci - Teaching Technology - Teaching a - Teaching a 3. assessmen 4. Lesson des 5. Learning ar and Technology - Improvisati 6. Experiment Science an	s of teaching and learning in Natural Natural Science and Technology teach ence and Technology policy docume and learning strategies in Natural Indicating theories and learning strategies at strategies in Natural Science and Technology and Teaching Support Materials in Natural Science and Technology Indicating Support Materials in Natural Science and Su	ching and ents al Science and Fechnology ogy tural Science	 Brief description of subject (List concepts) 1. Natural Science and Technology teaching and learning in school - Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in Natural Science and Technology - Barriers to learning and development - Designing differentiated learning activities 3. Classroom research in Natural Science and Technology - Use existing research literature in Natural Science and Technology to improve classroom practice 4. Develop pedagogical content knowledge in Natural Science and Technology - Epistemology of Science - Addressing alternative pre- and misconceptions 5. ICT in Natural Science and Technology 6. Experiments, demonstrations and investigations in Natural Science and Technology 		
 Demonstra of teaching Demonstra policies in learning. Select and in the teach Design ap Technology child develoged and Technology and Technology and Technology and Technology selection. Design, selections 	completion of the module, students were a knowledge and understanding of and learning in Natural Science and te a knowledge and understanding Natural Science and Technolog use appropriate strategies, methods and and learning of Natural Science propriate lesson plans in Natural Action that the component and curriculum needs.	 Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Natural Science and Technology Demonstrate competence in assessing and monitoring learner progress and achievement in Natural Science and Technology Use the results of assessment to improve teaching and learning of Natural Science and Technology Adapt lessons and assessment tasks to accommodate learners with different learning problems in Natural Science and Technology Demonstrate the competence needed to learn from the available research in order to improve 			

 Demonstrate understanding of the use of ICT in Natural Science and Technology. Conduct experiments, demonstrations and inverse Natural Science and Technology. 	teaching in the Natural Science and Technology classroom and to enhance their own academic learning Develop content knowledge in Natural Science and Technology Demonstrate understanding of the use of ICT in facilitating Natural Science and Technology Conduct experiments, demonstrations and investigations in Natural Science and Technology	
Method of delivery: Full Time Assessment modes: This module is assesse	d by manage of	Method of delivery: Full Time f Assessment modes: This module is assessed by
examination	d by means of	means of examination
Module Semester 1:	NQF level: 7	Semester 2: EDST312/3DST312 NQF level: 7
code:- EDST311/3DST311		
Title: Education Studies 3A		Title: Education Studies 3B
Content: 1: Administration as it relates to school administration management. • School administration • School administration and effectiveness 2: Education management theories • Collegial management theories • Bureaucratic management theories • Political management theories • Political management theories 3: The nature and the purpose of school management both generally and in the context of a changing South generally and management practice changing South African context • School leadership and management practice changing South African context • School management teams • Embracing alternative ways of managing and 4: Management of resources • Management of physical resources	nt and leadership th Africa. se for the	 Legislation impacting on education The Constitution of the Republic of South Africa, Act 108 of 1996 The South African Schools Act The Employment of Educators Act The Labour Relations Act Legal foundations for school practice Rules and interpretation of statutes
 Financial resources Module outcomes: On successful completion of the module, students sto: Demonstrate knowledge of and insight into school administration and management. Apply a knowledge and understanding of education management theories to solve school management. Demonstrate an understanding of the school adduties required for the effective management of environments. Demonstrate knowledge of the management the impact on educational practice. Method of delivery: Full Time 	ool ational nent problems. Iministrative I learning	Module outcomes: On successful completion of the module, students will be able to: Demonstrate a knowledge and understanding of the legislation and policies that impact on school practice Apply their knowledge and skills to classroom and school management in ways that demonstrate their ability to interpret the legislation and policies Analyse and critique court cases that impact on school practice Method of delivery: Full Time
	d by means of	-
assignments	•	means of examination

FED.10.2.4 MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – EBDIP1

INTERMEDIATE PHASE TEACHING (LANGUAGE AND MSTE) – YEAR COURSES Module code:- | Year Level 1: EDSL100/3DSL100 | NQF level: 5

Title:

1 Academic literacy

- Communicative competence
- Reading and writing for academic purposes
- Information literacy skills
- Planning as an important component of academic writing process

2 Computer Literacy

- Computing Fundamentals
- Key Applications
- Living online

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

- Apply the academic reading and writing skills acquired to their learning
- Demonstrate the use of critical reading skills in the pursuit of their studies
- Use presentation skills
- Use information technology to plan, administer, develop teaching resources and collect information
- Apply the skills needed to use computers in intermediate phase classes

Method of delivery: Full Time

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

Module code:- Year Level 1: ELZL400 3LZL400

Title: IsiZulu Home Language Education 4

Content:

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

Module outcomes:

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

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

Method of delivery: Full Time

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

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

Title: English First Additional Language Education 4

Content:

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

Reflection on teaching and learning experiences in English First Additional Language

Module outcomes:

NQF level: 5

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

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

Method of delivery: Full Time

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

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

Title: MATHEMATICS EDUCATION 4

Content:

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

Module outcomes:

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

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

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

Method of delivery: Full Time

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

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

Other (specify): Tests and Examination

Module code:- Year Level 4: ESNT400/ 3SNT400

NQF level: 7

Title: Natural Science & Technology Education 4

Content:

- 1. Natural Science and Technology teaching and learning in school
 - Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence based solutions
- 2. Classroom research in Natural Science and Technology
 - Use Action research in Natural Science and Technology to:
 - ✓ gather and process information
 - √ validate sources of information
 - √ address complex problems applying evidence based solutions and theory driven arguments
- 3. Advanced development of pedagogical content knowledge in Natural Science and Technology
 - Link epistemology of science with science practices
 - Addressing alternative pre- and misconceptions

- 4. Curriculum policies in Natural Science and Technology
 - Critique curriculum policies in Natural Science and Technology
- 5. Reflection on teaching and learning experiences in Natural Science and Technology
- 6. Experiments, demonstrations and investigations in Natural Science and Technology

Module outcomes:

- On successful completion of the module, students will be able to:
- Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Natural Science and Technology
- Demonstrate the competence needed to use action research in Natural Science and Technology teaching
- Reflect on teaching and learning experiences in Natural Science and Technology
- Critique curriculum policies in Natural Science and Technology
- Demonstrate competence to link the epistemology of science with science practices
- Conduct experiments, demonstrations and investigations in Natural Science and Technology

Method of delivery: Full Time

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

Module code:- Year Level 4: ELCL400/3LCL400

NQF level: 5

Title: Conversational Language for Teachers - Afrikaans

Content:

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

Module outcomes:

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

- Demonstrate functional use of basic Afrikaans
- Listen and respond to multi modal texts in Afrikaans
- Read and view various texts in Afrikaans
- Write basic texts in Afrikaans

Method of delivery: Full Time

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

Module code:- Year Level 4: ELCL400/3LCL400

NQF level: 5

Title: Conversational Language for Teachers - Sesotho

Content:

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

Module outcomes:

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

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

Method of delivery: Full Time

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

FED 10.3. BACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING – EBDIP2 FED.10.3.1 LIST OF MODULES WITH NQF LEVELS, CREDITS AND PRE REQUISITES.

B. Ed in inter	rmediate Phase	Teaching: Language and Humanities			
Old Module code (SENIOR)	New Module code (FTENS)	Descriptive name	Credits	NQFL	Pre/Co requisite
ELZL111	3LZL111	IsiZulu Language 1A	8	5	NONE
ELZL112	3LZL112	IsiZulu Language 1B	8	6	NONE
ELEL111	3LEL111	English Language 1A	8	5	NONE
ELEL112	3EL112	English Language 1B	8	6	NONE
EESS111	3ESS111	Social Sciences 1A	8	5	NONE
EESS112	3ESS112	Social Sciences 1B	8	6	NONE
EPPS111	3PPS111	Life Skills 1A	8	5	NONE
EPPS112	3PPS112	Life Skills 1B	8	6	NONE
EDST111	3DST111	Education Studies 1A	12	5	NONE
EDST112	3DST112	Education Studies 1B	12	6	NONE
EGEP111	3GEP111	General Pedagogy 1A	12	5	NONE
EGEP112	3GEP112	General Pedagogy 1B	12	6	NONE
EDSL100	3DSL100	Academic skills for educators	8	5	NONE
ELZL211	3LZL211	IsiZulu Language 2A	8	6	
ELZL212	3LZL212	IsiZulu Language 2A	8	6	3LZL111 3LZL112
ELEL211	3LEL211	English Language 2A	8	6	3LEL111 3LEL112
ELEL212	3LEL212	English Language 2A	8	6	3LEL111
EESS211	3ESS211	Social Sciences 2A	8	6	3ESS111 3ESS112
EESS212	3ESS212	Social Sciences 2B 8 6		6	3ESS111 3ESS112
EPPS211	3PPS211	Life Skills 2A	8	6	3PPS111 3PPS112
EPPS212	3PPS212	Life Skills 2B	8	6	3PPS111

					3PPS112
ESBM211	3SBM211	Basic Mathematics	8	5	CBMG101/102
EEBE212	3EBE212	Basic EMS	8	5	NONE
EDST211	3DST211	Education Studies 2A	12	7	NONE
EDST212	3DST212	Education Studies 2B	12	7	NONE
EGEP211	3GEP211	General Pedagogy 2A	12	6	NONE
EGEP212	3GEP212	General Pedagogy 2B	12	6	
ELZL311	3LZL311	IsiZulu Language Education 3A	8	6	3LZL111 3LZL112 3LZL212
ELZL312	3LZL312	IsiZulu Language Education 3B	8	6	3LZL111 3LZL112 3LZL212
ELEL311	3LEL311	English Language Education 3A	8	6	3LEL111 3LEL112 3LEL212
ELEL312	3LEL312	English Language Education 3B	8	6	3LEL112 3LEL212
EESS311	3ESS311	Social Sciences Education 3A	8	6	3ESS111 3ESS112 3ESS212
EESS312	3ESS312	Social Sciences Education 3B	8	6	3ESS111 3ESS112 3ESS212
EPPS311	3PPS311	Life Skills Education 3A	8	6	
EPPS312	3PPS312	Life Skills Education 3B	8	6	3PPS111 3PPS112 3PPS212
EDST311	3DST311	Education Studies 3A	12	7	NONE
EDST312	3DST312	Education Studies 3B	12	7	NONE
ELZL400	3LZL400	IsiZulu Language Education 4	16	7	
ELEL400	3LEL400	English Language Education 4	16	7	3LEL311

EESS400	3ESS400	Social Sciences Education 4	16	7	3ESS311
EPPS400	3PPS400	Life Skills Education 4	16	7	NONE
ELCL400	3LCL400	Conversational Language for Teachers	8	5	NONE
EPTE100	3PTE100	Teaching Practice 1	8	5	NONE
EPTE200	3PTE200	Teaching Practice 2	16	6	NONE
EPTE300	3PTE300	Teaching Practice 3	24	6	
EPTE400	3PTE400	Teaching Practice 4	48	7	

FED.10.3.2 QUALIFICATION NAME: BACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING (LANGUAGE AND HUMANITIES). QUAL. CODE: EBDIP2

Year Level 1				Year level 2				Year level 3				Year level 4			
First semester				First semester	,			First semeste	er			First semeste	er		
Old Module	New Module	Core/	Cr	Old Module	New Module	Core/	Cr	Old Module	New Module	Core/	Cr	Old Module	New Module	Core/	Cr
code (SENIOR)	Code (FTENS)	Ancillary/ Electives		code (SENIOR)	Code (FTENS)	Ancillary/ Electives		code (SENIOR)	Code (FTENS)	Ancillary/ Elective		code (SENIOR)	Code (FTENS)	Ancillary/ Elective	
ELZL111	3LZL111	С	08	ELZL211	3LZL211	С	08	ELZL311	3LZL311	С	80				_
ELEL111	3LEL111	С	08	ELEL211	3LEL211	С	08	ELEL311	3LEL311	С	08				
EESS111	3ESS111	С	08	EESS211	3ESS211	С	08	EESS311	3ESS311	С	08				
EPPS111	3PPS111	С	08	EPPS211	3PPS211	С	08	EPPS311	3PPS311	С	08		/		
EDST111	3DST111	С	12	ESBM211	3SBM211	С	08	EDST311	3DST311	С	12				
EGEP111	3GEP111	С	12	EDST211	3DST211	С	12								
				EGEP211	3GEP211	С	12								
Total 1st semester			56	Total 1st semester			64	Total 1st semester			44	Total 1st semester			
Year Level 1				Year level 2				Year level 3			1	≠ear level 4			
Second semes				Second semes				Second seme		10 /	T .	Second seme		10.	
Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Electives	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Electives	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Electives	Cr	Old Module code (SENIOR)	New Module Code (FTENS)	Core/ Ancillary/ Electives	Cr
ELZL112	3LZL112	С	08	ELZL212	3LZL212	С	08	ELZL312	3LZL312	С	08				
ELEL112	3EL112	С	08	ELEL212	3LEL212	С	08	ELEL312	3LEL312	С	08				1
EESS112	3ESS112	С	08	EESS212	3ESS212	С	08	EESS312	3ESS312	С	08				
EPPS112	3PPS112	С	08	EPPS212	3PPS212	С	08	EPPS312	3PPS312	С	08				
EDST112	3DST112	С	12	EEBE212	3EBE212	С	08	EDST312	3DST312	С	12				
EGEP112	3GEP112	С	12	EDST212	3DST212	С	12								
				EGEP212	3GEP212	С	12								
Total 2 nd semester			56	Total 2 nd semester			64	Total 2 nd semester			44	Total 2 nd semester			
Year Modules Year Level 1				Year level 2				Year level 3				Year level 4			
EDSL100	3DSL100	С	08	EPTE200	3PTE200	С	16	EPTE300	3PTE300	С	24	ELZL400	3LZL400	С	16
EPTE100	3PTE100	С	08									ELEL400	3LEL400	С	16
												EESS400	3ESS400	С	16
												EPPS400	3PPS400	С	16
												ELCL400	3LCL400	С	08
												EPTE400	3PTE400	С	48
Total Year level credit			16	Total Year Level credit			16	Total Year Level credit			24	Total Year Level credit			120
Overall Total year level 1			116	Overall Total year level 2			136	Overall Total year level 3			100	Overall Total year level 4			124
Total credits	s for the curr	riculum													504

FED.10.3.3 MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – EBDIP2

INTERMEDIATE PHASE T	EACHING (LANGUAGES	S AND HUMANI	TIES) - SEMESTER COURSES	
Module code:- Semeste	er 1:ELZL111/3LZL111	NQF level: 5	Semester 2: ELZL112/3LZL112 NQF level: 6	
Title: IsiZulu Language 1A	(IP)		Title: IsiZulu Language 1B	
Content:		Literary theories and criticism of prose drama and media texts. Literary analysis of prose, drama and media texts. Creation of prose, drama and media texts.		
Language linguistic	understanding of IsiZulu F	Module outcomes: By the end of the module, students should be able to: Demonstrate integrative understanding of literary theories and the criticism of prose, drama and media. Critically analyse and interpret prose, drama and media texts. Create and evaluate meaningful literary and media texts.		
Method of delivery: Full Ti	me		Method of delivery: Full Time	
	assessments 50% and	by means of d summative	Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%	
Title: English Language 1A	. (IP)		Title: English Language 1B	
Language categorie Introduction to lingu Introduction to discrete		Differentiate between various genres. Demonstrate the skills needed to analyse various genres. Analyse, interpret and design various non-literary texts.		
categories. Demonstrate an un language as a syste Demonstrate langu applying language skills in various con	ledge and understanding of derstanding of the scientif em for human communica age and grammatical com and grammatical rules and	Module outcomes: By the end of the module, students should be able to: Text genres: Literary and Non- literary texts. Analysing literature genres. Analysis of non-literary texts: written and/or visual Analysis of literary texts.		
Method of delivery: Full Ti		Method of delivery: Full Time		
Assessment modes: This rassessed by means of examined and summative assessmen	mination Formative asse	essments 50%	Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%	

Module code:-	Semester1: EESS111/3ESS111	NQF level: 5	Semester 2: EESS112/3ESS112	NQF level:6
Title: Social Scien	nces A		Title: Social Sciences B	
 Geograph Global Po Map work 	ciences as a subject. By as a component of Social Science opulation growth and distribution. Biskills of Social Science of Social Science	Content: 1. Physical Geography. 2. Physical Features and landscape Africa. Weather climate and vegetation of Scresources in South Africa 2. Map work 3. British colonialism in South Africa 4. South Africa Kingdom 5. Local history		
 Demonstr subject. Demonstr Geograph Demonstr growth an Demonstr Chronicle Demonstr inhabitant Demonstr 	module, students should be equipped ate a basic understanding of Social ate a basic understanding of basing concepts ate a basic understanding of gloud distribution ate a basic understanding of Micropean South Africa ate a basic knowledge and understanding of south ate and understanding of south ate and understanding of south ate and understanding of source in the interpretation of Historical keeps	sic History and obal population ap work skills tanding of early h Africa ces and their	Module outcomes: By the end of the module, stude equipped with: - • Demonstrate an understand Geography • Demonstrate an understanding interpretation of Map work. • Demonstrate an understanding of British Colonialism on the socio-economic landscape in the Demonstrate an understanding interaction of different racial graphs. • Demonstrate an understanding interaction of different racial graphs. • Demonstrate an understanding interaction of South Africal development of South Africal Method of delivery: Full Time	standing and and and of the impact e political and South Africa and of process of groups in South and of the and of the standing of the
Assignments, Pre	es: This module is assessed by m sentations and Examinations		Assessment modes: This module is means of This module is assesse Tests, Assignments, Presen Examinations.	d by means of attions and
Module code:-	Semester 1:EPPS111/3PPS111 S 1A (Social and personal developn	NQF level: 5	Semester 2: EPPS112/3PPS112 Title: LIFE SKILLS 1B (Physical Edu	NQF level: 6
Content: 1. Personal gro Aspects of de Self-awarenes Self-esteem Coping with the Building and re Developing por Coping with personal gro Family life Family structure The roles and Harmonious fauture and di	wth and development velopment ss ce ne challenges of development nships maintaining relationships otentials and self-identity eer pressure and competition are functions of family members of family life amily relationships versity d social class differences		1. Physical education - The value of physical education - Movements concepts (spatial average qualitative awareness) - Fundamental skills (loco-motor, manipulative) 2. Educational gymnastics - Rolls; jumping; balances; transfinations and street and street are according to the athletes - Territorial games; Net/Wall games at the athletes - Athletic /track field - Eating plan for the athletes 4. Swimming - Recognized strokes - Water safety - Water confidence - Swimming survival techniques 5. Health and physical fitness - Healthy lifestyle	wareness, body aw non-loco-motor ar er of weights; and

 Gender issues Moral values and citizenship Core values of citizens Rights and responsibilities Political systems Consciousness of global citizenship. Module outcomes: On completion of this module students will be able to: Demonstrate knowledge and understanding of per and development Demonstrate the skills needed to initiate and main relationships Demonstrate an understanding of the different for structures Demonstrate and understanding and appreciation values and attitudes Demonstrate a knowledge and understanding of c diversity Demonstrate a knowledge and understanding of many stiticenships 	tain human ms of family of human ulture and	 Physical fitness tests Nutrition Body composition The relationship between physical activity and Methods used to assess body mass index Health risks associated with obesity Health risks associated with being underweight Ways to be active Safe stretching and warm-up techniques Skill development activities Skill practice in minor games Dance and movement with high levels of participation The effects of physical activity Module outcomes: On successful completion of this module, students will be able to: Demonstrate a knowledge and understanding of physical education concepts Apply physical education concepts to the execution and teaching of various skills Confidently use the acquired concepts to engage in the successful application of physical education skills Design a safe and appropriate healthy lifestyle management programme incorporating elements of physical activity and nutrition 			
and citizenship. Method of delivery: Full Time		Method of delivery: Full Time			
Assessment modes: This module is assessed by me	eans of	Assessment modes: This module is assessed by means of			
Module code:- Semester 1: EDST111/3DST111	NQF level: 5	Semester 2: EDST112/3DST112 NQF level: 6			
Title: Education Studies 1A		Title: Education Studies 1B			
Content: 1: Conceptions of education		Content 1. 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			

- History of education
- Historiography of South African education
- Influence of economic, social and political trends on education

4: Education provisioning during the period of National Party rule

- Christian National Education
- Bantu Education Act of 1953
- Separate education for whites, Indians, blacks and coloureds
- Resistance to Bantu Education
- June 1976 Soweto uprisings
- The De Lange Commission
- 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.

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 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 assessed by means of assignments

Method of delivery: Full Time

Assessment modes: This module is assessed by means of assignments

Module code:- | Semester1:EGEP111/3GEP111 | NQF level: 5 | Semester 2: EGEP112/3GEP112 | NQF level: 6

Title: General pedagogy 1A

Title: General Pedagogy 2B

Content: Introduction to teaching and learning processes, Understanding Phase planning, Curriculum Differentiation,

Classroom Management Service learning.

Content: Foundations of teaching and learning, 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				
Module outcomes:	Module outcomes:				
 By the end of the module, students should be equipped with: - Demonstrate basic knowledge and understanding of teaching and learning processes and curriculum differentiation Demonstrate competence in managing the classroom and the learning environment to support teaching and learning Demonstrate basic knowledge and understanding of service learning theories and concepts Demonstrate sufficient broad background knowledge of the requirements and roles of all subjects in the Intermediate Phase curriculum. 	 By the end of the module, students should be equipped with: - Demonstrate a knowledge and understanding of the various methods of teaching and their application in their teaching and learning contexts Critically evaluate learning and teaching activities against the knowledge acquired on principles and approaches to teaching and learning Demonstrate a knowledge and understanding of the purpose of various learning styles in a class with diverse learning needs Demonstrate a 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 formative assessment through participation during lectures, assignments, group presentations, whole class discussions and lesson stimulations. Summative assessment through examination. Module code:- Semester 1:ELZL211/3LZL211 NQF level: 6	Assessment modes: continuous formative assessment through participation during lectures, assignments and group presentations. Summative assessment through examination. Semester 2: ELZL212/3LZL212 NQF level: 6				
Title: IsiZulu Home Language 2A	Semester 2: ELZL212/3LZL212 NQF level: 6 Title:				
Content:	Content:				
SyntaxSociolinguistics and Pragmatics					
	 Poetry. Folklore. Critical analysis and interpretation of poetry and folklore. 				
Module outcomes: By the end of the module, students should be able to: Demonstrate knowledge and understanding of isiZulu Home Language syntax. Apply isiZulu Home Language sociolinguistics and pragmatics skills in texts.	Folklore.Critical analysis and interpretation of poetry				
Module outcomes: By the end of the module, students should be able to: Demonstrate knowledge and understanding of isiZulu Home Language syntax. Apply isiZulu Home Language sociolinguistics and pragmatics	 Folklore. Critical analysis and interpretation of poetry and folklore. Module outcomes: By the end of the module, students should be able to: Demonstrate a knowledge and understanding of poetry and folklore. Critically analyse and interpret poetry and folklore. 				
Module outcomes: By the end of the module, students should be able to: Demonstrate knowledge and understanding of isiZulu Home Language syntax. Apply isiZulu Home Language sociolinguistics and pragmatics skills in texts.	 Folklore. Critical analysis and interpretation of poetry and folklore. Module outcomes: By the end of the module, students should be able to: Demonstrate a knowledge and understanding of poetry and folklore. Critically analyse and interpret poetry and folklore. Create and evaluate poetry and folklore. 				

Title: English First Additional Language 2A	Title: English First Additional Language 2B
Content: Language structures and conventions. Construction and communication of thoughts and Application of grammatical structures and conve	Content:
By the end of the module, students should be able to: Apply language structures and conventions in various contexts. Construct and communicate thoughts and ideas functionally and coherently. Demonstrate the application of grammatical structures and conventions.	 Module outcomes: 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 Assessment modes: This modules is coursework/resear assessed by means of examination Formative assess and summative assessment 50%	nts 50% coursework/research which is assessed by means
Module code:- Semester 1: EESS211/3ESS211 No. Title: Social Sciences 2A (History)	evel: 6 Semester 2: EESS212/3ESS212 NQF level: 6 Title: Social Sciences 2B (Geography)
Content:	Demonstrate a knowledge and understanding of human and physical physical and p

Method of delivery: Full Time			Method of delivery: Full Time	
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:-	Semester 1: EESE211/3ES211	NQF level: 6	Semester 2: EESE212/3ESE212	NQF level: 6
Title: Economic	and Management sciences 2A		Title: Economic and Management So	ciences 2B
Content:			Content: Partnership Sole Trader AFS (profits and loss, income statement and Balance sheet) GAAP principles Cash transactions and Bank reconciliation Credit transactions Module outcomes: By the end of the module, students should be equipped with:	
Method of delive	ery: Full Time		Method of delivery: Full Time	
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:-	Semester 1:EPPS211/3PPS211	NQF level: 6	Semester 2: EPPS212/3PPS212	NQF level: 6
Title: LIFE SKILLS 2	2A (Health Education)		Title: Life Skills 2B (Creative Arts)	
Content: 1. Health promotion • the evolution of health education • health education versus health promotion • comprehensive school health 2. Physical health • growth and health • nutrition and growth • good health and hygiene habits • vision and oral care • infectious diseases • chronic diseases 3. Emotional and psychological health • the importance of mental health • management and control of emotions • stress management • self-esteem • conflict management • managing peer influence • development of good human relationships 4. Body systems • skeletal and muscular systems • digestive system • nervous system • endocrine system • respiratory system		1. Creative Art forms Historical background of the create Elements and principles of creati Creative arts genres 2. Visual Arts Developing visual literacy Creating 2-dimensional technique Creating 3-dimensional technique The art world 3. Drama Purpose of drama Purpose of drama The actor's instrument Drama in performance Drama production 4. Music Notation Major music categories Types of songs/music Music conducting techniques 5. Dance Dance theory and principles	ve art forms es	

 circulatory system 5. Sexuality education purpose and implications of sexuality education guidelines for comprehensive sexuality education family living and sexuality education relationships 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 (germs and diseases) pollution (water pollution; air pollution) waste management 				
 Module outcomes: On successful completion of this module, students will be able to: Demonstrate an understanding of the concepts related to health promotion and disease prevention Analyse the influence of family, peers, culture, media, technology and other factors on health behaviours Search and access valid health information, and health-promoting products, and services Practice health-enhancing behaviours and reduce health-related risks Advocate for personal, family, and environmental health. 			 Module outcomes: On completion of the module, students will be able to: Demonstrate a knowledge and understanding of the various Creative Art disciplines Apply a variety of skills in creative arts Demonstrate creativity in a variety of different art forms Value and appreciate their own and others' artistic processes and/or products. 	
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	: ESBM211/3SBM211	NQF level: 5	Semester 2: EEBE212/3EBE212 NQF	level: 5
Title: Basic Mathematics			Title: Basic EMS	
Content: 1. Measurements • Conversion of units • Perimeter, area and volume • Two and three dimensional figures 2. Basic Financial literacy • Cost price and selling price • Profit margins • Taxation • Currency fluctuations • Financial and other indices • Simple and compound growth • Budgeting • Bond repayments • Inflation • Investments and loans • Exchange rates 3. Data • Pictographs and circle graphs		Content: The Economic and Management Sciences as a field of study 1. The economy		

Stem and leaf plots		Different types of businesses	
 Scatter plots Histograms and frequency polygons Statistical measures 4. Probability Probability of single event Independent events Two way diagrams 5. Number Sequences Percentages 		Teaching and learning strategies in Economic and Management Sciences.	
Ratio and proportion		Module outcomes:	
Module outcomes: On successful completion of the module, students sh to: - Demonstrate a minimal understanding of mathem concepts Demonstrate general understanding of mathematics. Demonstrate a basic application of mathematics.	On successful completion of the module, students should be able to Demonstrate a knowledge and understanding of Economic and Management Sciences concepts. Demonstrate an integrative 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 m	neans of	Assessment modes: This module is assessed b	y
Module code:- Semester 1: EDST211/3DST211	NQF level: 7	Semester 2: EDST212/3DST212 NQF level: 7	•
Title: Education Studies 2A		Title: Education Studies 2B	
Content: 1: Understanding child and adolescence development • Theories of development • Principles of development 2: Early childhood development • The context of early childhood development • Physical development in early childhood • Cognitive and language development in early • Social and emotional development in early childhood	Content: - 1. Study of learning • Learning theories and philosophies • Relation of learning and instruction 2.Neuroscience of learning • Neurophysiology of learning • Brain functions and learning • Motivation and emotions 3.Theories of learning		

On successful completion of the module, students should be able to: Module outcomes: On successful completion of the module. Demonstrate a knowledge and understanding of childhood and students should be able to ... adolescent development. Demonstrate a knowledge and understanding Use critical thinking and problem solving skills in relation to the of the different learning theories and their childhood and adolescent developmental issues that occur during implications for teaching and learning. 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 contrast types of motivation. Critique and justify which theories are best suited for learners' individual needs. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is Assessment modes: This module is assessed by assessed by means of assignments means of assignments. NQF level: 6 Semester 2: EGEP212/3GEP212 NQF level: 6 Module code:-Semester EGEP211/3GEP211 Title: General Pedagogy 2A Title: General Pedagogy 2B Content: Content: 1. A framework for understanding inclusion for 1. Foundations of teaching and learning South African school communities Philosophies and perspectives of pedagogical content knowledge What is inclusion? Principles underpinning the process of teaching and learning Changing paradigms Approaches to knowledge structuring and models for quality Inclusion in the South African context teaching 2. Barriers to learning. 2. The learner and the learning process Types of barriers Important factors a teacher should know about the learner Current school reforms and addressing barriers Perspectives on learning process and learning styles to student learning Teaching and learning strategies 3. Identification and assessment of learners 3. with barriers to learning. Cooperative teaching and learning strategies Purpose of assessment Problem-based teaching and learning strategies Expository teaching and learning strategies Assessment strategies Indirect teaching and learning strategies 4. Learning support Education Technologies (Teaching Medias) Learning support in South Africa 4. Orientation into assessment Principles of Universal Design for Learning Understanding key issues in assessment (UDL) Differentiated instructional strategies Theories on the nature of learners' needs in assessment (Gardner and Maslow' theories) Designing a learner support programme. Collaboration **5.** Purposes, procedures in continuous assessment 5. Collaboration with teachers, families, education Organising, planning and designing activities for baseline Professional development portfolio assessment Understanding formative assessment and its implication for support services, and community members. teachers in practice Diagnostic assessment and its value in effective teaching and learning Understanding summative assessment Assessment grading models 6. Implication of assessment on teachers' professionalism and responsibilities Programming models Management of assessment in schools Marking and grading

- Recording and filing
- Reporting learners' performance

Module outcomes:

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

- Demonstrate a knowledge and understanding of the various methods of teaching and their application in their teaching and learning contexts
- Critically evaluate learning and teaching activities against the knowledge acquired on principles and approaches to teaching
- 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 the various concepts and contexts in assessment
- Demonstrate the ability to produce assessment plans and activities

Module outcomes:

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

- Demonstrate a knowledge and understanding of the practical implications of inclusion for South African school communities
- Identify and assess learners with various barriers to learning
- Design effective differentiated teaching, learning and assessment tasks
- Demonstrate a knowledge and understanding of the principles of Universal Design for Learning (UDL) to support the learning of all students
- Demonstrate a knowledge and understanding of differentiated instructional strategies to support learning in inclusive classrooms
- Demonstrate the collaborative skills needed for working with peer professionals, support staff, parents, and community members

Demonstrate a knowledge and understanding of preparing a professional development portfolio

Method of delivery: Full Time

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

Module code:-Semester 1: ELZL311/3LZL311 NQF level: 6 Assessment modes: This module is assessed by

means of examination..... Semester 2: ELZL312/3LZL312 NQF level: 6

Title: IsiZulu Home Language Education 3A

Content:

- Foundations of teaching and learning in IsiZulu Home Language.
- IsiZulu Home Language subject policy documents.
- Teaching and learning strategies in IsiZulu Home Language.
- Assessment strategies in IsiZulu Home Language.
- **Learning and Teaching Support Materials in IsiZulu** Home Language.

Content:

IsiZulu Home Language teaching and learning in school.

Title: IsiZulu Home Language Education 3B

- 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.

Method of delivery: Full Time

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.

Module outcomes:

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

- Use elementary statistical information 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.

- Design appropriate lesson plans in IsiZulu Home Language taking into account theories of teaching, learning, child development and curriculum needs.
- Design appropriate assessment strategies in IsiZulu Home Language.
- Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home Language.
- Demonstrate an understanding of the use of ICT in facilitating IsiZulu Home Language.
- Demonstrate the competence needed to learn from available research in order to improve teaching in the IsiZulu Home Language classroom and to enhance their own academic learning.
- Develop content knowledge to plan, implement and assess effective teaching and learning experiences.
- 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 summative assessment 50%......

Method of delivery: Full Time

Semester 2: ELEL312/3LEL312

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

Module code:- Semester 1: ELEL311/3LEL311 NQF level: 6

Title: English First Additional Language Education 3A

Title: English First Additional Language Education 3B

NQF level: 6

Content:

- Foundations of teaching and learning in English.
- English First Additional Language policy documents.
- Teaching and learning strategies in English First Additional Language.
- Assessment strategies in English First Additional Language.
- Lesson design in English First Additional Language.
- Learning and Teaching Support Materials in English First Additional Language.

Content:

- English First Additional Language teaching and learning in school.
- Curriculum differentiation and adaptive teaching in English First Additional Language.
- Classroom research in English First Additional Language.
- Develop pedagogical content knowledge in English First Additional Language.
- ICT in English First Additional Language.

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

Module outcomes:

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

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

Method of delivery: Full Time Assessment modes: This modules is coursework/resassessed by means of examination Formative assand summative assessment 50%	 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 Assessment modes: This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50% 		
Module code:- Semester 1: EESS311/3ESS311	NQF level: 6	Semester 2: EESS312/3ESS312 NQF level: 6	
Title: Social Sciences Education 3A		Title: Social Sciences Education 3B	
Content: Foundations of teaching and learning in Social Sciences Teaching and Learning strategies in Social Sciences Assessment strategies in Social Sciences Lesion design in Social sciences Learning and Teaching Support Materials in Social Sciences Module outcomes:		 Content: Social sciences teaching and learning in School Curriculum differentiation and adaptive teaching in social Sciences Classroom research in social sciences Develop pedagogical content knowledge in Social Sciences ITC in Social Sciences Module outcomes: By the end of the module, students should be able 	
 By the end of the module, students should be able to Demonstrate a knowledge and understanding of foundations of teaching and learning in social sci Demonstrate a knowledge and understanding of policies in social sciences teaching and learning Select and use appropriate strategies, methods a in the teaching and learning of social sciences Design appropriate lesson plans in social science account theories of teaching, learning, child deve curriculum needs. Design appropriate assessment strategies for social Design, select and adapt appropriate teaching are support materials for social sciences Demonstrate an understanding of the use of ICT Social Sciences 	 Use elementary statistical information to manage teaching, learning and assessment in Social Sciences Demonstrate competence in assessing and monitoring learner progress and achievement in Social Sciences Use the results of assessment to improve teaching and learning of Social Sciences Adapt lessons and assessment tasks to accommodate learners with different learning problems in Social Sciences Demonstrate the competence needed to learn from the available research to improve teaching in the Social Sciences classroom and to enhance their own academic learning Develop the content knowledge needed to plan, implement and assess effective teaching and learning experience Evaluating curriculum policies in Social Sciences Demonstrate an understanding of the use of ITC in facilitating Social Sciences 		
Method of delivery: Full Time	mann of Till	Method of delivery: Full Time	
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:- Semester 1: EPPS311/3PPS311	NQF level: 6	Semester 2: EPPS312/ 3PPS312 NQF level: 6	
Title: Life Skills Education 3A	Title: Life Skills Education 3B		

Content: -Content: -1. Foundations of teaching and learning in Life Skills 1. Life Skills teaching and learning in school History of Life Skills teaching and learning Use elementary statistical information to 2. Life Skills policy documents manage teaching, learning and assessment activities Subject policy documents 2. Curriculum differentiation and adaptive 3. Teaching and learning strategies in Life Skills teaching in Life Skills Teaching and learning theories Teaching and learning strategies Barriers to learning and development 4. Assessment strategies in Life Skills Designing differentiated learning activities 3. Classroom research in Life Skills 5. Lesson design in Life Skills 6. Learning and Teaching Support Materials in Life Skills Use existing research literature in Life Skills to Improvisation in Intermediate Phase Life Skills improve classroom practice 4. Develop pedagogical content knowledge in Life Skills Addressing alternative - pre- and misconceptions 5. ICT in Life Skills Module outcomes: Module outcomes: On successful completion of the module students will be able On successful completion of the module, to: students will be able to: Demonstrate a knowledge and understanding of the Use elementary statistical information to foundations of teaching and learning in Life Skills. manage teaching, learning and assessment in Demonstrate a knowledge and understanding of the relevant Life Skills. policies in Life Skills teaching and learning. Demonstrate competence in assessing and Select and use appropriate strategies, methods and techniques monitoring learner progress and achievement in Life Skills. in the teaching and learning of Life Skills. Use the results of assessment to improve Design appropriate lesson plans for Life Skills taking into teaching and learning of Life Skills. account theories of teaching, learning, child development and Adapt lessons and assessment tasks to curriculum needs. Design appropriate assessment strategies in Life Skills. accommodate learners with different learning problems in Life Skills. Design, select and adapt appropriate teaching and learning Demonstrate the competence to learn from support materials for Life Skills. available research in order to improve teaching Demonstrate an understanding of the use of ICT in facilitating in the Life Skills classroom and to enhance their Life Skills. own academic learning. Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies for Life Skills. Demonstrate an understanding of the use of ICT in facilitating Life Skills. 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				
Module code:-	Semester 1: EDST311/3DST311	NQF level: 7	Semester 2: EDST312/3DST312 NQF level: 7				
Title: Education Stu	udies 3A		Title: Education Studies 3B				
Administration as it relates to school administration and school management. School administration			Common law practices in education 2 Legislation impacting on education				

- School management
- School administration and effectiveness

2: Education management theories

- Collegial management theories
- Bureaucratic management theories
- Political management theories

3: The nature and the purpose of school management and leadership both generally and in the context of a changing South Africa.

- School leadership and management practice for the changing South African context
- School management teams
- Embracing alternative ways of managing and leading

4: Management of resources

- Management of human resources
- Management of physical resources
- Financial resources

Module outcomes:

On successful completion of the module, students should 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.

Method of delivery: Full Time

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

- The Constitution of the Republic of South Africa . Act 108 of 1996
- The South African Schools Act
- The Employment of Educators Act
- The Labour Relations Act

3 Legal foundations for school practice

- Rules and interpretation of statutes
- Court cases that impact on school practice

4 The legal status of the

- educator
- learner
- school

Module outcomes:

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

- Demonstrate a knowledge and understanding of the legislation and policies that impact on school practice
- Apply their knowledge and skills to classroom and school management in ways that demonstrate their ability to interpret the legislation and policies
- Analyse and critique court cases that impact on school practice

Method of delivery: Full Time

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

FED.10.3.4 MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING - EBDIP2

INTERMEDIATE PHASE TEACHING (LANGUAGE AND HUMANITIES) - YEAR COURSES

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

Title: Academic skills for educators

Content: -

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

Module outcomes:

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

Method of delivery: Full Time

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

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

Title: IsiZulu Home Language Education 4

Content:

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

Module outcomes:

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

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

Method of delivery: Full Time

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

Module code:- Year Level 4: ELEL400/3LEL400

NQF level: 7

Title: English First Additional Language Education 4

Content:

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

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

Module outcomes:

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

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

Method of delivery: Full Time

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

Module code:- Year Level 4: EESS400/3ESS400

NQF level: 7

Title: Social Sciences Education 4

Content: -

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

Module outcomes:

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

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

Method of delivery: Full Time

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

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

Title: Life Skills Education 4

Content: -

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
- Use Action research in Life Skills to:
 - ✓ gather and process information
 - √ validate sources of information
 - √ address complex problems applying evidence based solutions and theory driven arguments
- 3. Advanced development of pedagogical content knowledge in Life Skills
- Link epistemology of Life Skills with Life Skills practices

- Addressing alternative pre- and misconceptions
- 4. Curriculum policies in Life Skills
- Critique curriculum policies in Life Skills
- 5. Reflection on teaching and learning experiences in Life Skills

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

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

Method of delivery: Full Time

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

Module code:- Year Level 4: ELCL400/3LCL400

NQF level: 5

Title: Conversational Language for Teachers - Afrikaans

Content:

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

Module outcomes:

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

- Demonstrate functional use of basic Afrikaans
- · Listen and respond to multi modal texts in Afrikaans
- Read and view various texts in Afrikaans
- Write basic texts in Afrikaans

Method of delivery: Full Time

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

Module code:- Year Level 4: ELCL400/3LCL400

NQF level: 5

Title: Conversational Language for Teachers - Sesotho

Content:

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

Module outcomes:

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

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

Method of delivery: Full Time

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

FED.10.3.5 TEACHING PRACTICE MODULE CONTENT AND OUTCOME (EBDIP1 AND EBDIP2)

INTERMEDIATE PHASE TEACHING PRACTICE MODULES - YEAR COURSES Module code:- Year Level 1: EPTE100/3PTE100 NQF level: 5 Title: School Experience 1 Content: (Campus based, Semester 1) Design an observation tool Write their teaching philosophy statement (Campus based, Semester 1&2) Becoming an IP teacher -watching video clips (School based, Semester 2, 1 week) School observation – school functionality Complete the journal, write with critical reflection (Campus based, Semester 2) Reflect on characteristics of a classroom Reflect on school and classroom management Module outcomes: On successful completion of the module, students should be able to ... Observe and document the classroom management strategies used by teachers Design and implement the observation tools learned Reflect on their school-based activities, observed and performed Method of delivery: Full Time Assessment modes: This module is assessed by means of examination..... Module code:-Year Level: EPTE200/3PTE200 NQF level: 6 **Title: School Experience 2** Content: Observe, reflect and document teaching, learning and assessment practices. Critically analyse various teaching and learning practices across a variety of contexts Present information using a journal and portfolio of evidence Identify and document observed barriers to learning Module outcomes: On successful completion of the module, students should be able to ... Observe, document and reflect on the teaching and learning strategies used by the teacher Critically analyse various teaching and learning practices across a variety of contexts Identify learners with learning and developmental barriers and reflect on the teaching and learning strategies

employed in the classroom

Method of delivery: Full Time

Title: School Experience 3

Module code:-

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

Year Level 3: EPTE300/3PTE300

NQF level: 6

Content:

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

Method of delivery: Full Time

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

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

Title: School Experience 4

Content:

- 1 Curriculum differentiation
 - Manage barriers to learning and development in practice
 - Design differentiated learning activities
 - Use strategies for differentiating teaching to meet the specific learning needs of learners, across the full range
 of abilities
 - Design activities that are informed by the area of specialisation
 - Develop and design intermediate phase lesson plans and daily preparations
 - Assess and report on learner performance
- 2 Developing a professional portfolio of evidence
 - Evidence of all teaching experiences
- 3 Application of appropriate classroom management strategies to promote safe and supportive learning environments.
- 4 Educational technologies for teaching and learning
 - Use visual and audio visual resources in lesson presentation.
- 5 Post- practice teaching conferencing
 - Remediation of challenges experienced during class room practice
 - Dealing with issues from reflections
 - Peer reviews
 - Challenges categories (learners, methods, classroom, LTSMs, extramural activities or other engagement in the school.
- 6 Service learning community projects

FED 11 4 YEAR FT BACHELORS DEGREES: FURTHER EDUCATION AND TRAINING PHASE

BACHELOR OF EDUCATION PROGRAMMES – 4 years							
Qualification and Specialisation	Old Qualification code (PIPELINES)	New Qualification code (FTENS)	Mode of delivery	Campus	NQF level		
Bachelor of Education: Further Education and Training-Life Orientation and Language	EBDFT1	3BDFT1	Full time	Main	7		
Bachelor of Education: Further Education and Training- History and Language	EBDFT2	3BDFT2	Full time	Main	7		
Bachelor of Education: Further Education and Training- Geography and Language	EBDFT3	3BDFT3	Full time	Main	7		
Bachelor of Education: Further Education and Training - Accounting, Business Economics and Economics	EBDFT4	3BDFT4	Full time	Main	7		
Bachelor of Education: Further Education and Training - History and Geography	EBDFT5	3BDFT5	Full time	Main	7		
Bachelor of Education: Further Education and Training - Computer Science and Mathematics	EBDFT6	3BDFT6	Full time	Main	7		
Bachelor of Education: Further Education and Training -Physical Science and Mathematics	EBDFT7	3BDFT7	Full time	Main	7		

FED.11.1 BACHELOR OF EDUCATION FET PROGRAMMES – EBDFT1

FED.11.1.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of	Education: Further Education and Train	ning - 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)	80	5	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
APSY112	Applied Psychology	15	5	NONE
EFCS112	Citizenship Education	15	6	NONE
AENG112	English 1 Part B	15	6	NONE
AZUL152	Translation, interpreting, Traditional and Modern Literature	15	6	NONE
EPDL211	Human Development & Learning	08	6	NONE
APSY221	Personality Psychology	15	6	APSY111
SHMS02A	Physical & Motor Development	15	6	SHMS01A
AENG211	English 2 Part A: Language and Literature	15	6	AENG111 AENG112
AZUL241	Sounds, Words and their Dynamics B, Terminology and Lexicography(isiZulu)	15	6	AZUL151
ECTL212	Teaching & Learning Strategies	08	6	NONE
EPSR212	Social Relations	15	6	APSY112
SHMS02B	Health & Physical Education	15	6	SHMS01A
AENG212	English 2 Part B: Language and Literature	15	6	AENG111
AZUL242	Translation, Sociolinguistics, Heritage and Literature	15	6	AENG112 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	AENG111/112
ESMZ311	Method of isiZulu 3A	15	7	AZUL151/152
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	AZUL151/152
ELGF312	Method of English 3B	12	7	AENG111/112
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	Understanding a Novel, Short Stories and Essays	08	7	NONE
EPRE412	English 3 Part C: Language and Literature	08	6	NONE
EPSJ412	Management of School Systems & Extra- curricular activities	12	6	EPSR212
AENG312	Introduction to Research in 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	NONE
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.11.1.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET (LIFE ORIENTAITON AND LANGUAGE). QUAL. CODE: EBDFT1

Year Level 1 First semester		Year level 2			Year level 3 First semester			Year level 4 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	80	EPDL211	С	80	EALM311	С	08	EPIE411	С	08
EFIT111	С	08	APSY221	С	15	ECAE311	С	08	ECTP411	С	15
APSY111	С	15	SHMS02A	С	15	EMLO311	С	15	EPPE411	С	12
SHMS01A	С	15									
Choose any of the fo	ollowing:-		Choose any of the fol	lowing:-		Choose any of the fo	ollowing:-		Choose any of the fo	ollowing:-	
AENG111	E	15	AENG211	Е	15	ELGF311	E	15	AENG321	E	15
AZUL151	E	15	AZUL241	Е	15	ESMZ311	E	15	AZUL331	Е	15
									Choose any of the fo	ollowing:-	
									AENG321	E	15
									AZUL321	Е	15
Total 1st semester		61	Total 1st semester		53	Total 1st semester		46	Total 1st semester		65
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second semester		1	Second 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
ESCL112		80	ECTL212		80	EDSE312		08	EAMS412		08
EPHA112		08	EPSR212		15	EFMS312		08	EPRE412		08
APSY112		15	SHMS02B		15	EMLO312		12	EPSJ412		12
EFCS112		15									
Choose any of the fo	ollowing:-	ı	Choose any of the fol	lowing:-	ı	Choose any of the fo	ollowing:-	1	Choose any of the fo	any of the following:-	
AENG112	Е	15	AENG212	Е	15	ESMZ312	Е	12	AENG312	Е	15
AZUL152	Е	15	AZUL242	Е	15	ELGF312	E	12	AZUL332	Е	15
									Choose any of the fo	ollowing:-	•
									AENG322	Е	15
									AZUL342	Е	15
Total 2 nd semester		61	Total 2 nd semester		53	Total 2 nd semester		40	Total 2 nd semester		58
Year Modules											
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			Year module credit			Year module credit		
Overall Total year level 1		138	Overall Total year level 2		138	Overall Total year level 3		118	Overall Total year level 4		155
Total credits for the	curriculum										549

FED.11.1.3. MODULE CONTENT AND OUTCOMES FOR FURTHER EDUCATION AND TRAINING - EBDFT1

FURTHER	·	1	ND LANGUAGE) - SEMESTER COURSES			
Module code:-	Semester 1: EMLO311	NQF level: 6	Semester 2: EMLO312	NQF level: 6		
Title: Met	hod of Life Orientation		Title: Method of Life Orientation			
Content: Introduction to professional studies; the learner in the classroom; principles of good teaching practice; classroom management, organization and discipline, lesson planning; teaching strategies.		Content: Reflection on the role of the school community, stress and conflict management, leadership and team work, the principles of good teaching, classroom management, organization and discipline and lesson planning in relation to their school experience; and parental involvement. To modify both instructional and assessment strategies to accommodate learners with special needs.				
Module outcomes: To introduce students to the general teaching strategies and principles that promote the development of authentic learning environments through the creation of effective classroom management and organizational practices			Module outcomes: To build and reflect on teaching and learning strategies used in South African classrooms in order to deepen the students' understanding of the link between theory and practice. To explore the issues of special education in schools.			
	delivery: Full Time		Method of delivery: Full Time			
Assessment modes: This module is assessed by means of examination			Assessment modes: This module is assess examination	sed by means of		
Module code:-	Semester 1: ESMZ311	NQF level: 6	Semester 2: ESMZ312	NQF level: 6		
Title: IsiZ	ulu Language Method		Title: IsiZulu Language Method			
teaching; approache implement	s and techniques; interpation of home/ first language on the policies; approaches and standa	es, principles, retation and curriculum and	Content: Theories of isiZulu language learning and teaching; teaching methods, strategies, principles, approaches and techniques; interpretation and implementation of home/ first language curriculum and assessment policies; approaches and standards of language classroom research.			
teachers methodolo	outcomes: The module introduce to isiZulu additional languagy, interpretation and implementate and assessment policies; a research	age teaching ion of language	Module outcomes: The module introduces student teacher to isiZulu additional language teaching methodology interpretation and implementation of language curriculun and assessment policies; and language classroom research			
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, reflections, attendance and participation and summative assessment through an internally moderated final examination.		Formative assessment through tests, assignments, teaching journals, reflections, attendance and participation and				
Module code:-	Semester 1: ELGF311	NQF level: 6	Semester 2: ELGF312	IQF level: 6		
	hod of English		Title: English language Method			
Content: History of teaching and learning of the English Language; subject policy documents for English First Additional Language Teaching and learning theories and strategies in English; assessment strategies; lesson design;			Content: History of teaching and learning of the English			

	teaching and learning support nod lesson presentations.	naterials; micro	design of teaching and learning support materials, micro teaching and lesson presentations.			
Module outcomes: This Module introduces students to various teaching and learning strategies and theories in English so that they will be knowledgeable about the school curriculum and be able to unpack its language content, as well as being able to use available resources appropriately, so as to plan, design and teach 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 unpack its language content, as well as being able to use available resources appropriately, so as to plan, design and teach effective lessons.			
	delivery: Full Time		Method of delivery: Full Time			
of Continuo lesson pres	nt modes: This module is assebus assessment through tests, assentations (50%) and summative ter examination (50%).	ssignments and	Assessment modes: This module is assess Continuous assessment through tests, a lesson presentations (50%) and summative first semester examination (50%).	ssignments and		
Module code:-	Semester 1: EPPE411	NQF level: 7	Semester 2: EPSJ412	NQF level: 7		
Title: Care	eer Education		Title: Social Justice and Human Rights			
Content: Introduction to the global economy; theories of career development; value-based multicultural approach to career counselling and advocacy; career development for learners with special needs; assessment in career counselling; using information to facilitate career development; preparing for work.			Content: - Promote the value and principles of the constitution, particularly those related to human rights and the environment. - Promote the practice of democratic values, attitudes and dispositions in the schools, as well as in society at large. - Encourage, create and maintain a supportive and empowering environment for learners. Practice and promote a sense of respect and responsibility towards others by inculcating a critical, committed and ethical attitude			
career infor so as to e effective ed	atcomes: To introduce students rmation, career education, and carensure the establishment of vaducational strategies dedicated to ensure the relevance of the care	reer counselling rious types of to the study of	Module outcomes: The purpose of the module is to provide students with knowledge and understanding of social justice and human rights in South Africa			
Method of	delivery: Full Time		Method of delivery: Full Time			
Assessme of examina	nt modes: This module is asse	ssed by means	Assessment modes: This module is assessed by means of examination			
Module code:-	Semester 1:	NQF level:	Semester 2: EFCS112	NQF level:		
- Couc.			Title: : Citizenship Education			
			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			
<u> </u>			1			

			Assessment modes: This module is assess Continuous formative assessment – tes presentation and summative assessment examinations in November	st, assignment,	
Module code:-	Semester 1:	NQF level:	Semester 2: EPSR212	NQF level:	
			Title: Social Relations		
			Content: 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 introduce students to framework for understanding social relations of how this should be taught and transmitted	the theoretical and the method	
			Method of delivery: Full Time		
			Assessment modes: This module is assess continuous formative assessment the assignments, teaching journals, portfolios seminars and participation, long essays/representations and summative assessment the moderated final examination.	nrough tests, s, attendances, research paper	

FED. 11.1.4. MODULES OFFERED IN OTHER FACULTIES

NB: PLEASE REFER TO 2019 ARTS, FCAL, FSA HANDBOOKS FOR: - (MODULES IN THIS PAGE AND THE NEXT PAGE)

FURTHER EDUCATION AND TRAINING (LIFE ORIENTATION AND LANGUAGE) - SEMESTER COURSES					
Module code:-	Semester 1: APSY111	NQF level: 5	Semester 2: APSY112	NQF level: 5	
Title:			Title:		
Content:			Content:		
Module outcome	s:		Module outcomes:		
Method of delive	ry: Full Time		Method of delivery: Full Time		
Assessment mod	des: This module is assessed by means of e	examination	Assessment modes: This module is asse	ssed by means of	
Module code:-	Semester 1: SHMS01A	NQF level: 6	Semester 2: SHMS02B	NQF level: 5	
Title:			Title:		
Content:			Content:		
Module outcome	s:		Module outcomes:		
Method of delive	ry: Full Time		Method of delivery: Full Time		
Assessment mod	des: This module is assessed by means of e	examination	Assessment modes: This module is asse	ssed by means of	
Module code:-	Semester 1: AENG111	NQF level: 6	Semester 2: AENG211	NQF level: 6	
Title:			Title:		
Content:			Content:		
Module outcome	s:		Module outcomes:		
Method of delive	ry: Full Time		Method of delivery: Full Time		
Assessment mod	des: This module is assessed by means of	examination	Assessment modes: This module is assessed by means of		
Module code:-	Semester 1: AZUL151	NQF level: 6	Semester 2: AZUL241	NQF level: 6	
Title:			Title:		
Content:			Content:		
Module outcome	s:		Module outcomes:		
Method of delive	ry: Full Time		Method of delivery: Full Time		
Assessment mod	des: This module is assessed by means of	examination	Assessment modes: This module is assessed by means of		
Module code:-	Semester 1: APSY111	NQF level: 6	Semester 2: APSY221	NQF level: 6	
Title:			Title:		
Content:			Content:		
Module outcome	s:		Module outcomes:		
Method of delive	ry: 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: SHMS02A	NQF level: 6	Semester 2: SHMS02B	NQF level: 6	
Title:			Title:		
Content:			Content:		
Module outcomes:			Module outcomes:		
Wodule outcome	ng Full Time	Method of delivery: Full Time			
Method of delive	ry. ruli Time				
Method of delive	ry: Full Time des: This module is assessed by means of a	examination	Assessment modes: This module is asse	ssed by means of	

Title:		Title:			
Content:			Content:		
Module outcome			Module outcomes:		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mod	des: This module is assessed by means of e	examination	Assessment modes: This module is asses	ssed by means of	
Module code:-	Semester 1: AZUL241	NQF level: 7	Semester 2: AZUL242	NQF level: 7	
Title:			Title:		
Content:			Content:		
Module outcome	es:		Module outcomes:		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mod	des: This module is assessed by means of e	examination	Assessment modes: This module is asses	ssed by means of	
Module code:-	Semester 1: AENG311	NQF level: 7	Semester 2: AENG312	NQF level: 7	
Title:			Title:		
Content:			Content:		
Module outcome	es:		Module outcomes:		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mod	des: This module is assessed by means of e	examination	Assessment modes: This module is assessed by means of		
Module code:-	Semester 1: AZUL331	NQF level: 7	Semester 2: AZUL332	NQF level: 7	
Title:			Title:		
Content:			Content:		
Module outcome	es:		Module outcomes:		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mod	des: This module is assessed by means of e	examination	Assessment modes: This module is assessed by means of		
Module code:-	Semester 1: AENG321	NQF level:	Semester 2: AENG322	NQF level: 7	
Title:			Title:		
Content:			Content:		
Module outcome	es:		Module outcomes:		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mod	des: This module is assessed by means of e	Assessment modes: This module is assessed by means of			
Module code:-	Semester 1: AZUL321	NQF level:	Semester 2: AZUL342	NQF level: 7	
Title:			Title:		
Content:			Content:		
Module outcomes:			Module outcomes:		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mod	des: This module is assessed by means of e	examination	Assessment modes: This module is asses	ssed by means of	

FED.11.2 BACHELOR OF EDUCATION FET PROGRAMMES – EBDFT2 FED.11.2.1 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 and Literature	15	6	AENG111 AENG112	
AZUL241	Sounds, Words and their Dynamics(B) Terminology and Lexicography (isiZulu)	15	6	AZUL151	
ECTL212	Teaching & Learning Strategies	08	6	NONE	
AHIS212	General Topics: 19th and early 20th century South Africa	15	6	AHIS112	
AENG212	Translation, Sociolinguistics, Heritage and Literature (isiZulu)	15	6	AENG111 AENG112	
AZUL242	English 2 Part B: Language and Literature	15	6	AZUL152	
EALM311	School Leadership & Management	08	7	NONE	
ECAE311	Assessment in Education	08	7	NONE	
ESMH311	Method of History 3A	15	7	AHIS111 AHIS112	
ELGF311	Method of English 3A	15	7	AENG111 AENG112	
ESMZ311	Method of isiZulu 3A	15	7	AZUL151 AZUL152	

EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESMH312	Method of History 3B	12	7	AHIS111 AHIS112
ESMZ312	Method of English 3B	12	7	AZUL151 AZUL152
ELGF312	Method of isiZulu 3B	12	7	AENG111 AENG112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	15	7	NONE
AHIS311	Archival skills and introduction to cultural museum	15	7	AHIS211
AHIS321	The Zulu Monarchy and KZN leaders in	15	7	AHIS211
AENG311	English 3 Part A: Language and Literature	15	7	AENG211 AENG212
AZUL331	Sounds, Words and their Dynamics C &	15	7	AZUL241
AENG321	Understanding a Novel, Short Stories and Essays	15	7	AZUL241
AZUL321	English 3 Part C: Language and Literature	15	7	AENG/211 AENG212
EAMS412	Management of School Systems & Extra-	08	7	NONE
EPRE412	Introduction to Research in Education	08	6	NONE
AHIS312	Colonial and Post Independent Africa	15	7	AHIS212
AHIS322	Totalitarian regimes and the Nuclear Age	15	7	AHIS212
AZUL332	IsiNtu Linguistics, Heritage and Introduction to	15	7	AZUL242
AENG312	English 3 Part B: Language and Literature	15	7	AENG211 AENG212
AZUL342	Understanding of Drama and Poetry (isiZulu)	15	7	AZUL242
AENG322	English 3 Part B: Language and Literature	15	7	AENG211 AENG212
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	NONE
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.11.2.2 QUALIFICATION NAME: BACHELOR OF EDUCATION: FET HISTORY AND LANGUAGE. QUALIFICATION CODE: EBDFT2

			Year level 2			Year level 3			Year level 4		
First semester			First semester			First semester			First semester		
Module code	Core/ Ancillary/Ele ctive	Cr	Module code	Core/ Ancillary/Ele ctive	Cr	Module code	Core/ Ancillary/Ele ctive	Cr	Module code	Core/ Ancillary/Ele ctive	Cr
ELLL111	С	08	EPDL211	С	08	EALM311	С	80	EPIE411	С	80
EFIT111	С	08	AHIS211	С	15	ECAE311	С	80	ECTP411	С	16
AHIS111	С	15	Choose any of the fo	llowing:-		ESMH311	С	16	Choose any of the foll		
Choose any of the	following:-		AENG211	E	15	Choose any of the fol	lowing:-		AHIS311	E	15
AENG111	Е	15	AZUL241	E	15	ELGF311	E	16	AHIS321	E	15
AZUL151	E	15				ESMZ311	E	16	Choose any of the foll	owing:-	
									AENG311	E	15
									AZUL331	E	15
									Choose any of the foll	owing:-	
									AENG321	E	15
									AZUL321	Е	15
Total 1st semester		46	Total 1st semester		38	Total 1st semester		48	Total 1st semester		69
Year Level 1			Year level 2			Year level 3		1	Year level 4		1
Second semester			Second semester			Second semester			Second semester		
Module code	Core/ Ancillary/Ele ctive	Cr	Module code	Core/ Ancillary/Ele ctive	Cr	Module code	Core/ Ancillary/Ele ctive	Cr	Module code	Core/ Ancillary/Ele ctive	Cr
ESCL112	С	08	ECTL212	С	08	EDSE312	С	08	EAMS412	С	08
EPHA112	С	08	AHIS212	С	15	EFMS312	С	08	EPRE412	С	80
AHIS112	С	15				ESMH312	С	12			
Choose any of the	following:-		Choose any of the fo	llowing:-	•	Choose any of the fol	lowing:-	•	Choose any of the foll	owing:-	
AENG112	E	15	AENG212	E	15	ESMZ312	E	12	AHIS312	E	15
AZUL152	Е	15	AZUL242	Е	15	ELGF312	Е	12	AHIS322	E	15
									Choose any of the foll	owing:-	
									AENG312	E	15
						1			AZUL332	E	15
						1			Choose any of the foll	owing:-	
						1			AZUL342	E	15
									AENG322	E	15
Total 2 nd semester		46	Total 2 nd semester		38	Total 2 nd semester		40	Total 2 nd semester		61
						Year Modules					
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			Year module credit			Year module credit		
Overall Total vear level 1		108	Overall Total year level 2		108	Overall Total year level 3		120	Overall Total year level 4		162
year level i											4

FED.11.2.3 MODULE CONTENT AND OUTCOMES FOR EBDFT2- SEMESTER MODULES

	ICATION AND TRAINING (HISTORY AI	ND LANGUAGE) - SEMESTER COURSES	
Module code:-	Semester 1: ESMH311	NQF level:	Semester 2: ESMH312	NQF level:
Title: Method	of History		Title: Method of History	
system (ca - Contextual methods - Discovery - Teaching - Teaching	lizing teaching and learning str strategy and learning resources aids	rategies and	 Content: The School History. Using historical sources in the teat School History. Developing learners' interests in historical sources. Essential Qualities of a History Teach Teaching emotive and controvers history. The Historical Thinking. Teaching and Learning Resources. Assessment in history 	ory outside the
competent an	omes: The purpose of this module ad critical educators who will add earning of History.		Module outcomes: To develop knowled competencies essential for effective learning of History in Further Education a	teaching and
Method of de	livery: Full Time		Method of delivery: Full Time	
Continuous fo assignments	modes: This module is assessed rmative assessment through participa (academic and professional) and passessment through examinations in June 2015.	ation in class, presentations,	Assessment modes: This module is means of formative: - - 50% Summative - 50% Written Examinations	assessed by
Module code:-	Semester 1: ELGF311	NQF level: 6	Semester 2: ELGF312	NQF level: 6
Title: Method	of English	-	Title: English language Method	
Language; sul Language Te English; asse	tory of teaching and learning of bject policy documents for English Fi aching and learning theories and essment strategies; lesson design learning support materials; micromotations.	irst Additional strategies in n; design of	Content: History of teaching and learning language; subject policy documents for Additional Language; Teaching and lea and strategies in English; assessment stratesign; design of teaching and learning materials, micro teaching and lesson presents.	r English First irning theories ategies; lesson rning support
teaching and they will be kn able to unpack available reson	pmes: This Module introduces stude learning strategies and theories in Enowledgeable about the school currick its language content, as well as beir urces appropriately, so as to plan, des	Module outcomes: This Module introduces students to various teaching and learning strategies and theories in English so that they will be knowledgeable about the school curriculum and be able to unpack its language content, as well as being able to use available resources appropriately, so as to plan, design and teach effective		
effectively.			lessons.	teach effective
	livery: Full Time		lessons. Method of delivery: Full Time	teach effective
Method of de Assessment Continuous as	modes: This module is assessed ssessment through tests, assignment (50%) and summative assessment –	ts and lesson		assessed by hrough tests, s (50%) and
Method of de Assessment Continuous as presentations	modes: This module is assessed ssessment through tests, assignment (50%) and summative assessment –	ts and lesson	Method of delivery: Full Time Assessment modes: This module is means of Continuous assessment t assignments and lesson presentations summative assessment – first semester	assessed by hrough tests, s (50%) and

Content: Theories of isiZulu language learning and teaching; teaching methods, strategies, principles, approaches and techniques; interpretation and implementation of home/ first language curriculum and assessment policies; approaches and standards of language classroom research.

Content: Theories of isiZulu language learning and teaching; teaching methods, strategies, principles, approaches and techniques; interpretation and implementation of home/ first language curriculum and assessment policies; approaches and standards of language classroom research.

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

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 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, reflections, attendance and participation and summative assessment through an internally moderated final examination.

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

FED.11.2.4 MODULES OFFERED IN OTHER FACULTIES NB: PLEASE REFER TO 2019 ARTS, FCAL, FSA HANDBOOKS FOR: (MODULES IN THIS PAGE AND THE NEXT PAGE)

	JCATION AND TRAINING (HIST				
Module code:-	Semester 1: AHIS111	NQF level: 5	Semester 2: AHIS112	NQF level: 5	
Title:			Title:		
Content:			Content:	A A	
Module outcome	es:		Module outcomes:		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo	des: This module is assessed by mo	eans of examination	Assessment modes: This module	is assessed by means o	
Module code:-	Semester 1: AENG111	NQF level: 6	Semester 2: AENG112	NQF level: 5	
Title:			Title:		
Content:			Content:		
Module outcome	es:		Module outcomes:		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo	des: This module is assessed by mo	eans of examination	Assessment modes: This module	is assessed by means o	
Module code:-	Semester 1: AZUL151	NQF level: 6	Semester 2: AZUL152	NQF level: 6	
Γitle:			Title:		
Content:			Content:		
Module outcome	es:		Module outcomes:		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo	des: This module is assessed by m	eans of examination	Assessment modes: This module	is assessed by means o	
Module code:-	Semester 1: AHIS211	NQF level: 6	Semester 2: AHIS212	NQF level: 6	
Title:			Title:		
Content:			Content:		
Module outcome	es:		Module outcomes:		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo	des: This module is assessed by mo	eans of examination	Assessment modes: This module	is assessed by means o	
Module code:-	Semester 1: AENG211	NQF level: 6	Semester 2: AENG212	NQF level: 6	
Title:			Title:		
Content:			Content:		
Module outcome	ps:		Module outcomes:		
Method of delive			Method of delivery: Full Time		
	des: This module is assessed by mo	eans of examination	Assessment modes: This module	e is assessed by means o	
Module code:-	Semester 1: AZUL241	NQF level: 6	Semester 2: AZUL242	NQF level: 6	
Title:			Title:		
Content:			Content:		
	es:	-	Module outcomes:		
Module outcome			i		
Method of delive	ery: Full Time		Method of delivery: Full Time		

Module code:-	Semester 1: AHIS311	NQF level: 7	Semester 2: AHIS312	NQF level: 7		
Title:			Title:			
Content:			Content:			
Module outcomes	s:		Module outcomes:			
Method of deliver	ry: Full Time		Method of delivery: Full Time			
Assessment mod	les: This module is assessed by means of e	xamination	Assessment modes: This module is asses	sed by means of		
Module code:-	Semester 1: AHIS321	NQF level: 7	Semester 2: AHIS322	NQF level: 7		
Title:			Title:			
Content:			Content:			
Module outcomes	s:		Module outcomes:			
Method of deliver	ry: Full Time		Method of delivery: Full Time			
Assessment mod	les: This module is assessed by means of e	xamination	Assessment modes: This module is asses	sed by means of		
Module code:-	Semester 1: AENG311	NQF level: 7	Semester 2: AENG312	NQF level: 7		
Title:			Title:			
Content:			Content:			
Module outcome	s:		Module outcomes:			
Method of deliver	ry: Full Time		Method of delivery: Full Time			
Assessment mod	les: This module is assessed by means of e	xamination	Assessment modes: This module is asses	sed by means of		
Module code:-	Semester 1: AZUL331	NQF level: 7	Semester 2: AZUL332	NQF level: 7		
Title:			Title:			
Content:			Content:			
Content: Module outcomes	s:		Content: Module outcomes:			
Module outcomes Method of deliver		xamination	Module outcomes:	sed by means of		
Module outcomes Method of deliver	ry: Full Time	xamination	Module outcomes: Method of delivery: Full Time	sed by means of		
Module outcomes Method of deliver Assessment mod	ry: Full Time les: This module is assessed by means of e		Module outcomes: Method of delivery: Full Time Assessment modes: This module is asses	-		
Module outcomes Method of deliver Assessment mod Module code:-	ry: Full Time les: This module is assessed by means of e		Module outcomes: Method of delivery: Full Time Assessment modes: This module is asses Semester 2: AZUL342	-		
Module outcomes Method of deliver Assessment mod Module code:- Title:	ry: Full Time les: This module is assessed by means of e Semester 1: AENG321		Module outcomes: Method of delivery: Full Time Assessment modes: This module is asses Semester 2: AZUL342 Title:	-		
Module outcomes Method of deliver Assessment mod Module code:- Title: Content:	ry: Full Time les: This module is assessed by means of e Semester 1: AENG321 s:		Module outcomes: Method of delivery: Full Time Assessment modes: This module is asses Semester 2: AZUL342 Title: Content:	-		
Module outcomes Method of deliver Assessment mod Module code:- Title: Content: Module outcomes Method of deliver	ry: Full Time les: This module is assessed by means of e Semester 1: AENG321 s:	NQF level:	Module outcomes: Method of delivery: Full Time Assessment modes: This module is asses Semester 2: AZUL342 Title: Content: Module outcomes:	NQF level: 7		
Module outcomes Method of deliver Assessment mod Module code:- Title: Content: Module outcomes Method of deliver	ry: Full Time les: This module is assessed by means of e Semester 1: AENG321 s: ry: Full Time	NQF level:	Module outcomes: Method of delivery: Full Time Assessment modes: This module is asses Semester 2: AZUL342 Title: Content: Module outcomes: Method of delivery: Full Time	NQF level: 7		
Module outcomes Method of deliver Assessment mod Module code:- Title: Content: Module outcomes Method of deliver Assessment mod	ry: Full Time les: This module is assessed by means of e Semester 1: AENG321 s: ry: Full Time les: This module is assessed by means of e	NQF level:	Module outcomes: Method of delivery: Full Time Assessment modes: This module is asses Semester 2: AZUL342 Title: Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asses	NQF level: 7		
Module outcomes Method of deliver Assessment mod Module code:- Title: Content: Module outcomes Method of deliver Assessment mod Module code:-	ry: Full Time les: This module is assessed by means of e Semester 1: AENG321 s: ry: Full Time les: This module is assessed by means of e	NQF level:	Module outcomes: Method of delivery: Full Time Assessment modes: This module is asses Semester 2: AZUL342 Title: Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asses Semester 2: AENG322	NQF level: 7		
Module outcomes Method of deliver Assessment mod Module code:- Title: Content: Module outcomes Method of deliver Assessment mod Module code:- Title:	ry: Full Time les: This module is assessed by means of e Semester 1: AENG321 s: ry: Full Time les: This module is assessed by means of e Semester 1: AZUL321	NQF level:	Module outcomes: Method of delivery: Full Time Assessment modes: This module is asses Semester 2: AZUL342 Title: Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asses Semester 2: AENG322 Title:	NQF level: 7		
Module outcomes Method of deliver Assessment mod Module code:- Title: Content: Module outcomes Method of deliver Assessment mod Module code:- Title: Content:	ry: Full Time les: This module is assessed by means of e Semester 1: AENG321 s: ry: Full Time les: This module is assessed by means of e Semester 1: AZUL321	NQF level:	Module outcomes: Method of delivery: Full Time Assessment modes: This module is asses Semester 2: AZUL342 Title: Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asses Semester 2: AENG322 Title: Content:	NQF level: 7		

FED.11.3 BACHELOR OF EDUCATION FET PROGRAMMES – EBDFT3

FED.11.3.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

	ducation: Further Education and Training – Geography and L			
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
2011/00/12	moundar on doog.aprily ob			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	NONE
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.11.3.2 QUALIFICATION NAME: BACHELOR OF EDUCATION: FET (GEOGRAPHY AND LANGUAGE). QUALIFICATION CODE: EBDFT3

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/ 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	80
EFIT111	С	08	SGES211	С	15	ECAE311	С	08	ECTP411	С	15
SGES111	С	15	Choose any of th	e following:	:-	ESMG311	С	15	Choose any of the	following:-	
AENG111	С	15	AENG211	E	15	Choose any of the	following:-		SGES331	E	15
AZUL151	С	15	AZUL241	Е	15	ELGF311	Е	15	SGES311	Е	15
						ESMZ311	Е	15	Choose any of the	following:-	
									AENG311	Е	15
							1		AZUL331	Е	15
							1		Choose any of the	following:-	
							1		AENG321	E	15
		İ			1				AZUL321	Е	15
Total 1st semester		61	Total 1st semester		38	Total 1st semester		46	Total 1st semester		53
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester	10.		Second semester		T .	Second semester	10 /		Second semester	10 /	1.0
Module code	Core/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary/ Elective	Cr
ESCL112	С	08	ECTL212	С	08	EDSE312	С	08	EAMS412	С	08
EPHA112	С	08	SGES212	С	15	EFMS312	С	08	EPRE412	С	08
SGES112	С	15				ESMG312	С	12	Choose any of the	following:-	
									SGES312	E	15
									SGES322	E	15
Choose any of th	ne following	:-	Choose any of th	e following:	:-	Choose any of the	following:-		Choose any of the	following:-	
AENG111	E	15	AENG212	С	15	ESMZ312	E	12	AENG312	E	15
AZUL151	Е	15	AZUL242	С	15	ELGF312	Е	12	AZUL332	E	15
									Choose any of the	following:-	
									AENG322	E	15
									AZUL342	E	15
Total 2 nd		46	Total 2 nd		38	Total 2 nd semester		40	Total 2 nd semester		61
semester			semester								
Year Modules			Very level 0			I Van lavel 2			Veen level 4		
Year Level 1 ETSE100		16	Year level 2 ETSE200	I	32	Year level 3 ETSE300	<u> </u>	32	Year level 4 ETSE400	1	32
					32			52			52
Year module credit		16	Year module credit			Year module credit			Year module credit		
Overall Total year level 1		123	Overall Total year level 2		108	Overall Total year level 3		118	Overall Total year level 4		146
Total credits fo	r the curric	culum									552

FED.11.3.3 MODULE CONTENT AND OUTCOMES EBDFT3 – SEMESTER MODULES

FURTHER EDUCATION AND	TRAINING (GEOGRAPH	IY AND LANGU	AGE) – SEMESTER COURSES		
Module code:- Semester 1: E	SMG311	NQF level:	Semester 2: ESMG312	NQF level:	
Title: Method of Geograph	у А	•	Title: Method of Geography B		
Content: Insight to the restr and the implementation of th the Curriculum and Assessn	e National Curriculum S	Content: refer to the department of social sciences			
Module outcomes:			Module outcomes:		
By the end of the module, competencies in developing to the teaching and learning	critical educators who	By the end of the module, stude equipped with: - to be able to deve skills and competencies essentia teaching and learning of geogra education and training.	lop knowledge, I for effective		
Method of delivery: Full Ti	me		Method of delivery: Full Time		
Assessment modes: Conti participation in class, assigr and presentations and examination in June	nments (academic and	Assessment modes: formative as and summative assessment examination	sessment 50% 50% written		
Module code:- Semester 1: E	LGF311	NQF level: 6	Semester 2: ELGF312	NQF level: 6	
Title: Method of English			Title: English language Method		
Content: History of teach Language; subject policy do Language Teaching and I English; assessment strateaching and learning suplesson presentations.	ocuments for English Fi earning theories and tegies; lesson design	irst Additional strategies in r; design of	English language; subject policy documents for English First Additional Language; Teaching and		
Module outcomes: This M teaching and learning strate they will be knowledgeable able to unpack its language available resources approprieffectively.	egies and theories in En about the school curric content, as well as beir	nglish so that culum and be ng able to use	Module outcomes: This Module introduces students to various teaching and learning strategies and theories in English so that they will be knowledgeable about the school curriculum and be able to unpack its language content, as well as being able to use available resources appropriately, so as to plan, design and teach effective lessons.		
Method of delivery: Full Ti	me		Method of delivery: Full Time		
Assessment modes: This Continuous assessment thr presentations (50%) and sur examination (50%).	ough tests, assignment	means of Continuous assessment through tests,			
Module code:- Semester 1: E	SMZ311	NQF level: 6	Semester 2: ESMZ312	NQF level: 6	
Title: IsiZulu Language M	ethod		Title: IsiZulu Language Method		
Content: Theories of isiZu teaching methods, strate techniques; interpretation language curriculum and as standards of language class	egies, principles, app and implementation o ssessment policies; app	roaches and f home/ first	Content: Theories of isiZulu language learning and teaching; teaching methods, strategies, principles, approaches and techniques; interpretation and implementation of home/ first language curriculum		

	and assessment policies; approaches and standards of language classroom research.
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	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 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

FED.11.3.4 MODULES OFFERED IN OTHER FACULTIES NB: PLEASE REFER TO 2019 ARTS, FCAL, FSA HANDBOOKS FOR: (MODULES IN THIS PAGE AND THE NEXT PAGE)

FURTHER EDU	JCATION AND TRAINING (ACC	DUNTING/BUSINESS	MANAGEMENT/ECONOMICS) =	SEMESTER COURSES
Module code:-	Semester 1: SGES111	NQF level: 5	Semester 2: SGES112	NQF level: 5
Title:			Title:	
Content:			Content:	A A
Module outcome	es:		Module outcomes:	
Method of delive	ery: Full Time		Method of delivery: Full Time	
Assessment mo	des: This module is assessed by me	ans of examination	Assessment modes: This module examination	is assessed by means of
Module code:-	Semester 1: AENG111	NQF level: 6	Semester 2: AENG111	NQF level: 5
Title:			Title:	
Content:			Content:	,
Module outcome	es:		Module outcomes:	
Method of delive	ery: Full Time		Method of delivery: Full Time	
Assessment mo	des: This module is assessed by me	ans of examination	Assessment modes: This module examination	e is assessed by means of
Module code:-	Semester 1: AENG111	NQF level: 6	Semester 2: AZUL151	NQF level: 6
Title:			Title:	
Content:			Content:	
Module outcome	es:	1	Module outcomes:	
Method of delive	ery: Full Time		Method of delivery: Full Time	
Assessment mo	des: This module is assessed by me	ans of examination	Assessment modes: This module examination	e is assessed by means of
Module code:-	Semester 1: SGES211	NQF level: 6	Semester 2: SGES212	NQF level: 6
Title:			Title:	
Content:			Content:	
Module outcome	95:		Module outcomes:	
Method of delive	ery: Full Time		Method of delivery: Full Time	
Assessment mo	des: This module is assessed by me	ans of examination	Assessment modes: This module examination	e is assessed by means of
Module code:-	Semester 1: AENG211	NQF level: 6	Semester 2: AENG212	NQF level: 6
Title:			Title:	
Content:			Content:	

Module outcomes	S:		Module outcomes:			
Method of deliver	ry: Full Time		Method of delivery: Full Time			
Assessment mod	les: This module is assessed by means of e	examination	Assessment modes: This module is assessed by means of examination			
Module code:-	Semester 1: AZUL241	NQF level: 6	Semester 2: AZUL242	NQF level: 6		
Title:			Title:			
Content:			Content:			
Module outcome	s:		Module outcomes:			
Method of deliver	ry: Full Time	Method of delivery: Full Time				
Assessment mod	les: This module is assessed by means of e	Assessment modes: This module is asse examination	ssed by means of			
Module code:-	Semester 1: SGES331	NQF level: 7	Semester 2: SGES312	NQF level: 7		
Title:			Title:			
Content:			Content:			
Module outcomes	s:		Module outcomes:			
Method of deliver	ry: Full Time		Method of delivery: Full Time			
Assessment mod	les: This module is assessed by means of e	examination	Assessment modes: This module is asse examination	ssed by means of		
Module code:-	Semester 1: SGES311	NQF level: 7	Semester 2: SGES322	NQF level: 7		
Title:			Tid.			
			Title:			
Content:			Content:			
Content: Module outcomes	s:					
	-		Content:			
Module outcomes Method of deliver	-	examination	Content: Module outcomes:	ssed by means of		
Module outcomes Method of deliver	ry: Full Time	examination	Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asse	ssed by means of		
Module outcomes Method of deliver Assessment mod	ry: Full Time les: This module is assessed by means of e		Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asse examination			
Method of deliver Assessment mod	ry: Full Time les: This module is assessed by means of e		Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asse examination Semester 2: AENG312			
Method of deliver Assessment mod Module code:- Title:	ry: Full Time les: This module is assessed by means of e Semester 1: AENG311		Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asse examination Semester 2: AENG312 Title:			
Method of deliver Assessment mod Module code:- Title: Content:	ry: Full Time les: This module is assessed by means of e Semester 1: AENG311		Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is assert examination Semester 2: AENG312 Title: Content:			
Method of deliver Assessment mod Module code:- Title: Content: Module outcomes Method of deliver	ry: Full Time les: This module is assessed by means of e Semester 1: AENG311	NQF level: 7	Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asse examination Semester 2: AENG312 Title: Content: Module outcomes:	NQF level: 7		
Method of deliver Assessment mod Module code:- Title: Content: Module outcomes Method of deliver	ry: Full Time les: This module is assessed by means of e Semester 1: AENG311 s:	NQF level: 7	Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asse examination Semester 2: AENG312 Title: Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asse	NQF level: 7		
Module outcomes Method of deliver Assessment mod Module code:- Title: Content: Module outcomes Method of deliver Assessment mod	ry: Full Time les: This module is assessed by means of e Semester 1: AENG311 s: ry: Full Time les: This module is assessed by means of e	NQF level: 7	Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asse examination Semester 2: AENG312 Title: Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asse examination	NQF level: 7		
Module outcomes Method of deliver Assessment mod Module code:- Title: Content: Module outcomes Method of deliver Assessment mod Module code:-	ry: Full Time les: This module is assessed by means of e Semester 1: AENG311 s: ry: Full Time les: This module is assessed by means of e	NQF level: 7	Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asservamination Semester 2: AENG312 Title: Content: Module outcomes: Method of delivery: Full Time Assessment modes: This module is asservamination Semester 2: AZUL332	NQF level: 7		

Method of delive	ry: Full Time	Method of delivery: Full Time					
Assessment mod	les: This module is assessed by means of e	Assessment modes: This module is assessed by means of examination					
Module code:-	Semester 1: AENG321	NQF level:	Semester 2: AENG322 NQF level: 7				
Title:			Title:				
Content:			Content:				
Module outcome	s:	Module outcomes:					
Method of delive	ry: Full Time		Method of delivery: Full Time				
Assessment mod	les: This module is assessed by means of e	Assessment modes: This module is assessed by means of examination					
Module code:-	Semester 1: AZUL321	NQF level:	Semester 2: AZUL342 NQF level: 7				
Title:		Title:					
Content:		Content:					
Module outcome	s:	Module outcomes:					
Method of delive	ry: Full Time	Method of delivery: Full Time					
Assessment mod	les: This module is assessed by means of e	Assessment modes: This module is assessed by means of examination					

FED.11.4 BACHELOR OF EDUCATION FET PROGRAMMES – EBDFT4 FED.11.4.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Educ	cation: Further Education and Training – Account	ing/Business Ma	nagement	/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	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
ESME311	Method of Economics 3A	16	7	CECN101 CECN102

ESCC311	Method of Accounting 3A	16	7	CACC101	
ESMB311	Method of Business Management 3A	16	7	CBMG101	
				CBMG102	
EDSE312	Society, Educational Law & School Governance	08	7	NONE	
EFMS312	Comparative Education	08	7	NONE	
ESME312	Method of Economics 3B	12	7	CECN101	
				CECN102	
ESCC312	Method of Accounting 3B	12	7	CACC101	
				CACC102	
ESMB312	Method of Business Management 3B	12	7	CBMG101	
				CBMG102	
EPIE411	Inclusive Education Studies	08	7	NONE	
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE	
CBMG301	Business Management 3A	15	7	CBMG201	
CBMG311	Strategic Marketing 3A	15	7	CBMG201	
CECN301	Public and Monetary Economics	15	7	CECN201	
				CECN202	
CECN311	Labour and International Economics	15	7	CECN201	
				CECN202	
EAMS412	Management of School Systems & Extra-curricular activities	08	7	NONE	
EPRE412	Introduction to Research in Education	08	7	NONE	
CBMG302	Business Management 3B	15	7	CBMG202	
CBMG312	Strategic Management 3B	15	7	CBMG202	
CECN302	Development Economics	15	7	CECN201	
				CECN202	
CECN312	Economic Research and Econometrics	15	7	CECN201	
				CECN202	
ETSE100	School Experience 1	16	6	NONE	
ETSE200	School Experience 2	32	6	NONE	
ETSE300	School Experience 3	32	7	ETSE100	
ETSE400	School Experience 4	32	7	ETSE300	

FED.11.4.2 Qualification Name: Bachelor of Education: FET (Accounting/Business Management/Economics). Qualification Code: EBDFT4

Year Level 1 First semester		Year level 2 First semester			Year level 3		Year level 4 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	Choose any of the fo	llowing:-	L	ECAE311	С	08	ECTP411	С	16	
CECN101	С	15	CECN201	E	15	Choose any of the foll	owing:-		Choose any of the	following:-	ng:-	
CACC101	С	15	CACC201	Е	15	ESME311	E	16	CBMG301	E	15	
CBMG101	С	15	CBMG201	Е	15	ESCC311	E	16	CBMG311	E	15	
			CBIS201	E		ESMB311	E	16	Or	Or		
									CECN301	E	15	
									CECN311	E	15	
Total 1st semester		61	Total 1st semester		23	Total 1st semester		32	Total 1st semester		54	
Year Level 1			Year level 2	Year level 2		Year level 3		Year level 4				
Second semester			Second semester			Second semester			Second 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	
ESCL112	С	08	ECTL212	С	08	EDSE312	С	08	EAMS412		08	
EPHA112	С	08	Choose any of the fo	llowing:-		EFMS312	С	08	EPRE412 08		08	
CECN102	С	15	CECN202	E	15	Choose any of the foll	owing:-		Choose any of the following:-		1	
CACC102	С	15	CACC202	Е	15	ESME312	E	12	CBMG302		15	
CBMG102	С	15	CBMG202	Е	15	ESCC312	E	12	CBMG312		15	
			CBIS202	Е	15	ESMB312	IB312 12 Or					
									CECN302		15	
									CECN312		15	
Total 2 nd semester		61	Total 2 nd semester		23	Total 2 nd semester		28	Total 2 nd semester		46	
Year Modules									Scillestel			
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			Year module credit			Year module credit			
Overall Total year level 1		138	Overall Total year level 2		78	Overall Total year level 3		92	Overall Total year level 4		132	
Total credits fo	r the curri	culum									440	

ODULE CONTENT AND OUTCOMES FOR EBDFT4

			GEMENT/ECONOMICS) - SEMESTE	R COURSES		
Module code:- Semes	ster 2: ESCC311	NQF level:	Semester 2: ESCC312	NQF level:		
Title: Method of Accoun	ting	Title: Method Accounting				
Content: Foundations of teaching and learning in Accounting; Accounting education policy documents; Teaching and learning strategies in Accounting; Assessment in Accounting; Module outcomes: By the end of the module, students should be equipped with: - 			Management of Accounting teaching and learning in schools; Curriculum differentiation and adaptive e teaching in Accounting; Classroom research in Accounting; Develop pedagogical content knowledge; Pre-conceptions in Accounting. Module outcomes: By the end of the module, students should be able			
 and learning in Ac Knowledge and under Accounting teaching teaching and the teaching and solution in the teaching and into account the orange and curriculum need and curriculum need accounting; Knowledge to design approximate the teaching and curriculum need accounting; Knowledge to design approximate the teaching and curriculum need accounting; Knowledge to design approximate the teaching and curriculum need accounting; 	nderstanding of the relevanting and learning; opriate strategies, methods and learning of Accounting; opropriate lesson plans in Aries of teaching, learning, ch	 By the end of the module, students should be able to: - Use elementary statistical information to manage teaching, learning and assessment in Accounting; Demonstrate competence in assessing and monitoring learner progress and achievement in Accounting; Use the results of assessment to improve teaching and learning of Accounting; Adapt lessons and assessment tasks to accommodate learners with different learning problems in Accounting; Demonstrate competence to learn from available research in order to improve teaching in the Accounting classroom and to enhance their own academic learning; Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Accounting; Evaluate curriculum policies in 				
Method of delivery: Full	Time		Method of delivery: Full Time			
assessed by means of ex	is modules is coursework/r amination	Assessment modes: This modules is coursework/research which is assessed by means of examination				
Module code:- Semes	ter 1: ESME311	NQF level:	Semester 2: ESME312	NQF level:		
Title: Method of Econom	nics	Title: Method of Economics				
Content: Evaluation / assessment in economics, specific teaching methods, use of learning and teaching support materials			Content: Teaching economics, creating quality learning environment, teaching large classes, types of lessons, principles applicable to teaching economics.			
Module outcomes:		Module outcomes: By the end of the module, students should be equipped with: - students will be enabled to impart				

By the end of the module, students should be equipped with:-will enable students to impart insight on the subject economics to learners using appropriate teaching and learning strategies			insight on the subject Economics to learners using appropriate teaching and learning strategies.		
Method of deliver	ery: Full Time		Method of delivery: Full Time		
presentations,	nodes: tests, assignments, projetasks, and end of semester	examination	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: Business	Studies Education A		Title: : Method of Business Management		
Business Studies strategy in Busine	ation of teaching and learning in Bus Education policy documents, Teachir ess Studies, Assessment in Business s ss Studies, Learning and teaching su ies.	ng and learning studies, Lesson	Content: Approaches in the Teaching of Business Management (Heuristic Methods). Evaluation/ Assessment in Business Management. Use of Teaching Aids/ learning and Teaching Support Materials in Business Management. Subject Organisation in Business Management.		
 Module outcomes: By the end of the module, students should be equipped with: - Demonstrate knowledge and understanding of the foundations of teaching and learning in Business Studies. Demonstrate knowledge and understanding of the relevant policies in Business Studies teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Business Studies. Design appropriate lesson plans in Business Studies taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Business Studies. Design, select and adapt appropriate teaching and learning 		Module outcomes: The module introduces the students to principles of educative teaching and learning as adapted for business management studies.			
Method of deliv	material for Business Studies. ery: Full Time		Method of delivery: Full Time		
	odes: This modules is coursework/resans of examination	search which is	Assessment modes: This module is assessed by means of examination		

FED.11.4.3 MODULES OFFERED IN OTHER FACULTIES NB: PLEASE REFER TO 2019 ARTS, FCAL, FSA HANDBOOKS FOR: (MODULES IN THIS PAGE AND THE NEXT PAGE)

FURTHER EDUCATION AND TRAINING (ACCOUNTING/BUSINESS MANAGEMENT/ECONOMICS) - SEMESTER COURSES					
Module code:-	Semester 1: CECN101	NQF level: 5	Semester 2: CECN102	NQF level: 5	
Title:			Title:		
Content:			Content:		
Module outco	mes:		Module outcomes:		
Method of del	ivery: Full Time		Method of delivery: Full Time		
Assessment i examination	modes: This module is assessed	by means of	Assessment modes: This module by means of	e is assessed	
Module code:-	Semester 1: CACC101	NQF level: 6	Semester 2: CACC102	NQF level: 5	
Title:			Title:		
Content:			Content:		
Module outco	mes:	A	Module outcomes:		
Method of del	ivery: 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: CBMG101	NQF level: 6	Semester 2: CBMG102	NQF level: 6	
Title:			Title:		
Content:			Content:		
Module outco	mes:		Module outcomes:		
Method of del	ivery: Full Time		Method of delivery: Full Time		
Assessment examination	modes: This module is assessed	by means of	Assessment modes: This module is assessed by means of		
Module code:-	Semester 1: CECN201	NQF level: 6	Semester 2: CECN202	NQF level: 6	
Title:			Title:		
Content:			Content:		
Module outcomes:		Module outcomes:			
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		
Module code:-	Semester 1: CACC201	NQF level: 6	Semester 2: CACC202	NQF level: 6	

Title:		Title:			
Content:			Content:		
Module outco	mes:		Module outcomes:		
Method of del	ivery: Full Time		Method of delivery: Full Time		
Assessment i examination	modes: This module is assessed	by means of	Assessment modes: This module by means of	e is assessed	
Module code:-	Semester 1: CBMG201	NQF level: 6	Semester 2: CBMG202	NQF level: 6	
Title:			Title:		
Content:			Content:		
Module outco	mes:		Module outcomes:		
Method of del	ivery: Full Time		Method of delivery: Full Time		
Assessment i examination	modes: This module is assessed	by means of	Assessment modes: This module by means of	e is assessed	
Module code:-	Semester 1: CBIS201	NQF level: 7	Semester 2: CBIS202	NQF level: 7	
Title:			Title:		
Content:			Content:		
Module outco	mes:		Module outcomes:		
Method of del	ivery: Full Time		Method of delivery: Full Time		
Assessment i examination	modes: This module is assessed	by means of	Assessment modes: This module is assessed by means of		
Module code:-	Semester 1: CBMG301	NQF level: 7	Semester 2: CBMG302	NQF level: 7	
Title:			Title:		
Content:			Content:		
Module outco	mes:		Module outcomes:		
Method of del	ivery: Full Time		Method of delivery: Full Time		
Assessment i examination	modes: This module is assessed	by means of	Assessment modes: This module is assessed by means of		
Module code:-	Semester 1: CBMG311	NQF level: 7	Semester 2: CBMG312	NQF level: 7	
Title:			Title:		
Content:			Content:		
Module outcomes:			Module outcomes:		
Method of del	ivery: 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: CECN301	NQF level: 7	Semester 2: CECN302	NQF level: 7	
Title:			Title:		
Content:			Content:		
Module outco	omes:		Module outcomes:		
Method of de	livery: Full Time		Method of delivery: Full Time		
Assessment examination.	modes: This module is assessed	by means of	Assessment modes: This module is assessed by means of		
Module code:-	Semester 1: CECN311	NQF level:	Semester 2: CECN312	NQF level: 7	
Title:			Title:		
Content:			Content:		
Module outco	omes:	Module outcomes:			
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.11.5 BACHELOR OF EDUCATION FET PROGRAMMES – EBDFT5

FED.11.5.1. MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Ed	Bachelor 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	19th and early 20th 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 19th and early 20th century South Africa	15	6	AHIS112			
SGES212	Demographics, Health and Sustainable Development	15	6	SGES112			
ARTO112	Business Tourism	15	6	NONE			
SHYD222	Geographical Information Systems	15	6	NONE			
EALMS311	School Leadership & Management	08	7	NONE			
ECAE311	Assessment in Education	08	7	NONE			
ESMG311	Method in Geography 3A	16	7	EGES112			
ESMH311	Methods of History 3A	16	7	AHIS211			
EDSE312	Society, Educational Law & School Governance	08	7	NONE			
EFMS312	Comparative Education	08	7	NONE			
ESMG312	Method of Geography 3B	12	7	EGES211			
ESMH312	Method of History 3B	12	7	AHIS112			
EPIE411	Inclusive Education Studies	08	7	NONE			
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE			
AHIS311	Archival Skills and Introduction to Cultural museum studies and	15	7	AHIS211			

AHIS321	The Zulu Monarchy and KZN Leaders in Retrospect	15	7	AHIS211
SGES331	Land use and Natural Resource Management	15	7	SGES211
SGES311	Urban Environment and Recreation Planning	15	7	SGES211
EAMS412	Management of School systems	08	7	NONE
EPRE412	Introduction to research in Education	08	7	NONE
AHIS312	Colonial and Post independent Africa	15	7	AHIS212
AHIS322	Totalitarian Regimes and the Nuclear age	15	7	AHIS212
SGES312	Environmental Management	15	7	SGES212
SGES322	Environmental Fieldwork and research	15	7	SGES212
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	NONE
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.11.5.2. QUALIFICATION NAME: BACHELOR OF EDUCATION: FET (HISTORY AND GEOGRAPHY). QUALIFICATION CODE: EBDFT5

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/ Elective	Cr	Module code	Core/ Ancillary /Elective	Cr	Module code	Core/ Ancillary/ Elective	Cr
ELLL111	С	80	EPDL211	С	80	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	Choose any of the following:-		
AHIS111	С	15	Choose any of th	e following:-	•	ESMH311	С	16	AHIS311	E	15
			ARTO111	E	15				AHIS321	Е	15
			SSTT111	Е	15				Choose any of the following:-		
									SGES331	С	15
									SGES311	С	15
Total 1st semester		46	Total 1st semester		53	Total 1st semester		48	Total 1st semester		54
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semest	-		Second semester			Second semeste			Second 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
ESCL112	С	08	ECTL212	С	08	EDSE312	С	08	EAMS412	С	08
EPHA112	С	08	AHIS212	С	15	EFMS312	С	08	EPRE412	С	08
SGES112	С	15	SGES22	С	15	ESMG312	С	12	Choose any of the following:-	•	l
AHIS112	С	15	Choose any of th	e following:-		ESMH312	С	12	AHIS312	E	15
			ARTO112	E	15				AHIS322	E	15
			SHYD222	E	15				Choose any of the following:-	•	I.
									SGES312	E	15
									SGES322	E	15
Total 2 nd semester		46	Total 2 nd semester		53	Total 2 nd semester		40	Total 2 nd semester		46
Year Modules											
Year Level 1 ETSE100	_	16	Year level 2 ETSE200		32	Year level 3 ETSE300		32	Year level 4 ETSE400		32
					32			32			32
Year module credit		16	Year module credit			Year module credit			Year module credit		
Overall Total year level 1		108	Overall Total year level 2		138	Overall Total year level 3		120	Overall Total year level 4		178
Total credits for	the curriculu	m									544

FED.11.5.3. MODULE CONTENT AND OUTCOMES FOR EBDFT5 – SEMESTER MODULES

FURTHER EDUCATION AND TRAINING (HISTORY AND GEOGRAPHY) - SEMESTER COURSES					
Module code:-	Semester 1: ESMG311	NQF level: 7	Semester 2: ESMG312	NQF level: 7	
Title: Method o	f Geography A		Title: Method of Geography B		
the implementa	t to the restructuring of the geography tion of the National Curriculum Star Assessment policy statement		Content: refer to the department of se	ocial sciences	
competencies in the teaching and	the module, students should be endeveloping critical educators who will be a dearning of Geography		Module outcomes: 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 deliv	<u> </u>		Method of delivery: Full Time		
Assessment modes: Continuous formative assessment through participation in class, assignments (academic and professional), and presentations and summative assessment through examination in June			Assessment modes: formative assess summative assessment 50% written ex		
Module code:-	Semester 1: ESMH311	NQF level: 7	Semester 2: ESMH312	NQF level: 7	
Title: Method	of History		Title: Method of History		
Title: Method of History Content: - Understanding history and curriculum and assessment policy system (caps) - Contextualizing teaching and learning strategies and methods - Discovery strategy - Teaching and learning resources - Teaching aids		 Content: The School History. Using historical sources in the teaching of the School History. Developing learners' interests in history outside the classroom. Essential Qualities of a History Teacher. Teaching emotive and controversial issues in history. The Historical Thinking. Teaching and Learning Resources. Assessment in history 			
Module outcomes: The purpose of this module is to develop competent and critical educators who will add value to the teaching and learning of History.					
Method of deliv	very: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed by means of Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.			Assessment modes: This module is assessed by means of formative: 50% Summative - 50% Written Examinations		

FED.11.5.4. MODULES OFFERED IN OTHER FACULTIES NB: PLEASE REFER TO 2019 ARTS, FCAL, FSA HANDBOOKS FOR: (MODULES IN THIS PAGE AND THE NEXT PAGE)

FURTHER ED	UCATION AND TRAINING (HISTORY	AND GEOGRAPI	HY) - SEMESTER COURSES		
Module code:-	Semester 1: SGES111	NQF level: 5	Semester 2: SGES112	NQF level: 5	
Title:			Title:		
Content:			Content:		
Module outco	omes:		Module outcomes:		
Method of del	livery: Full Time		Method of delivery: Full Time		
Assessment examination	modes: This module is assessed	by means of	Assessment modes: This module by means of	e is assessed	
Module code:-	Semester 1: AHIS111	NQF level: 6	Semester 2: AHIS112	NQF level: 5	
Title:			Title:		
Content:			Content:		
Module outco	omes:		Module outcomes:		
Method of del	livery: 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: SGES211	NQF level: 6	Semester 2: SGES22	NQF level: 6	
Title:			Title:		
Content:	9)		Content:		
Module outco	omes:		Module outcomes:		
Method of del	livery: Full Time		Method of delivery: Full Time		
Assessment examination	modes: This module is assessed	by means of	Assessment modes: This module is assessed by means of		
Module code:-	Semester 1: AHIS211	NQF level: 6	Semester 2: AHIS212	NQF level: 6	
Title:			Title:		
Content:			Content:		
Module outcomes:			Module outcomes:		
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		
Module code:-	Semester 1: ARTO111	NQF level: 6	Semester 2: ARTO112	NQF level: 6	

			1		
Title:		Title:			
Content:			Content:		
Module outco	mes:		Module outcomes:		
Method of del	ivery: Full Time		Method of delivery: Full Time		
Assessment examination	modes: This module is assessed	d by means of	Assessment modes: This module by means of	le is assessed	
Module code:-	Semester 1: SSTT111	NQF level: 6	Semester 2: SHYD222	NQF level: 6	
Title:			Title:		
Content:			Content:		
Module outco	mes:		Module outcomes:		
Method of del	ivery: Full Time		Method of delivery: Full Time		
Assessment examination	modes: This module is assessed	d by means of	Assessment modes: This module by means of	le is assessed	
Module code:-	Semester 1: AHIS311	NQF level: 7	Semester 2: AHIS312	NQF level: 7	
Title:			Title:		
Content:			Content:		
Module outco	mes:		Module outcomes:		
Method of del	ivery: Full Time		Method of delivery: Full Time		
Assessment examination	modes: This module is assessed	d by means of	Assessment modes: This module is assessed by means of		
Module code:-	Semester 1: AHIS321	NQF level: 7	Semester 2: AHIS312	NQF level: 7	
Title:			Title:		
Content:			Content:		
Module outco	mes:		Module outcomes:		
Method of del	ivery: 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: SGES331	NQF level: 7	Semester 2: AHIS322	NQF level: 7	
Title:		Title:			
Content:			Content:		
Module outcomes:			Module outcomes:		
	ivery: 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: SGES311	NQF level: 7	Semester 2: SGES312	NQF level: 7	
Title:			Title:		
Content:			Content:		
Module outcomes:			Module outcomes:		
Method of de	elivery: Full Time		Method of delivery: Full Time		
Assessment examination	modes: This module is assessed	l by means of	Assessment modes: This module is assessed by means of		
Module code:-	Semester 1:	NQF level:	Semester 2: SGES322	NQF level: 7	
Title:			Title:		
Content:			Content:		
Module outcomes:			Module outcomes:		
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		

FED.11.5.5. MODULE CONTENT AND OUTCOMES FOR EBDFT5

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

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

Title: School Experience 1

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

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

Method of delivery: Full Time

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

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

Title: School Experience 2

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

Module outcomes:

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

Method of delivery: Full Time

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

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

Title: : School Experience 3

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

Module outcomes:

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

Method of delivery: Full Time

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

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

Title: : School Experience 4

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

Module outcomes:

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

Method of delivery: Full Time

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

FED.11.6 BACHELOR OF EDUCATION FET PROGRAMMES – EBDFT6 FED.11.6.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PRE REQUISITES

Module code	Descriptive name	Credits	NQFL	Pre/Co
				requisites
ELLL111	Academic Literacy 1A(Language)	08	5	NONE
EFIT111	Ideologies & Trends in Education	08	6	NONE
CSPS111	Introductory Computing	15	5	NONE
SMTH111	Calculus 1	15	5	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
CSPS112	Introductory Systems Programming	15	6	NONE
SMTH112	Calculus 2	15	6	NONE
EPDL211	Human Development & Learning	08	6	NONE
SCPS211	Data Structures & Algorithms	15	6	CSPS111
SMTH221	Advanced Calculus	15	6	SMTH111
ECTL212	Teaching & Learning Strategies	08	6	NONE
SCPS212	Introductory Software Engineering	15	6	CSPS111
				SMTH111
SMTH222	Linear Algebra & Differential Equations	15	6	CSPS111
				SMTH111
EALM311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
ESCM311	Method of Computers 3A	17	7	CSPS111
				SMTH111
ESMC311	Method of Mathematics 3A (FET Phase)	17	7	CSPS111
				SMTH111
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESCM312	Method of Computers 3B	17	7	CSPS112
				SMTH112
ESMC312	Method of Mathematics 3B (FET Phase)	17	7	CSPS112
_0W0012			'	SMTH112
	Inclusive Education Studies			
EPIE411		08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE

SCPS311	Advanced Programming Techniques	15	7	CSPS111 SCPS211
SMTH311	Abstract Algebra	15	7	SMTH221 SMTH222
SMTH321	Real Analysis	15	7	SMTH111 SMTH222
SCPS321	Systems programming	15	7	SCPS211
EAMS412	Management of School Systems & Extra-curricular	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	NONE
ETSE300	School Experience 3	32	7	ETSE100 CSPS111 CSPS112 SMTH111
				SMTH112
ETSE400	School Experience 4	32	7	ETSE300

FED.11.6.2 Qualification Name: Bachelor of Education: FET (Computer Science and Mathematics). Qualification Code: EBDFT6

Core	Year Level 1			Year level 2			Year level 3			Year level 4		
Ancillary Elective	First semester			First semester			First semester			First semester		
SPS111	Module code	Ancillary/	Cr		Ancillary/			Ancillary/	Cr		Ancillary/	Cr
15 SMTH221 15 ESCM311 17 Choose any of the following:	ELLL111		08	EPDL211		08	EALM311		08	EPIE411		08
	EFIT111		08	SCPS211		15	ECAE311		08	ECTP411		16
SMTH311 15 15 15 15 15 15 15	CSPS111		15	SMTH221		15	ESCM311		17	Choose any of the following	:-	· L
Choose any of the following:	SMTH11		15				ESMC311		17	SCPS311		15
SMTH321 15 15 15 15 15 15 15										SMTH311		15
SCPS321 15 15 15 15 15 15 15										•	:-	1
Total 1st semester Source										SMTH321		15
Personal Second semester Personal Second sem										SCPS321		15
Vear level 2 Vear level 3 Vear level 4 Vear level 4 Vear level 5 Vear level 4 Vear level 6 Vear level 6 Vear level 7 Vear level 8 Vear level 8 Vear level 9 Vear module credit Vear level 9 Vear	Total 1st		46	Total 1st semester		38	Total 1st semester		50	Total 1st semester		54
Second semester Second sem	Year Level 1			Year level 2			Year level 3			Year level 4		
Core/ Ancillary/ Elective		r										
SECL112 08 ECTL212 08 EDSE312 08 EAMS412 08	Module code	Ancillary/	Cr	Module code	Ancillary/	Cr	Module code	Ancillary/	Cr	Module code	Ancillary/	Cr
SSPS112 15 SMTH222 15 ESCM312 17 SCPS312 15	ESCL112		08	ECTL212		08	EDSE312		08	EAMS412		08
SMTH112	EPHA112		08	SCPS212		15	EFMS312		08	EPRE412		08
SMTH312 15 SMTH322 15 SMTH322 15 SMTH322 15 SMTH322 15 SMTH322 15 SCPS322	CSPS112		15	SMTH222		15	ESCM312		17	SCPS312		15
SMTH322 15 SMTH322 15 Or the below SCPS322 15 Or total 2 nd semester 38 Total 2 nd semester 50 Total 2 nd semester 31 Orecall 3 nd semester 31	SMTH112		15				ESMC312		17	Or choose any of the followi	ng:-	I.
Or the below SCPS322 15										SMTH312		15
SCPS322 15 SCPS322 15 SCPS322 15 SCPS										SMTH322		15
Total 2 nd 46 Total 2 nd semester 38 Total 2 nd semester 50 Total 2 nd semester 31 Semester 6 Fear Modules Fear Level 1 Year level 2 Year level 3 Year level 4 FTSE100 16 ETSE200 32 ETSE300 32 ETSE400 32 Fear module credit Year modul										Or the below		
Semester Semester Sear Modules Sear Modules Sear Level 1 Sear Level 2 Sear Level 3 Sear Level 4 Sear Module										SCPS322		15
Year Modules 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 Year module credit Year module credit Year module credit Overall Total rear level 1 108 Overall Total rear level 3 132 Overall Total rear level 4 117	Total 2 nd		46	Total 2 nd semester		38	Total 2 nd semester		50	Total 2 nd semester		31
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 10 Overall Total rear level 1 108 Overall Total rear level 3 132 Overall Total rear level 4 117												
Tear module redit Vear module credit 108 Overall Total year level 4 level 2	Year Level 1			Year level 2			Year level 3			Year level 4		
credit Overall Total Pear level 1 Overall Total Pear level 2 Overall Total year Pear level 3	ETSE100		16			32			32			32
Overall Total 108 Overall Total year level 2 108 Overall Total year 132 Overall Total year level 4 117 level 2	Year module credit		16	Year module credit			Year module credit			Year module credit		
	Overall Total year level 1		108			108			132	Overall Total year level 4		117
	•	for the curri	culum									465

FED.11.6.3 MODULE CONTENT AND OUTCOMES FOR EBDFT6

FURTHER EDU	CATION AND TRAINING (COMPUTE	AND MATHEMATICS) - SEMESTER C	OURSES		
Module code:-	Semester 1: ESMC311	NQF level:	Semester 2: ESMC312	NQF level:	
Title: : Method	l of Computer 3A	Title: Method of Computer 3B	_		
Content: The effective teacher, understanding your students, curriculum and assessment policy statement, unit and lesson planning, classroom management I: establishing the learning climate, classroom management II: promoting student engagement.			Content: The effective teacher, understudents, curriculum and assess statement, unit and lesson planning management I: establishing the lear classroom management II: promoengagement.	ment policy g, classroom ning climate,	
a comprehensi practice of th	nes: The module aims to equip student ve understanding of the background e current teaching and learning of the FET phase	I issues and of Computer	understanding of the background practice of the current teaching and Computer Applications/ Information T the FET phase in schools.	omprehensive issues and d learning of	
Method of deliv	very: Full Time		Method of delivery: Full Time		
Assessment nexamination	nodes: This module is assessed by .	by means of	Assessment modes: This module is means of examination	assessed by	
Module code:-	Semester 1: ESCM311	NQF level:	Semester 2: ESCM312	NQF level:	
Title: Method	of Computer		Title: Method of Computer		
curriculum and planning, class	effective teacher, understanding your assessment policy statement, unit sroom management I: establishing om management II: promoting student	and lesson the learning	Content: The effective teacher, understudents, curriculum and assess statement, unit and lesson planning management I: establishing the lear classroom management II: promo engagement.	ment policy g, classroom ning climate,	
Module outcomes: The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.			Module outcomes: The module ai student teachers with a counderstanding of the background practice of the current teaching and Computer Applications/ Information To the FET phase in schools.	omprehensive issues and d learning of	
Method of deliv	very: Full Time	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 means of 30% Tests and 30% any conthe following: ✓ Assignment ✓ Project ✓ Research ✓ Presentation Tasks ✓ 40% Examination		

FED.11.6.4 MODULES OFFERED IN OTHER FACULTIES NB: PLEASE REFER TO 2019 ARTS, FCAL, FSA HANDBOOKS FOR: (MODULES IN THIS PAGE AND THE NEXT PAGE)

Module code:-	Semester 1: CSPS111	NQF level:	Semester 2: CSPS112	NQF level:		
Title:			Title:			
Content:			Content:	A A		
Module outcome	es:	Module outcomes:				
Method of delive	ery: Full Time		Method of delivery: Full Time			
Assessment mo	des: This module is assessed by means o	Assessment modes: This module	is assessed by means			
Module code:-	Semester 1: SMTH11	NQF level:	Semester 2: SMTH112	NQF level:		
Title:			Title:			
Content:			Content:			
Module outcome	es:		Module outcomes:			
Method of delive	ery: Full Time		Method of delivery: Full Time			
Assessment mo	des: This module is assessed by means o	f examination	Assessment modes: This module	is assessed by means		
Module code:-	Semester 1: SCPS211	NQF level:	Semester 2: SCPS212	NQF level:		
Title:			Title:			
Content:			Content:			
Module outcome	es:		Module outcomes:	Module outcomes:		
Method of delive	ery: Full Time		Method of delivery: Full Time			
Assessment mo	des: This module is assessed by means o	f examination	Assessment modes: This module is assessed by means			
Module code:-	Semester 1: SMTH221	NQF level:	Semester 2: SMTH222	NQF level:		
Title:			Title:			
Content:			Content:			
Module outcome	es:		Module outcomes:			
Method of delive	ery: Full Time		Method of delivery: Full Time			
Assessment mo	des: This module is assessed by means o	f examination	Assessment modes: This module	is assessed by means		
Module code:-	Semester 1: SCPS311	NQF level:	Semester 2: SCPS312	NQF level:		
Title:			Title:			
Content:			Content:			
Module outcome	es:	Module outcomes:				
Method of delivery: Full Time			Method of delivery: Full Time			
Assessment mo	des: This module is assessed by means o	f examination	Assessment modes: This module	is assessed by means		
Module code:-	Semester 1: SMTH311	NQF level:	Semester 2: SMTH312	NQF level:		
Title:			Title:			
Content:			Content:			
	9s:	Module outcomes:				

Method of delive	ry: Full Time	Method of delivery: Full Time			
Assessment modes: This module is assessed by means of examination			Assessment modes: This module is asse examination	ssed by means of	
Module code:-	Semester 1: SMTH321	NQF level:	Semester 2: SMTH322	NQF level:	
Title:			Title:		
Content:			Content:		
Module outcome	s:		Module outcomes:		
Method of delive	ry: Full Time		Method of delivery: Full Time		
Assessment mod	des: This module is assessed by means of e	examination	Assessment modes: This module is asse examination	ssed by means of	
Module code:-	Semester 1: SCPS321	NQF level:	Semester 2: SCPS322	NQF level:	
Title:			Title:		
Content:			Content:		
Module outcomes:			Module outcomes:		
Method of delive	ry: Full Time		Method of delivery: Full Time		
Assessment mod	des: This module is assessed by means of e	Assessment modes: This module is assessed by means of			

FED.11.7 BACHELOR OF EDUCATION FET PROGRAMMES – EBDFT7

FED.11.7.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES

Bachelor of Ed	ucation: Further Education and Training – Physical S	Science and	Mathema	tics
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 Relativity & Properties of Matter	15	6	SPHY111
				SMTH111
				SPHY112
				SMTH112
SMTH221	Advanced Calculus	15	6	SMTH111
ECTL212	Teaching & Learning Strategies	08	6	NONE
SCHM212	Organic & Physical Chemistry 2	15	6	SCHM111
				SCHM112
SPHY212	Modern Physics Photonics & Waves	15	6	SPHY111
				SMTH111
				SPHY112
				SMTH112
SMTH222	Linear Algebra & Differential Equations	15	6	SMTH111
				SMTH112
EALM311	School Leadership &Management	08	7	NONE

ECAE311	Assessment in Education	08	7	NONE
ESPS311	Method of Physical Science A	17	7	SPHY111
				SMTH111
				SPHY112
				SMTH112
				SCHM111
				SCHM112
ESMC311	Method of Mathematics 3A (FET Phase)	17	7	SPHY111
				SMTH111
				SPHY112
				SMTH112
				SCHM111
	Society Educational Law & School Covernance			SCHM112
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
ESPS312	Method of Physical Science B	17	7	SPHY111
				SMTH111
				SPHY112
				SMTH112
				SCHM111
				SCHM112
ESMC312	Method of Mathematics 3B (FET Phase)	17	7	SPHY111
				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 Physics	15	7	SPHY111
				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 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 & Applications	15	7	SPHY111 SPHY112
SMTH312	Graph Theory	15	7	SMTH111 SMTH222
SCHM322	Analytical Chemistry 3	15	7	SMTH111 SMTH112 SCHM212
SPHY322	Solid State Physics and Materials Science	15	7	SPHY111 SPHY112 SPHY212 SMTH222
SMTH322	Complex Analysis	15	7	SMTH111 SMTH222
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	NONE
ETSE300	School Experience 3	32	7	ETSE100 SPHY111

				SPHY112
				SCHM111
				SCHM112
				SMTH111
				SMTH112
ETSE400	School Experience 4	32	7	ETSE300

FED.11.7.2 Qualification Name: Bachelor of Education: FET (Physical Science and Mathematics). Qualification Code: EBDFT7

Year Level 1			Year level 2			Year level 3			Year level 4		
First semester			First semester			First semester			First semester		
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	80	EPIE411	С	80
EFIT111	С	15	SCHM211	С	15	ECAE311	С	08	ECTP411	С	16
SCHM111	С	15	SPHY211	С	15	ESPS311	С	17	Choose any of the followin	g:-	
SPHY111	С	15	SMTH221	С	15	ESMC311	С	17	SCHM311	E	15
SMTH111	С	15							SPHYM311	E	15
									SMTH311	Е	15
									Choose any of the followin	g:-	1
									SCHM321	E	15
									SPHY321	Е	15
									SMTH321	E	15
Total 1st semester		68	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/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary/ Elective	Cr
ESCL112	С	08	ECTL212	С	08	EDSE312	С	08	EAMS412	С	08
EPHA112	С	08	SCHM212	С	15	EFMS312	С	08	EPRE412	С	08
SCHM112	С	15	SPHY212	С	15	ESPS312	С	17	Choose any of the followin	g:-	
SPHY112	С	15	SMTH222	С	15	ESMC312	С	17	SCHM312	E	15
SMTH112	С	15							SPHY312	Е	15
									SMTH312	E	15
									Choose any of the followin	g:-	ı
									SCHM322	E	15
									SPHY322	Е	15
									SMTH322	E	15
Total 2 nd semester		61	Total 2 nd semester		53	Total 2 nd semester		50	Total 2 nd semester		61
Year Modules			_						•		
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			Year module credit			Year module credit		
Overall Total year level 1		145	Overall Total year level 2		138	Overall Total year level 3		132	Overall Total year level 4		147
	the curricu	_	<u> </u>								562

FED.11.7.3 MODULE CONTENT AND OUTCOMES FOR EBDFT7

FURTHER EDUCA	ATION AND TRAINING (PHYSICAL SCIENC	E AND MATHEM	ATICS) - SEMESTER COURSES	
Module code:-	Semester 1: ESMC311	NQF level:	Semester 2: ESMC312	NQF level:
Title: Method of	Computer 3A		Title: Method of Computer 3B	
and assessment management I: e	fective teacher, understanding your stude policy statement, unit and lesson plant stablishing the learning climate, classroo dent engagement.	ning, classroom	Content: The effective teacher, your students, curriculum and ass statement, unit and lesson plann management I: establishing the le classroom management II: prorengagement.	essment policy ing, classroom arning climate,
comprehensive uthe current teach	es: The module aims to equip student understanding of the background issues hing and learning of Computer Application FET phase in schools.	and practice of	understanding of the backgroun practice of the current teaching a Computer Applications/ Information the FET phase in schools.	comprehensive and issues and learning of
Method of delive	ery: Full Time		Method of delivery: Full Time	
formative asses	odes: This module is assessed by mean sment through participation in class professional) and presentations, summate tons in June.	s, assignments	Assessment modes: This modul by means of examination	e is assessed
Module code:-	Semester 1: ESPS311	NQF level:	Semester 2: ESPS312	NQF level:
Title: Method of	f Physical Science 3A		Title: Method of Physical Science	ce 3B
should anyone le Science, The ef Science, Curricu The Role of Misconceptions in Questioning and	nors for the Teacher, Models of becoming arn science and why teach it? Thinking all fectiveness of Practical work in Teaching lum and Assessment Policy Statement Language in the Learning Teaching the Physical Sciences, Strategies for Te Responding to Guide Children's Inqual lans, Assessing Constructively	bout Learning in g and Learning c-Grades 10-12, g of Science, aching Science,	Content: Using Simulations, Animations for Science Learning Language in the Learning Teachi Scientific Epistemology, Enhancing arguments in school science argumentation as a foundation for inquiry based science teaching, Te Thinking and Problem Solving SI Beliefs	ng of Science, g the quality of ce, Scientific r the design of eaching Critical
Module outcomes: Equip students with knowledge and skills required to effectively facilitate at Further Education and Training (FET) Phase.		Module outcomes: provide opportunity to develop as pro reflexive individuals who are able t and responsibility in an academic a context	ofessional and to take initiative	
Method of delive	ery: Full Time		Method of delivery: Full Time	
assessment throattendance and	odes: This module is assessed by meanugh tests, assignments, teaching journ participation and summative assessmented final examination.	als, reflections,	Assessment modes: This modul by means of Continuous formative through participation in class, (academic and professional) and summative assessment through expensions.	we assessment assignments presentations,

FED.11.7.4 MODULES OFFERED IN OTHER FACULTIES NB: PLEASE REFER TO 2019 ARTS, FCAL, FSA HANDBOOKS FOR: (MODULES IN THIS PAGE AND THE NEXT PAGE)

FURTHER EDUCATION AND TRAINING (PHYSICAL S	MATHEMATICS) - SEMESTER COUR	SES			
Module code:- Semester 1: SCHM111	NQF level:	Semester 2: SCHM112 NQF level:			
Title:		Title:			
Content:	Content:	•			
Module outcomes:	Module outcomes:				
Method of delivery: Full Time		Method of delivery: Full Time			
Assessment modes: This module is assessed by means of e	xamination	Assessment modes: This module is ass	sessed by means of		
Module code:- Semester 1: SPHY111	NQF level:	Semester 2: SPHY112	NQF level:		
Title:		Title:			
Content:		Content:			
Module outcomes:		Module outcomes:			
Method of delivery: Full Time		Method of delivery: Full Time			
Assessment modes: This module is assessed by means of e	examination	Assessment modes: This module is ass	sessed by means of		
Module code:- Semester 1: SMTH111	NQF level:	Semester 2: SMTH112	NQF level:		
Title:		Title:			
Content:	0,	Content:			
Module outcomes:		Module outcomes:			
Method of delivery: Full Time		Method of delivery: Full Time			
Assessment modes: This module is assessed by means of e	xamination	Assessment modes: This module is assessed by means of			
Module code:- Semester 1: SCHM211	NQF level:	Semester 2: SCHM212	NQF level:		
Title:		Title:			
Content:		Content:			
Module outcomes:		Module outcomes:			
Method of delivery: Full Time		Method of delivery: Full Time			
Assessment modes: This module is assessed by means of e	examination	Assessment modes: This module is assessed by means of			
Module code:- Semester 1: SCHM311	NQF level:	Semester 2: SCHM312	NQF level:		
Title:		Title:			
Content:		Content:			
Module outcomes:		Module outcomes:			
Method of delivery: Full Time		Method of delivery: Full Time			
Assessment modes: This module is assessed by means of e					
Module code:- Semester 1: SPHYM311	Semester 2: SPHY312 NQF level:				
Title:		Title:			
Content:		Content:			
Module outcomes:		Module outcomes:			
	Method of delivery: Full Time				
Method of delivery: Full Time		Method of delivery: Full Time			

Module code:-	Semester 1: SMTH311	NQF level:	Semester 2: SMTH312	NQF level:	
Title:			Title:		
Content:			Content:		
Module outcomes:			Module outcomes:		
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		
Module code:-	Semester 1: SCHM321	NQF level:	Semester 2: SCHM322 NQF level:		
Title:			Title:		
Content:			Content:		
Module outcome	s:		Module outcomes:		
Method of delive	ry: 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: SPHY321	NQF level:	Semester 2: SPHY322 NQF level:		
Title:			Title:		
Content:		Content:			
Module outcomes:			Content:		
Module outcome	s:		Content: Module outcomes:		
Module outcome Method of deliver	-				
Method of delive	-	examination	Module outcomes:	sed by means of	
Method of delive	ry: Full Time	examination	Module outcomes: Method of delivery: Full Time	sed by means of	
Method of delive	ry: Full Time les: This module is assessed by means of e		Module outcomes: Method of delivery: Full Time Assessment modes: This module is assess		
Method of deliver Assessment mod	ry: Full Time les: This module is assessed by means of e		Module outcomes: Method of delivery: Full Time Assessment modes: This module is assess Semester 2: SMTH322		
Method of deliver Assessment mod Module code:-	ry: Full Time les: This module is assessed by means of e Semester 1: SMTH321		Module outcomes: Method of delivery: Full Time Assessment modes: This module is assess Semester 2: SMTH322 Title:		
Method of deliver Assessment mod Module code:- Title: Content:	ry: Full Time les: This module is assessed by means of e Semester 1: SMTH321 s:		Module outcomes: Method of delivery: Full Time Assessment modes: This module is assess Semester 2: SMTH322 Title: Content:		

FED.11.8 LIST OF EBDFT COMMON MODULES AND THEIR OUTCOMES: FURTHER EDUCATION AND TRAINING

EBDFT COMMON MODULES						
EBDFT2	EBDFT3	EBDFT4	EBDFT5	EBDFT6	EBDFT7	
ELLL111	ELLL111	ELLL111	ELLL111	ELLL111	ELLL111	
EFIT111	EFIT111	EFIT111	EFIT111	EFIT111	EFIT111	
ESCL112	ESCL112	ESCL112	ESCL112	ESCL112	ESCL112	
EPHA112	EPHA112	EPHA112	EPHA112	EPHA112	EPHA112	
EPDL211	EPDL211	EPDL211	EPDL211	EPDL211	EPDL211	
ECTL212	ECTL212	ECTL212	ECTL212	ECTL212	ECTL212	
EALM311	EALM311	EALM311	EALM311	EALM311	EALM311	
ECAE311	ECAE311	ECAE311	ECAE311	ECAE311	ECAE311	
EDSE312	EDSE312	EDSE312	EDSE312	EDSE312	EDSE312	
EPIE411	EPIE411	EPIE411	EPIE411	EPIE411	EPIE411	
EFMS312	EFMS312	EFMS312	EFMS312	EFMS312	EFMS312	
EPRE412	EPRE412	EPRE412	EPRE412	EPRE412	EPRE412	
ECTP411	ECTP411	ECTP411	ECTP411	ECTP411	ECTP411	
EAMS412	EAMS412	EAMS412	EAMS412	EAMS412	EAMS412	
	ELLL111 EFIT111 ESCL112 EPHA112 EPHA112 EPDL211 ECTL212 EALM311 ECAE311 EDSE312 EPIE411 EFMS312 EPRE412 ECTP411	EBDFT2 EBDFT3 ELLL111 ELLL111 EFIT111 EFIT111 ESCL112 ESCL112 EPHA112 EPHA112 EPDL211 EPDL211 ECTL212 ECTL212 EALM311 EALM311 ECAE311 ECAE311 EDSE312 EDSE312 EPIE411 EPIE411 EFMS312 EFMS312 EPRE412 EPRE412 ECTP411 ECTP411	EBDFT2 EBDFT3 EBDFT4 ELLL111 ELLL111 ELLL111 EFIT111 EFIT111 EFIT111 ESCL112 ESCL112 ESCL112 EPHA112 EPHA112 EPHA112 EPDL211 EPDL211 EPDL211 ECTL212 ECTL212 ECTL212 EALM311 EALM311 EALM311 ECAE311 ECAE311 ECAE311 EDSE312 EDSE312 EDSE312 EPIE411 EPIE411 EPIE411 EFMS312 EFMS312 EFMS312 EPRE412 EPRE412 EPRE412 ECTP411 ECTP411 ECTP411	EBDFT2 EBDFT3 EBDFT4 EBDFT5 ELLL111 ELLL111 ELLL111 ELLL111 EFIT111 EFIT111 EFIT111 EFIT111 EFIT111 EFIT111 EFIT111 EFIT111 ESCL112 ESCL112 ESCL112 ESCL112 EPHA112 EPHA112 EPHA112 EPHA112 EPHA112 EPHA112 EPHA112 EPHA112 EPDL211 EPDL211 EPDL211 EPDL211 ECTL212 ECTL212 ECTL212 ECTL212 EALM311 EALM311 EALM311 EALM311 ECAE311 ECAE311 ECAE311 ECAE311 EDSE312 EDSE312 EDSE312 EDSE312 EPIE411 EPIE411 EPIE411 EPIE411 EFMS312 EFMS312 EFMS312 EFMS312 EPRE412 EPRE412 EPRE412 EPRE412 ECTP411 ECTP411 ECTP411 ECTP411	EBDFT2 EBDFT3 EBDFT4 EBDFT5 EBDFT6 ELLL111 ELLL111 ELLL111 ELLL111 ELLL111 EFIT111 EFIT111 EFIT111 EFIT111 EFIT111 EFCL112 ESCL112 ESCL112 ESCL112 EPHA112 EPHA112 EPHA112 EPHA112 EPHA112 EPHA112 EPHA112 EPHA112 EPDL211 EPDL211 EPDL211 EPDL211 ECTL212 ECTL212 ECTL212 ECTL212 EALM311 EALM311 EALM311 EALM311 EALM311 ECAE311 ECAE311 ECAE311 ECAE311 ECAE311 EDSE312 EDSE312 EDSE312 EDSE312 EDSE312 EPIE411 EPIE411 EPIE411 EPIE411 EPIE411 EPIE411 EFMS312 EFMS312 EFMS312 EFMS312 EFMS312 EPRE412 EPRE412 EPRE412 EPRE412 EPRE412 ECTP411 ECTP411 ECTP411 ECTP411 ECTP411	

FED.11.8.1 MODULE CONTENTS AND OUTCOMES FOR EBDFT COMMON MODULES

INTERMIDIATE AND SENIOR PHASE COMMON MODULES - SEMESTER COURSES						
Module code:-	Semester 1: ELLL111	NQF level:	Semester 2: EPHA112	NQF level:		
Title: Academic Literacy 1A (Language)			Title: HIV and AIDS Education			
Content: The Communication Process; Listening, and Speaking Communication Skills; Reading, Viewing and Thinking Skills; Writing, Designing and presenting Skills; Grammatical Knowledge for Educators			Background to HIV and AIDS, Factors that facilitate			
linguistic knowle	e module, students should be equippedge and communication skills that wir own academic learning, and teach	ill enable them	Module Outcomes: This module awareness and highlight the facts aro AIDS pandemic and encourage study the impact this disease has on socious school and the classroom specificate encourage active and conscientious pregards to the prevention of HIV and	dents to ponder ety at large, the ally. It will also participation with		

		relevant policy related matters an responsible management of HIV ar	•		
Method of delivery: Full Time			classroom and the school in general. Method of delivery: Full time		
Assessment modes: This module is assessed by means of Continuous formative assessment through participation in class and tutorials, assignments and reflective writing. Summative assessment through examinations in June			Assessment modes: Continuassessment through tests, assignment journals, portfolios, attendances, participation, long essays/resepresentations and summative assessinternally moderated final examination	nents, teaching seminars and earch paper ssment through	
Module code:-	Semester 1: EFIT111	NQF level:	Semester 2: ESCL112	NQF level:	
Title: Ideologie:	s and Trends in Education		Title: Academic Literacy 1B (Comp	uter Literacy)	
Content: (Philosophy) Integration of theory and practice of the following study units: Definition of concepts, Education, training, indoctrination, philosophy, and philosophy of education. The nature and field of philosophy of education (Philosophy of education is speculative, analytic; classical philosophies including idealism,		ation, training, on. The nature of education is ding idealism, philosophies, eories of moral of the Africa. Prech colonization British (1807-and apartheid Education for on Act 1963). Act of 1965). Act, Act 47 of	Content: General understanding of caround us, including knowledge and chardware, software, and operating applications software such as we spreadsheet, presentation and outloo in this module are aspects of working networked environment, including bas networks and the Internet, skill applications such as electronic mat Web browsers, skills required to fin information, and an understanding of it computing and the Internet being thome and workplace.	systems. Key brd processing, k. Also included in an Internet or sic knowledge of ls in specific il software and d and evaluate ssues related to	
Module outcomes:			Module outcomes:		
By the end of the module, students should be equipped with: - with knowledge and understanding of the field and study of education; To enable students to understand educational ideologies and their link to the present education. To equip students with knowledge and understanding of development of different education systems in South Africa		By the end of the module, students should equipped with: - with the relevant and necessary computer skills to will enable them to finesse around their studies as life in general. The module takes students through different types of computers, different computers of computers, different computers, data capturing skills, informat processing skills as well as research using variates search engines. Layout and presentation skills also integral parts of this module.			
			Method of delivery: Full Time		
			Assessment modes: This module is assess means of continuous formative assessment th in-class tests, exercises, assignments, portiprofessional and subject mentors' reports, lecturers' reports; and summative assess through a terminal examination at the end of semester		
Module code:-	Semester 1: EPDL211	NQF level:	Semester 2: ECTL212	NQF level:	
	evelopment and Learning		Title: Teaching and Learning strate		
Content: Introduction to Educational Psychology. Understanding learner development and diversity. Individual and group differences. Learning and knowledge construction. Learning and motivation			Content: Theories of teaching and learning		

	eadership and Management		Title: Comparative Education		
Module code:-	Semester 1: EALM311	NQF level:	Semester 2: EFMS312 NQF level:		
Assessment modes: 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, observation and reflection. Summative: Test and examination.		Assessment modes: This module is assessed by means of continuous formative assessment through tests, assignments, presentations, portfolios, seminars, essays, research projects and examinations			
Method of delivery: Full Time					
and to train students in competencies required in planning, designing and conducting assessment in the context of the espoused National Curriculum policy.			equipped with: - with knowledge and skills to address the role of education in society; to equip student with skills of engaging critically with education policies, procedures and systems which impact on institutions and classrooms as well as on the national education and training landscape. Method of delivery: Full Time		
Module Outcomes: To equip students with knowledge of theories of assessment, models of assessment in education and approaches			discipline, school rules and human rights culture. Module outcomes: By the end of the module, students should be		
Title: Assessment in Education Content: Introduction to Assessment and it relationship to teaching and learning. Conceptions of Assessment in curriculum development and their implications in teaching & learning environment. Principles underpinning OBE Curriculum and Assessment), Integrated assessment systems, Perspectives of assessment (behaviourist, humanist, social constructivist), Cooperative teaching, motivation and feedback.		relationship between education and society; theories of society; functionalism; Marxism interactions, social, conservative, innovative economic, selective and locative functions. The			
	Semester 1: ECAE311	NQF level:	Semester 2: EDSE312 NQF level:		
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 Module code:- Semester 1: ECAE311 NQF level:			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 delivery: Full Time Assessment modes: This module is assessed by means of gathering of evidence on students'		
Module outcomes: To introduce students to study of Educational Psychology which examine some aspects of development and learning			Teaching strategies and methods (teacher-centred and learner-centred strategies. Classroom management, teaching strategies and learning styles Module outcomes: 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		

Content: Basic concepts in school leadership and management task Content: Objectives and scope of Comparative of an educator. The nature and the purpose of school management Education; rationale for the field; disciplinary identity; and leadership both generally and in the context of a changing South Comparative and international education; framing Africa. Analysis of principalship in the South African context and the education systems: globalization, convergence and role of school managers and leaders as agents of change. Managing divergence; a history of selected education systems: professional development (human Brazil, Egypt, Tanzania, Sweden, USA; the education development, induction process staff appraisal and development). system of South Africa. forces that shape the context Parent management. Learner involvement of education in South Africa: To describe educational Module outcomes: Module Outcomes: By the end of the module, students should be equipped with: - with systems, processes or outcomes; to encourage skills to lead and manage school. Enable them to understand the students to think critically about the relationship challenges of school leadership and management. Increase their between education and society and to assist students understanding of skills and competencies required for successful establishing generalized statements about performance in school management positions. 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 Continuous formative Assessment modes: formalise assessment through class participation, assignment, and assessment through participation in class, tests, presentations, tests and summative assessment through assignments. and presentations; Summative examination in June. assessment through examinations at the end of the semester. Semester 2: EPRE412 Module code:-Semester 1: EPIE411 NQF level: NQF level: **Title: Inclusive Education** Title: Introduction to Research in Education Content: Inclusive education concepts; non-inclusive educational Content: It will cover, understanding the concept of research -i.e. what is research? Difference between settings; collaboration parent involvement; effective teaching and learning; supporting all students; understanding students with quantitative and qualitative research; aims of challenging behaviour, understanding students with intellectual conducting research in education; how to identify a disability. 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 checklists; validity and reliability of research instruments. Introduction to data analysis and interpretation of research findings; research ethics. Module outcomes: To introduce students to basic Module outcomes: concepts in Educational Research as well as equip By the end of the module, students should be equipped with: - an them with skills for conducting literature review, understanding of the philosophy, benefits and processes of inclusive education 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 Assessment modes: This module is assessed by means of continuous formative assessment through continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, participation in class, assignments (academic and seminars professional) participation, long essays/research paper presentations and and presentations: summative summative assessment through externally moderated final assessment through examinations in June. examination. Semester 1: ECTP411 Module code:-NQF level: Semester 2: EAMS412 NQF level: Title: Management of School Systems and Extra-Title: Theory and Practice of Curriculum Development curricular Activities Content: Introduction to curriculum studies, Philosophical foundations of curriculum research, design and development, 1. The education system as an organisation Theories underpinning curriculum research internationally and in Schools as social systems (definition of social South Africa. (Traditional, modern and post-modern Curriculum system, the environment of schools, the macro theories and models) Conceptions of curriculum and their and micro environments, school climate and implications in teaching & learning environment, Outcomes Based school culture from the perspective of

Curriculum model in South Africa from ERS, CMSA, C2005, NCS

and CAPS), Models of curriculum developments and various level

educational management, the school as an

school)

organisation, the organisational structure of a

Culture traditions in the management of school systems in South Africa (Afro centric management, Ubuntu and management, gender and management) 2. Effective school management strategies Effective schools (indicators of effective schools, models of schooling, effective classrooms, effective principals, effective behaviours. synthesis of research findings on effective schools); Participatory management skills in schools (renewal strategies in management of school systems, management by objectives, inviting educational management: 3. Management of extra-curricular systems The management of school's extra-curricular programmes (management of extra-curricular tasks, time management within the context of extra-curricular program strategies for the optimal utilisation of time, the educational manager's role programmes-coregarding extra-curricular ordination; setting objectives; programme enrichment, evaluation, corrective action, positive climate creation) 4. Management of physical and financial resources in schools Departmental guidelines in managing physical resources. Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees) **Module outcomes:** To equip students with knowledge of processes Module outcomes: curriculum designing, curriculum development By the end of the module, students should be implementation and to train students in competencies required in equipped with knowledge and skills to manage school interpreting, designing teaching and learning programmes in the systems and extra-curricular activities. context of the espoused National Curriculum policy. 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 gathering of evidence on students' performance the process will means of test, assignment and examination apply continuous assessment procedures which are: baseline assessment, formative. Baseline: evidence of students' academic readiness (Techniques for assessment, Written Assignments, oral

presentations. Formative: Tests, oral presentation, group work, role

play activities, tutorials. Summative: Test and examination

FED.11.8.2 TEACHING PRACTICE MODULE CONTENT AND OUTCOMES FURTHER EDUCATION AND TRAINING

FURTHER EDUCATION AND TRAINING TEACHING PRACTICE - YEAR COURSES

Module code:- Year Level 1: ETSE1003TSE100

NQF level: 5

Title: School Experience 1

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

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

Method of delivery: Full Time

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

Module code:- Year Level: ETSE200 3TSE200

NQF level: 6

Title: School Experience 2

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

Module outcomes:

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

Method of delivery: Full Time

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

Module code:- Year Level 3: ETSE3003TSE300

NQF level: 7

Title: : School Experience 3

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

Module outcomes:

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

Method of delivery: Full Time

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

Module code:- Year Level 4: ETSE4003TSE400

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 12 BACHELOR OF EDUCATION - PHASING OUT PROGRAMMES

The following are the Programmes offered in the Faculty, leading to the award of the Degrees. However, Foundation Phase programme and all the Intermediate and Senior Phase programmes listed below are phasing out: -

- Early Childhood Development and Foundation Phase EBEDEF
- Economic and Management Sciences (EMS) and Language Education EBDIS1
- Economic and Management Sciences (EMS) and Life Orientation EBDIS2
- Mathematics, Science and Technology Education (MSTE) EBDIS3
- Life Orientation and Language Education EBDIS4
- Social Sciences (SS) and Language Education EBDIS5

NB! The final year for teaching these qualifications is 2022.

FED 13 4 YEAR FT BACHELORS DEGREES: INTERMEDIATE AND SENIOR PHASE.

(PROGRAMMMES THAT ARE PHASING OUT)

BACHELOR OF EDUCATION PROGRAMMES – 4 years						
Qualification and Specialisation	Old Qualification code (NO INTAKE)	Mode of delivery	Campus	NQF level		
Bachelor of Education: Early Childhood Development and Foundation Phase	EBEDEF	Full time	Main	7		
Bachelor of Education: Intermediate and Senior EMS and Language Education	EBDIS1	Full time	Main	7		
Bachelor of Education: Intermediate and Senior EMS and Life Orientation	EBDIS2	Full time	Main	7		
Bachelor of Education: Intermediate and Senior Mathematics, Science and Technology Education	EBDIS3	Full time	Main	7		
Bachelor of Education: Intermediate and Senior Life orientation and Language Education	EBDIS4	Full time	Main	7		
Bachelor of Education: Intermediate and Senior Social Sciences and Language	EBDIS5	Full time	Main	7		

FED.13.1 FOUNDATION PHASE PROGRAMME PHASING OUT-EBEDEF

FED.13.1.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

Bachelor of Education: Early Childhood Development and Foundation Phase					
Module code	Descriptive name	Credits	NQFL	Pre/Co requisite	
ELLL111	Academic Literacy 1A (Language)	08	5	NONE	

EFIT111 Ideologies and trends in Education ELLZ111 Language, Literacy & Communication 1A (HL isiZulu) EEHS111 Human & Social Sciences 1A (History) ESFN111 Numeracy, Natural Science, & Technology Education 1A ESCL112 Academic Literacy 1B (Computer Literacy) EPHA112 HIV/AIDS Education ELLG112 Language, Literacy & Communication 1B (1st Add. Lang English) EEHS112 Human & Social Sciences 1B (Geography) ESFN112 Numeracy, Natural Science, & Technology 1B EPDL211 Human Development and Learning EFPL211 Foundation Phase Studies (Literacy 2A)	08 16 08 16 08 08 16 08 16 08 12	6 5 5 5 6 5 5 6 6	NONE NONE NONE NONE NONE NONE NONE NONE
EEHS111 Human & Social Sciences 1A (History) ESFN111 Numeracy, Natural Science, & Technology Education 1A ESCL112 Academic Literacy 1B (Computer Literacy) EPHA112 HIV/AIDS Education ELLG112 Language, Literacy & Communication 1B (1st Add. Lang English) EEHS112 Human & Social Sciences 1B (Geography) ESFN112 Numeracy, Natural Science, & Technology 1B EPDL211 Human Development and Learning EFPL211 Foundation Phase Studies (Literacy 2A)	08 16 08 08 16 08 16	5 5 5 6 5 5	NONE NONE NONE NONE NONE NONE NONE ELLZ111 or ELLG112 and
ESFN111 Numeracy, Natural Science, & Technology Education 1A ESCL112 Academic Literacy 1B (Computer Literacy) EPHA112 HIV/AIDS Education ELLG112 Language, Literacy & Communication 1B (1st Add. Lang English) EEHS112 Human & Social Sciences 1B (Geography) ESFN112 Numeracy, Natural Science, & Technology 1B EPDL211 Human Development and Learning EFPL211 Foundation Phase Studies (Literacy 2A)	16 08 08 16 08 16	5 5 6 5 5 5	NONE NONE NONE NONE NONE NONE NONE ELLZ111 or ELLG112 and
ESCL112 Academic Literacy 1B (Computer Literacy) EPHA112 HIV/AIDS Education ELLG112 Language, Literacy & Communication 1B (1st Add. Lang English) EEHS112 Human & Social Sciences 1B (Geography) ESFN112 Numeracy, Natural Science, & Technology 1B EPDL211 Human Development and Learning EFPL211 Foundation Phase Studies (Literacy 2A)	08 08 16 08 16 08	5 6 5 5 5 6	NONE NONE NONE NONE NONE NONE ELLZ111 or ELLG112 and
EPHA112 HIV/AIDS Education ELLG112 Language, Literacy & Communication 1B (1st Add. Lang English) EEHS112 Human & Social Sciences 1B (Geography) ESFN112 Numeracy, Natural Science, & Technology 1B EPDL211 Human Development and Learning EFPL211 Foundation Phase Studies (Literacy 2A)	08 16 08 16 08	6 5 5 5 6	NONE NONE NONE NONE NONE ELLZ111 or ELLG112 and
ELLG112 Language, Literacy & Communication 1B (1st Add. Lang English) EEHS112 Human & Social Sciences 1B (Geography) ESFN112 Numeracy, Natural Science, & Technology 1B EPDL211 Human Development and Learning EFPL211 Foundation Phase Studies (Literacy 2A)	16 08 16 08	5 5 5 6	NONE NONE NONE NONE ELLZ111 or ELLG112 and
(1st Add. Lang English) EEHS112 Human & Social Sciences 1B (Geography) ESFN112 Numeracy, Natural Science, & Technology 1B EPDL211 Human Development and Learning EFPL211 Foundation Phase Studies (Literacy 2A)	08 16 08	5 5 6	NONE NONE NONE ELLZ111 or ELLG112 and
ESFN112 Numeracy, Natural Science, & Technology 1B EPDL211 Human Development and Learning EFPL211 Foundation Phase Studies (Literacy 2A)	16 08	5 6	NONE NONE ELLZ111 or ELLG112 and
EPDL211 Human Development and Learning EFPL211 Foundation Phase Studies (Literacy 2A)	08	6	NONE ELLZ111 or ELLG112 and
EFPL211 Foundation Phase Studies (Literacy 2A)			ELLZ111 or ELLG112 and
	12	6	or ELLG112 and
EFPN211 Foundation Phase Studies (Numeracy 2A)			ELLZ01A or ELLG01B
	12	6	ESFN111 or ESFN01A and ESFN112 or ESFN01B
EFPS211 Foundation Phase Studies 2A(Life Skills)	12	6	EEHS111 or EEHS01A and EEHS112 or EEHS01B
ECTL212 Teaching and Learning Strategies	08	6	NONE
EFPL212 Foundation Phase Studies (Literacy 2B)	12	6	ELLZ111
EFPN212 Foundation Phase Studies (Numeracy 2B)		6	ESFN112

EFPS212	Foundation Phase Studies 2B (Life Skills)	12	6	EEHS112
EALM311	School Leadership and Management	08	6	NONE
ECAE311	Assessment in Education	08	6	NONE
EFPL311	Foundation Phase Studies (Literacy 3A)	08	6	EFPL211 EFPL212 and ELLZ02A or ELLG02B
EFPN311	Foundation Phase Studies (Numeracy 3A)	08	6	ESFN111
EFPS311	Foundation Phase Studies (Life Skills 3)	08	6	EEHS111
EDSE312	Society Education Law and School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EFPL312	Foundation Phase Studies (Literacy 3A)	08	7	ELLG112
EFPN312	Foundation Phase Studies (Numeracy 3B)	08	7	ESFN112
EFPS312	Foundation Phase Studies (Life Skills 3)	08	7	EEHS112
EPIE411	Inclusive Education Studies	08	7	
ECTP411	Theory and Practice of Curriculum Development	16	7	
EFPL411	Foundation Phase Studies (Literacy 4A)	08	7	
EFPN411	Foundation Phase Studies (Numeracy 4A)	08	7	
EFPS411	Foundation Phase Studies (Life Skills 4)	08	7	
EAMS412	Management of School Systems and Extra-curricular Activities	08	7	
EPRE412	Introduction to Research in Education	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	
ETSE200	School Experience 2	32	6	
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	

FED.13.1.2 QUALIFICATION NAME: B. ED EARLY CHILDHOOD DEVELOPMENT AND FOUNDATION PHASE. QUALIFICATION CODE: EBEDEF

First semester			First semester			First semester			First semester		
Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Electives	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Electives	Cr
ELLL111	С	08	EPDL211	С	9/8	EALM311	С	08	EPIE411	С	08
EFIT111	С	/ 08	EFPL211	С	12	ECAE311	С	08	ECTP411	С	16
ELLZ111	C	16	EFPN211	C /	12	EFPL311	С	08	EFPL411	С	08
EEHS11	C /	08	EFPS211	С /	12	EFPN311	С	08	EFPN411	С	08
ESFN111	C /	16				EFPS311	С	08	EFPS411	С	08
Total 1st semester		56	Total 1st semester		44	Total 1st semester		40	Total 1st semester		48
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second semester			Second semester		
Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Electives	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Electives	Cr
ESCL112	С	08	ECTL212	C	08	EDSE312	С	08	EAMS412	С	08
EPHA112	С	08	EFPL212	С	12	EFMS312	С	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 nd semester		56	Total 2 nd semester		44	Total 2 nd semester		40	Total 2 nd semester		40
Year Modules											
Year Level 1			Year level 2			Year level 3		T	Year level 4		<u> </u>
ETSE 100	С	16	ETSE <mark>2</mark> 00		32	ETSE300		32	ETSE400		32
Year module credits		16	Year module credits		32	Year module credits		32	Year module credits		32
Total year laye! 4		128	Total year layel 3		120	Total year layel 2		112	Total year level 4		120
Total year level 1 Total credits for		120	Total year level 2		120	Total year level 3		112	Total year level 4		480
the curriculum											460

FED.13.1.3 MODULE OUTCOMES FOR BACHELOR'S DEGREES: EBEDEF

PHASING OUT FOUNDATION PROGRAMME -EBEDEF

EARLY CHILDHO	OOD DEVELOPMENT AND FOUNDA	PHASE TEACHI	NG - SEMESTER COURSES		
Module code:-	Semester 1: ELLZ111	NQF level: 5	Semester 2: ELLG112	NQF level: 5	
Title: Language IsiZulu)	e, Literacy and Communication 1	A (HL	Title: Language, Literacy and Com (1st Add Language English)	nmunication 1B	
Content: Identification sound of IsiZulumorphemes. Desentence classification of IsiZulu spoke	ying and processing written and spour Language. Recognizing and hare fining and classifying IsiZulu words fication, construction and analysis. The and written discourse into texts the NCS principles to IsiZulu language.	ndling IsiZulu s/lexis. IsiZulu Classification and genres.	Content: Identify and process Eng spoken speech. Recognize and morphemes. Define and classify Eng Classify and construct and analyse consentences. Classify English discourse genres; and apply the NCS (Nation Statement) principles to English languages.	handle English glish words/lexis. different kinds of as into texts and onal Curriculum	
basic knowledg	ms to expose the student-educatorie, skills and values that will ena own academic learning and IsiZu	able them to	Module outcomes: By the end of the module, students showith: - with linguistic knowledge and conthat will enable them to, facilitate the learning, and teach effectively in the Fomethod of delivery: Full Time	nmunication skills ir own academic	
Assessment m formative group = 10%. Formative	nodes: This module is assessed assessment through presentations ve written academic essay(s) = 20°%. Summative formal written examin	and displays %. Formative nation = 50%.	Assessment modes: This module means of formative group assess presentations and displays = 10%. Formative was academic essay(s) = 20%. Formative was Summative formal written examination:	ssment through formative written written test =20%.	
Module code:-	Semester1:EEHS111	NQF level: 5	Semester 2: EEHS112	NQF level: 5	
	nd Social Sciences 1A (History)		Title: Human And Social Sciences 1B (Geography)		
interpretation his and causation in Cultures and ed Value of various writing. Local his Lesson planning Module outcom. The module preeffectively teach values, skills, prediscipline it shot transformation was tudy of changemethodology in dominant role.	epares the students to develop con in history and be well grounded in inciples, methods and procedures re- lows the important role in the issu- within communities, social science we and development in society, p in which skills, concept and attitude	lity, objectivity ed strategies. Confrontation. Imments, essay suseum visits. Impetencies to a knowledge, relevant to the es related to a involves the promoting the	Content: The nature and scope of school Geography. Effective Geography teaching. Basic principle of good Geography teaching and learning aids environment, teaching essential facts, note teaching and note making, worksheet, diagrams and sketches, outdoor experience, subject policies, daily plan evaluation and assessment. Module outcomes: 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 of deliv	very: Full Time		Method of delivery: Full Time		
formative group = 10%. Formative	nodes: This module is assessed assessment through presentations ve written academic essay(s) = 20°%. Summative formal written examin	and displays %. Formative	Assessment modes: This module is assessed by means of formative group assessment through presentations and displays = 10%. Formative written		
Module code:-	Semester1:ESFN111	NQF level: 5	Semester 2: ESFN112	NQF level: 5	
Title: Numera Education 1A		Technology	Title: Numeracy, Natural Sciences A Education 1B		
	ontent focus is on Numbers and num ons, Percentage, Decimals, Expon	Content: The technological process solving process. The integration of technological process. Life Science Foundation Phase learners.			

Module outcomes: Module outcomes: The aim of this module is to provide a foundation of basic This module is aimed at introducing Foundation phase mathematics for Foundation Phase teacher educators in student teachers to the science and technological preparation for the topics covered in the Foundation Phase process, with a focus on the integration of literacy, curriculum and also as background information to be applied in numeracy, creativity and science concepts within a the Natural Science and Technology aspect of the module problem based context which is solved by following the technological process. A project approach is taken to solve the problem and the solution is communicated in a design folio which incorporates aspects of graphic communication Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed by Assessment modes: This module is assessed by means of continuous assessment includes a test, assignment and an exam means of continuous formative assessment through which will be written at the end of the semester 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. NQF level: 6 Semester 2: EFPL212 NQF level: 6 Module code:-Semester 1: EFPL211 Title: : Foundation Phase Studies (Literacy 2A) Title: Foundation Phase Studies (Literacy 2B) Content: -Content: Reading, viewing, and thinking skills Introduction to Literature Reading/viewing and critically analysing fiction Analysing Prose: a short story/Novel/Riddles, (Literary narrative in prose or verse Rhymes, Sonas Interpreting and employing approaches to prose, short Analysing Drama/Play story, essay formal and informal essay, novel, poetry and **Analysing Poetry** drama study Concept to be mastered in Literature Diction Developing resources Reading/ viewing and critically analysing non-fiction Traditional Literature Unpacking the Curriculum Planning and lesson design Module outcomes: Module outcomes: By the end of the module, students should be equipped with: -By the end of the module, students should be equipped with isiZulu reading, viewing, thinking skills and values that with with: - with English reading, viewing, thinking skills and enable them to interpret, employ approaches to literary text values that will enable them to facilitate their own analysis and criticism. English academic learning and home language education. 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 formative assessment through tests, assignments, teaching means of formative assessment through tests, journals, attendance and participation and summative assessment assignments, teaching journals, attendance through an internally moderated final examination. participation and summative assessment through an internally moderated final examination. Module code:-Semester1:EFPN211 NQF level: 6 NQF level: 6 Semester 2: EFPN212 Title: Foundation Phase Studies (Numeracy 2A) Title: : Foundation Phase Studies(Numeracy 2B) Content: Developing numeracy, emergent numeracy, theories Content: Number operations and relationships, rational underpinning the teaching of Numeracy. The notion of different counting activities, developing a strong sense of kinds of knowledge, the notion of mathematical proficiency, the number, representation of numbers through symbols associated sequence of teaching activities, play as a strategy to and the interpretation of symbols, patterns, unpacking teach mathematics, the role of problem solving, organizing the mathematics Curriculum (CAPS), planning, numeracy classroom developing resources, assessment in mathematics (number operations, relationships, patterns). Module outcomes: **Module outcomes:** By the end of the module, students should be equipped By the end of the module, students should be equipped with: easy grasping of strategies of teaching numeracy to young with: - content needed to teach numeracy. Students will

children. Students will also be introduced to methods of organizing

a numeracy classroom.

be introduced to planning presentation and assessing

learners in numeracy.

Method of deliv	very: Full Time		Method of delivery: Full Time	
	odes: This module is assessed	hy means of	Assessment modes: This module	is assessed by
	ssment through tests, assignme		means of formative assessment	
	ince and participation and summativ		assignments, teaching journals,	
	nally moderated final examination.		participation and summative assessr	
· ·			internally moderated final examination.	
Module code:-	Semester1:EFPS211	NQF level: 6	Semester 2: EFPS212	NQF level: 6
	ion Phase Studies 2A (Life Skill	·	Title: Foundation Phase Studies 2B	·
	er and materials. Planet earth	•	Content: Personal and social well	
	technological process skills. The		development, social development,	
	ting the curriculum (CAPS), planning		emotional health, relationships with o	
technology in the	eloping resources, and assessing	science and	environment including values and attit safety, violence, abuse and environment	
technology in the	e louridation		nutrition, communicable diseases,	
			curriculum (CAPS), developing resource	, ,
Module outcom	nes:		Module outcomes:	
By the end of the	ne module, students should be eq	uipped with: -	By the end of the module, students sho	ould be equipped
	wledge and methodology for life	with: - understanding of personal and	d social problems	
	e. Some science content knowled		and the impact these issues have	in the lives of
science and technology process skills will be developed, as well as			individuals.	
teaching, plannii the foundation p	ng and assessment of science and	technology in		
Method of deliv			Method of delivery: Full Time	
	odes: This module is assessed	by means of	Assessment modes: This module	is assessed by
continuous form	ative assessment through online a	ctivities which	means of formative assessment	through tests,
•	neous feedback. These online asse		assignments, teaching journals, a	
	small percentage of the CASS man		participation and summative assessr	ment through an
	ludes an individual test and an i		internally moderated final examination.	
	group (This lesson planning assign ear teaching practice module).	ment is linked		
	ar teaching practice module).			
Module code:-	Semester 1: EFPL311	NQF level: 6	Semester 2: EFPL312	NQF level: 7
	Semester 1: EFPL311	NQF level: 6		
Title: Foundation	Semester 1: EFPL311 on Phase Studies (Literacy 3A		Title: Foundation Phase Studies (Lit	teracy 3B
Title: Foundation	Semester 1: EFPL311	ing readiness		teracy 3B g, types of text,
Title: Foundation Content: Read programme, Be methods and	Semester 1: EFPL311 on Phase Studies (Literacy 3A ing and viewing, views on reading haviourist and Psycholinguistic, vapproaches, balanced reading	ing readiness iews, reading approaches,	Title: Foundation Phase Studies (Lit Content: Writing, developing writing assessing writing, handwriting, the writing, approaches to the teaching	teracy 3B g, types of text, development of of handwriting,
Title: Foundation Content: Read programme, Be methods and arranging a read	Semester 1: EFPL311 on Phase Studies (Literacy 3A ing and viewing, views on reading haviourist and Psycholinguistic, vapproaches, balanced reading ding corner, unpacking the Curricu	ing readiness iews, reading approaches, ilum, planning	Title: Foundation Phase Studies (Lite Content: Writing, developing writing assessing writing, handwriting, the writing, approaches to the teaching unpacking the curriculum, planning an	teracy 3B g, types of text, development of of handwriting,
Title: Foundation Content: Read programme, Be methods and arranging a read and lesson designed.	Semester 1: EFPL311 on Phase Studies (Literacy 3A ing and viewing, views on reading haviourist and Psycholinguistic, vapproaches, balanced reading ding corner, unpacking the Curricular, assessment of reading and view	ing readiness iews, reading approaches, ilum, planning	Title: Foundation Phase Studies (Lit Content: Writing, developing writing assessing writing, handwriting, the writing, approaches to the teaching	teracy 3B g, types of text, development of of handwriting,
Title: Foundation Content: Read programme, Be methods and arranging a read and lesson design involvement in the second se	Semester 1: EFPL311 on Phase Studies (Literacy 3A ing and viewing, views on readination haviourist and Psycholinguistic, vapproaches, balanced reading ding corner, unpacking the Curriculum, assessment of reading and viewine teaching of reading	ing readiness iews, reading approaches, ilum, planning	Title: Foundation Phase Studies (Lit Content: Writing, developing writing, assessing writing, handwriting, the writing, approaches to the teaching unpacking the curriculum, planning an assessing of writing and handwriting.	teracy 3B g, types of text, development of of handwriting,
Title: Foundation Content: Read programme, Be methods and arranging a read and lesson design involvement in the Module outcome.	Semester 1: EFPL311 on Phase Studies (Literacy 3A ing and viewing, views on reading haviourist and Psycholinguistic, vapproaches, balanced reading ding corner, unpacking the Curricular, assessment of reading and viewe teaching of reading ines:	ing readiness iews, reading approaches, ilum, planning wing, parental	Title: Foundation Phase Studies (Lit Content: Writing, developing writing assessing writing, handwriting, the writing, approaches to the teaching unpacking the curriculum, planning ar assessing of writing and handwriting. Module outcomes:	teracy 3B g, types of text, development of g of handwriting, nd lesson design,
Title: Foundation Content: Read programme, Be methods and arranging a read and lesson design involvement in the Module outcom By the end of the Content in t	Semester 1: EFPL311 on Phase Studies (Literacy 3A ing and viewing, views on reading haviourist and Psycholinguistic, vapproaches, balanced reading ding corner, unpacking the Curricular, assessment of reading and viewe teaching of reading mes: ne module, students should be equal to the property of th	ing readiness iews, reading approaches, ilum, planning wing, parental uipped with: -	Title: Foundation Phase Studies (Lit Content: Writing, developing writing assessing writing, handwriting, the writing, approaches to the teaching unpacking the curriculum, planning ar assessing of writing and handwriting. Module outcomes: By the end of the module, students she	teracy 3B g, types of text, development of g of handwriting, and lesson design, ould be equipped
Title: Foundation Content: Read programme, Be methods and arranging a read and lesson design involvement in the module outcom By the end of the knowledge of current in the module of th	Semester 1: EFPL311 on Phase Studies (Literacy 3A ing and viewing, views on reading haviourist and Psycholinguistic, vapproaches, balanced reading ding corner, unpacking the Curricular, assessment of reading and viewe teaching of reading ines:	ing readiness iews, reading approaches, llum, planning wing, parental uipped with: -	Title: Foundation Phase Studies (Lit Content: Writing, developing writing assessing writing, handwriting, the writing, approaches to the teaching unpacking the curriculum, planning ar assessing of writing and handwriting. Module outcomes:	teracy 3B g, types of text, development of of handwriting, and lesson design, ould be equipped and also empower
Title: Foundation Content: Read programme, Be methods and arranging a read and lesson design involvement in the module outcome By the end of the knowledge of cuand phonic, difference.	Semester 1: EFPL311 on Phase Studies (Literacy 3A ing and viewing, views on reading haviourist and Psycholinguistic, vapproaches, balanced reading ding corner, unpacking the Curricular, assessment of reading and view he teaching of reading hes: ne module, students should be equiriculum policy. Students will learn to	ing readiness iews, reading approaches, llum, planning wing, parental uipped with: - teach reading as well as	Title: Foundation Phase Studies (Lit Content: Writing, developing writing assessing writing, handwriting, the writing, approaches to the teaching unpacking the curriculum, planning ar assessing of writing and handwriting. Module outcomes: By the end of the module, students showith: - writing and handwriting skills at	teracy 3B g, types of text, development of of handwriting, and lesson design, ould be equipped and also empower
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By the end of the module, students should be equinderstanding of geometry and the teaching of geometry and to enable the cross-curricular integration of through working with contexts. Method of delivery: Full Time Assessment modes: This module is assessed formative assessment through tests, assignment journals, attendance and participation and summative	etric concepts mathematics by means of nts, teaching	9	of nich	
through an internally moderated final examination.	<u>, </u>	participation and summative assessment through a internally moderated final examination.		
Module code:- Semester1:EFPS311	NQF level: 6	Semester 2: EFPS312 NQF level: 7		
Title: Foundation Phase Studies (Life Skills 3)		Title: Foundation Phase Studies (Life Skills 3)		
Content: Beginning knowledge. Personal and soci Creative arts. Principles, strategies and assessment the curriculum (CAPS) planning, assessment development in Life Skills.	nt. Unpacking	Content: Physical education. Encouraging modevelopment. Goal motor of physical development programs. Gross motor development in early childhor Standards for physical education. Physical education activities. Skill activities. Health nutrition and safe education. Substance abuse and HIV/AIDS nutritieducation. Integration physical education with ot subject. Planning lesson teaching learning assessments.	ent od. tion ety tion her	
Module outcomes: By the end of the module, students should be equipped ability to critically analyse the concepts of Life Sk context of early childhood development, develop cognitive abilities professionally. To demonstrate kr understanding of planning teaching and as components of Life Skills education.	ills within the ing students' nowledge and	Module outcomes: By the end of the module, students should be equipy with: - the base content knowledge to be phys education to foundation phase learners as well	oed ical	
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed formative assessment through tests, assignment journals, attendance and participation and summative through an internally moderated final examination	nts, teaching	Assessment modes: This module is assessed means of formative assessment through te assignments, teaching journals, attendance a participation and summative assessment through internally moderated final examination	sts, and	
Module code:- Semester1:EFPN411	NQF level: 7	Semester 2: EFPN412 NQF level: 7		
Title: Foundation Phase Studies (Numeracy 4A)		Title: Foundation Phase Studies (Numeracy 4B)		
Content: Science concept development in an intelesson. Measurement, Data handling. Unpathematics Curriculum (CAPS), planning and lesson plan, developing resources, and assemeasurement, and data handling in the foundation	backing the designing of sessment of	Content: Mathematics and Research, challenges in the teaching of numeracy, attributes of a good numeracy teacher, recording of numeracy activities. Module outcomes: This module prepares the students for research in mathematics, critiquing research articles and identifying problems that need to be investigated. This module will also equip students with knowledge on the qualities of a good teacher.		
Module outcomes: By the end of the module, stube equipped with: - knowledge and skills for the mathematics focusing on measurement, data handl statistics in an integrated STEM approach.	e teaching of			
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed formative assessment through tests, assignment journals, attendance and participation and summative through an internally moderated final examination	nts, teaching e assessment	Assessment modes: This module is assessed means of examination,.	·	
Module code:- Semester 1: EFPL411	NQF level: 7	Semester 2: EFPL412 NQF level: 7		
Title: Foundation Phase Studies (Literacy 4A) Content: - Foundation of Language Teaching - Language knowledge (Linguistics as a scientific language) - Description of Language as a system for human	Title: Foundation Phase Studies (Literacy 4B) Content: Phonics, language structure and use, children literate language and research, dealing with linguistic diver in the Foundation Phase, Language in Education Pol	sity		

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- The grammar of language
- Language lessons
- Graphic and semantic organisers
- Drawing and graphic presentation
- Thinking and reasoning, use of poetry
- Unpacking the Curriculum
- Planning and lesson design
- Traditional literature/
- Assessing thinking and reasoning.

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.

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.

Module code:-

Semester1:EFPS411

NQF level: 7

Semester 2: EFPS412

Module outcomes:

Method of delivery: Full Time

literature to Foundation Phase learners.

internally moderated final examination.

NQF level: 7

Title: Foundation Phase Studies (Life Skills 4A)

Content: 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).

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

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.

Module outcomes:

system. Practical component.

By the end of the module, students should be equipped with: - physical education for the foundation phase.

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

mediate learning through the correct usage of grammar.

Students will be developed in selecting literature that is age appropriate and will also prepare them teach

Assessment modes: This module is assessed by

means of formative assessment through tests.

assignments, teaching journals, reflections, attendance

and participation and summative assessment through an

Content: 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

Title: Foundation Phase Studies (Life Skills 4B)

Method of delivery: Full Time

Assessment modes: This module is assessed by means of continuous formative assessment through online activities which provide instantaneous feedback. These online assessment tasks are counted as a small percentage of the CASS mark. Summative assessment includes an individual test and a physical education lesson presentation.

FED.13.1.4 MODULE CONTENT AND OUTCOMES FOR BACHELOR'S DEGREES

PHASING OUT FOUNDATION PROGRAMME -EBEDEF

EARLY CHILDHOOD DEVELOPMENT AND FOUNDATION PHASE - YEAR COURSES

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

Title: School Experience 1

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

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

Method of delivery: Full Time

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

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

Title: School Experience 2

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

Module outcomes:

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

Method of delivery: Full Time

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

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

Title: : School Experience 3

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

Module outcomes:

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

Method of delivery: Full Time

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

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

Title: : School Experience 4

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

Module outcomes:

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

Method of delivery: Full Time

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

FED.13.2. BACHELOR OF EDUCATION: INTERMEDIATE PHASE- EBDIS1

FED.13.2.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES PROGRAMMES PHASING OUT

Old Module code	Descriptive name	Credits	NQFL	Pre/Co requisite/ Substitute
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/ELGN11

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	N312 English Language Method 3B			ELGN111/ELGN11 2
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
EAMS412	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	NONE
ETSE300	·			ETSE100 EESE111
ETSE400	School Experience 4	32	7	ETSE300

FED.13.2.2 QUALIFICATION NAME: BACHELOR OF EDUCATION: IP AND SP (ECONOMIC MANAGEMENT SCIENCES AND LANGUAGE). QUAL. CODE: EBDIS1

First semester			First semester			First semester			First semester		
Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Electives	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Electives	Cr
ELLL111	С	08 /	EPDL211	С	08/	EALM311	С	08	EPIE411		08
EFIT111	С	08/	EESE211		1/6	ECAE311	С	08	ECTP411		16
ESML111	С	ø 8	Choose one of the foll	owing: -	/	EESE311		16	Choose one of the fe	ollowing:-	
EESE111	С	16	ELZN211	E /	16	Choose one of the fo	ollowing: -		EESA411		12
Choose one of the follow	owing:-	А	ELGN211	E /	16	ELZN311	E	16	EESB411		12
ELZN111	E /	16		/		ELGN311	Е	16	EESE411		12
ELGN111	E /	16		/					Choose one of the fe	ollowing:-	
	/			/					ELZN411		12
	/			/					ELGN411		12
Total 1st semester	/	56	Total 1st semester	/	40	Total 1st semester		48	Total 1st semester		48
Year Level 1		1 00	Year level 2			Year level 3			Year level 4		
Second semester	/		Second semester	/		Second semester			Second semester		
Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Electives	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Electives	Cr
ESCL112	С	08	ECTL212	¢	08	EDSE312		08	EAMS412		08
EPHA112	С	08	EESE212	/	16	EFMS312		08	EPRE412		08
ESML112	С	08	Choose one of the follow	owing: -	I	EESE312		12	Choose one of the fo	ollowing:-	
EESE112	С	16	ELZN212	E	16	Choose one of the fo	llowing:-	"	EESA412		12
Choose one of the follow	owing: -	1	ELGN212	Е	16	ELZN312		12	EESB412		12
ELZN112	Е	16				ELGN312		12	EESE412		12
ELGN112	Е	16							Choose one of the fo	ollowing:-	
									ELZN412		12
			/						ELGN412		12
Total 2 nd semester		56	Total 2 nd semester		40	Total 2 nd semester		40	Total 2 nd semester		40
Year Modules											
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100	С	16	ESTE 200		32	ETSE300		32	ETSE400		32
Year module credits		16	Year module credits		32	Year 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		120
Total credits for the curriculum											480

FED.13.2.3 MODULE CONTENT AND OUTCOMES FOR BACHELOR'S DEGREES PHASING OUT INTERMEDIATE PROGRAMME - EBDIS1

INTERMIDIATE AND SENIOR PHASE (EMS	AND LANGUAGE	E) - SEMESTER COURSES	
Module code:- Semester 1: ESML111	NQF level:	Semester 2: ESML112 NQF lev	el:
Title: Mathematical Literacy 1A		Title: Mathematical Literacy 2B	
Content: Fractions, decimals, percentages, per and roots, associative, commutative and district concepts of rate, ratio, direct proportion and in simple formulae Module Outcomes: To develop in study mathematical literacy competencies with a view students use such competencies in contexts other disciplines.	ributive laws, the overse proportion, dents the basic ew to helping the	Content: Fractions, decimals, percentages, por exponents and roots, associative, commutative distributive laws, the concepts of rate, ratio, proportion and inverse proportion, simple formula Module Outcomes: To develop in students the mathematical literacy competencies with a view helping the students use such competencies contexts encountered in other disciplines.	e and direct ae basic ew to
Method of delivery: Full Time		Method of delivery: Full time	
Assessment modes: Continuous assessment and assignments and a final examination a semester.	t the end of the	Assessment modes: Continuous assess through tests and assignments and a final examir at the end of the semester.	nation
Module code:- Semester 1: EESE111	NQF level:	Semester 2: EESE112 NQF lev	
Title: Economic and Management Sciences	s 1A	Title: Economic and Management Sciences 1	B
Content: The Economic and Management study, The Economic Systems, The Market Consumer Equilibrium, and Production		Content: Introduction to general manager Planning in management, Organizing in manager Leading in management, control in management Selection and development of product mix	ment,
Module outcomes: By the end of the module, students should be understanding of economics facts and situal introduction to basic economic phenomena and terminology used in the field of commerce Method of delivery: Full Time	Module outcomes: By the end of the module, students shoul equipped with:- understanding of Basic Introduct Business Management Principles and approperminology used in the field of commerce Method of delivery: Full Time	ion to	
Assessment modes: Continuous format	ive assessment	Assessment modes: Continuous form	native
through participation in class, assignments reflective writing. Summative assessment throin November.	s, journals, and		class,
Module code:- Semester 1: ELZN111	NQF level:	Semester 2: ELZN112 NQF lev	el:
Title: IsiZulu Language Education 1A		Title: IsiZulu Language Education 1A	
Content: The rules of Syntax, Morphology Phonology and their impact in the teaching of		Content: Development of critical attitudes in stue educators through the acquisition of reading, vie and thinking skills. Exposition to the study of paths stories, novels, formal essay and distribution to the study of paths of the stories, novels, formal essay and distribution of the study of paths of the study o	ewing prose,
Module Outcomes: To equip student-educ knowledge of General Linguistics with spec Syntax, Morphology, Semantics and Phonolog			
Method of delivery: Full Time		Method of delivery: Full time	
Assessment modes: Continuous formathrough Participation in class, assignments, and Summative assessment through examinations		native class, native	
Module code:- Semester1:ELGN111	NQF level:	Semester 2: ELGN112 NQF lev	el:
Title: English Language Education 1A		Title: English Language Education 1A	

Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language. Module Outcomes: To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.	Content: Development of critical attitudes in student- educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term Module Outcomes: To give students 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.			
Module code:- Semester 1: EESE211 NQF level:	Semester 2: EESE212 NQF level:		
Title: Economic and Management Sciences	Title: Economic and Management Sciences		
Content: - Accounting equation, - Value Added Tax (VAT), - Salaries and wages, - Year-end adjustments. Module outcomes: By the end of the module, students should be able to: - - demonstrate an understanding of the fields of knowledge which underpin Accounting as a field of study, - access sources of knowledge in the field of Accounting, - use characteristic language, terminology and concepts of Accounting appropriately and with confidence	 Demonstrate an informed understanding of the key concepts, facts, general principles, rules and theories of accounting Identify, evaluate and solve routine and new problems in accounting and apply solutions to a variety of different problems Communicate accounting information reliably, accurately and coherently to enable users of financial information to make sound financial decisions 		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This modules is coursework/research which is assessed by means of examination	coursework/research which is assessed by means of examination		
Module code:- Semester 1: ELZN211 NQF level:	Semester 2: ELZN212 NQF level:		
Title: IsiZulu Language Education 2A Content: Development of listening and speaking skills Understanding of types of spoken text: informative, persuasive entertaining and instructive texts. Preparation for a speech delivering. Understanding the essentials of Communication process: message, its sender and its receiver.	play reading, script writing and poetry reading. Responding to films without words. Discussion of		
Module Outcomes: To equip student-educators with essentia skills for the identification and interpretation of spoken and written texts and speeches. Method of delivery: Full Time	Module Outcomes: To enrich student educators with		
	-		
Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing:			

			assessment through examinations in J	une.
Module code:-	Semester1:ELGN211	NQF level:	Semester 2: ELGN212	NQF level:
Title: English La	nguage Education 2A		Title: English Language Education	2B
 Facilitating land Developing list competence. Improving the scommunicative 	s of language: propaganda,	oom. ative enhancing	Content: - Introduction to literature studies Poetry - Novels - Short stories	
knowledge in Eng	s: To equip students with ex lish Language Education so	that they could	Module Outcomes: To provide stu and knowledge to analyze literary text	
apply these practic Method of deliver	ally to the teaching-learning	situation.	Method of delivery: Full time	
Assessment mo	<u> </u>	tivo assessment	Assessment modes: Continu	ious formative
through participation	n in class, assignments, and ment through examinations	reflective writing;	assessment through participatio assignments, and reflective writing assessment through examinations in J	n in class, ng; Summative
Module code:-	Semester 1: EESE311	NQF level:	Semester 2: EESE312	NQF level:
Title: Economic EESE311	and Management Scie	nces Method -	Title: Economic and Managem Method - EESE312	nent Sciences
Understanding EM foundations of Temperature for the common of the common	and implement a year plant teaching EMS. a learner-centred approach proach into teaching the EM ate knowledge and under so of teaching and learning ent Sciences. ate knowledge and understant Economic and Manage and learning douse appropriate strategies in the teaching and learning ement Sciences. Appropriate lesson plans in ent Sciences taking into acclearning, child developments	nent, Theoretical ights into EMS, aching EMS: the entred approach, esson planning, anner and term that the entred approach in Economic and ing of Economic and count theories of	resources used in both low learning environments. 2. Explore the use of social mededucational web2.0 technological description of taxonomical assessment. 4. Design appropriate assessment Economic and Management S. Design, select and adapt approand learning support material and Management Sciences.	nent Sciences, purces in EMS, and computing Assessment in and electronic v-high resource that as a valuable pay tool in the es in EMS ent strategies in Sciences.
Method of deliver	•		Method of delivery: Full Time	
Assessment mode examination	les: This module is assess	sed by means of	Assessment modes: This coursework/research which is assess examination	···
Module code:-	Semester 1: ELZN311	NQF level:	Semester 2: ELZN312	NQF level:
	guage Method 3A		Title: IsiZulu Language Method 3B	
with their strength	tion of traditional teaching r and weaknesses, e.g. Grar io-lingual Method. Explora	mmar Translation	Content: Reviewing and reading/ vie analysis of fiction (literacy narrative in Interpret and implement the nat	prose or verse.

Communicative teaching methods. Analyses of CAPS. curriculum policies relevant for IsiZulu additional Exploration of language teaching principles, techniques, style language education. Selecting the relevant strategies, approaches (text-based, communicative and genre styles and approaches to IsiZulu additional language based). Exploration of learning styles: visual, auditory, education. Language learning. Critical analysis of the kinesthetic, tactile and aural and oral learning styles. Preparation language learning programs. IsiZulu writing, design and presenting skills for a speech delivery. Application of these teaching methods in the micro-teaching laboratory. Design IsiZulu subject framework, work schedule and lesson plans. Module Outcomes: To empower student educators with the Module Outcomes: To expose students to IsiZulu knowledge and skills of the relevant methods, principles, Additional language curricular knowledge, skills and techniques approaches to teaching IsiZulu as a FAL (First values; and the relevant methods, principles, additional language). techniques and approaches to IsiZulu additional language education as a whole. Method of delivery: Full Time Method of delivery: Full time Assessment modes: Continuous formative assessment Assessment modes: Continuous formative through participation through participation in class, assignments, and reflective assessment in class. writing: Summative assessment through examinations in June. assignments, and reflective writing; Summative assessment through examinations in November Module code:-Semester1:ELGN311 **NQF** level: Semester 2: ELGN312 NQF level: Title: English language Method 3A Title: English Language Method 3B Content: Exploration of traditional methods together with their Content: Application of traditional methods in strength and weaknesses, e.g. Grammar Translation Method and simulated classroom environment. Application of Audio-lingual Method. Exploration of modern Communicative modern Communicative methods. Application of CAPS methods. Analyses of CAPS. Exploration of language teaching in simulated classroom environment. Application and principles, techniques, style and approaches (text-based, integration of language teaching principles, techniques, communicative and genre based). Exploration of learning styles: style and approaches (text-based, communicative and visual, auditory, kinesthetic, tactile and aural and oral learning genre based). Intensive review of learning styles: styles. Preparation for a speech delivering. Application of this visual, auditory, kinesthetic, tactile and aural and oral method in the micro-teaching laboratory. Design and present learning styles. Evaluation of lessons by peers. English subject framework, work schedule and lesson plans. Advanced designing of lesson plans. Advanced designing of subject frameworks and work schedules. Module Outcomes: To empower student educators with the **Module Outcomes:** To enable the students to present knowledge and skills of the relevant methods, principles, effective lessons at schools or micro -teaching techniques approaches to teaching English as a FAL (First laboratory. To enable the student's educators to critique additional language). 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: Full Time Method of delivery: Full time Assessment modes: Continuous formative assessment Assessment modes: Evaluation of the quality of through participation in class, assignments, and reflective lessons presented. Continuous formative assessment through participation in class, assignments, and writing; Summative assessment through examinations in June reflective writing; Summative assessment through examinations in June. Module code:-Semester1:EESA411 **NQF** level: Semester 2: EESA412 NQF level: Title: Accounting Education 4A - EESA411 Title: Accounting Education 4B - EESA412 Content: Content: Financial accounting of companies: Cash Content: Ethics, The role of professional bodies, Flow Statements, The framework for the preparation and Disciplinary and punitive measures for nonpresentation of financial statements. Analysis and interpretation compliance with the code of professional conduct... of financial statements, Analysis of published financial King code III policies, Legislation governing companies statements, non-current assets prescribed in the companies Act, Internal control, Budgeting, Cost accounting and manufacturing concerns Module outcomes: Module outcomes: 1. Understand the role of professional bodies. 1. Prepare companies final accounts with the application of GAAP, IFRS and Accounting standards.

Introduce the accounting framework that sets out the Demonstrate knowledge of disciplinary concepts that underlie the preparation and presentation punitive measures that are applied for nonof financial statements for internal and external users. compliance with the code of professional conduct. 3. Reaffirm the fundamental objective of financial Understand the King code III policies governing reporting, namely to provide information. ethical behaviour and the provisions relating to 4. Select appropriate figures from financial statements in transparency and accountability in the financial order to calculate ratios, evaluate the performance and environment. position of business, draw comparisons relevant to Demonstrate knowledge of the application of specified benchmarks, and make decisions about future internal control and internal audit processes in a actions. business environment. 5. Demonstrate the understanding of the limitations of the Understand the difference between internal and information contained in the financial statements. external auditing. 6. Become aware of the crucial role of strategic planning Demonstrate the understanding of the limitations of budgeting procedures for a business, and the necessity of expressing this in the form of viable financial plan Explain the behavioural implications of budgeting. 7. Apply different methods of depreciation Integrate ethical issues, internal control and audit Disclose non-current assets in the financial statements processing relating to manufacturing Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This modules is coursework/research This modules Assessment modes: is coursework/research which is assessed by means of which is assessed by means of examination..... examination..... Semester1:EESB411 Semester 2: EESB412 **NQF** level: Module code:-**NQF** level: Title: Business Management 4A **Title: Business Management 4B** Content: The problem of productivity in South Africa, the Content: Components of the marketing process, business enterprise as an object of study. The Enterprise and consumer behaviour, market segmentation, market Business environment, Management of small medium research, public relations, aspects of financial enterprises, Management in international environment, cost management, and financial decisions. analysis, quantitative relationships in the operating unit, optimal size of the operating unit and enterprise. Module outcomes: Module outcomes: By the end of the module, students should be equipped with: -. By the end of the module, students should be Understanding and to hold a discourse on Contemporary equipped with: - understanding and to hold a Business Management issues. Example - understanding the discourse on Contemporary Business Management current Environment where our enterprises operate under. issues. Example – understanding the role of Marketing and public relations for the Business to be successful in its endeavours Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Continuous formative assessment Assessment modes: Continuous formative through participation in class, assignments, and reflective participation assessment through in class. writing. Summative assessment through examination in assignments, and reflective writing. Summative November assessment through examination in November Module code:-Semester 1: EESE411 NQF level: Semester 2: EESE412 NQF level: Title: Human Rights Issues **Title: South African Historical Perspectives** Content: Positive and Negative Liberty and examples of the Content: The British conquest of the people of South human rights status quo in three case study countries Africa, the Anglo-Zulu and Anglo-Boer wars and the rise and fall of apartheid Module outcomes: Module outcomes: By the end of the module, students should be By the end of the module, students should be equipped with:the skills to analyse human rights in any country and to equipped with:- the skills required to analyse historical determine the principle driving forces which influence both events and draw conclusions based on a variety of text negative and positive human rights situations and media Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This modules is assessed by means of Assessment modes: This module is assessed by means of Module code:-Semester 1: ELZN411 NQF level: 7 Semester 2: ELZN412 NQF level: 7 Title: IsiZulu Language Education 4A Title: IsiZulu Language Education 4B

Content: Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of approaches to materials development. A critical review of the role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).	Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of IsiZulu language. Use of IsiZulu language in communication.		
Module Outcomes: To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.	Module Outcomes: To enrich students with academic linguistic knowledge of IsiZulu and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the IsiZulu language		
Method 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.		
Module code:- Semester 1: ELGN411 NQF level:	Semester 2: ELGN412 NQF level:		
Title: English Language Education 44			
Title: English Language Education 4A	Title: English Language Education 4B		
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).	Title: English 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 English language. Use of English language in communication.		
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). 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.	Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication. Module Outcomes: To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.		
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). 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	Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication. Module Outcomes: To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures		

FED.13.3. BACHELOR OF EDUCATION: INTERMEDIATE PHASE- EBDIS2

FED.13.3.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

PROGRAMMES PHASING OUT

Bachelor of Education: Intermediate and Senior EMS and Life Orientation						
Module code	Descriptive name	Credits	NQFL	Pre/Co requisite/		
ELLL111	Academic Literacy 1A (Language)	08	5	NONE		
EFIT111	Ideologies and trends in Education	08	6	NONE		
ESML111	Mathematical Literacy 1A	08	5	NONE		
EPIP111	Life Orientation: Introduction to Psychology 1A	16	6	NONE		
EESE111	Economic and Management Sciences 1A	16	6	NONE		

ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
ESML112	Mathematical Literacy 1B	08	5	NONE
EPIP112	Life Orientation: Introduction to Psychology 1B	16	6	NONE
EESE112	Economic and Management Sciences 1B	16	6	NONE
EPDL211	Human Development and Learning	08	6	NONE
EPPM211	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
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
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	NONE
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.13.3.2 Qualification Name: Bachelor of Education: Intermediate and Senior (EMS and Life Orientation). Qualification Code: EBDIS2

First semester			First semester			First semester			First semester		
Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Electives	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Electives	Cr
ELLL111	С	08 /	EPDL211	С	08/	EALM311	С	08	EPIE411	С	08
EFIT111	С	08	EPPM211	С	1/6	ECAE311	С	08	ECTP411	С	16
ESML111	С	08	EESE211	С	16	EPLO311	С	16	EPSP411	С	12
EPIP111	C /	16		/		EESE311	С	16	EPEC411	С	12
EESE111	c /	16							Choose any of the foll	owing:-	
	/								EESA411	E	12
	/			/					EESB411	E	12
	/			/					EESE411	E	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 semester		_	Second semester		_	Second semester			Second semester		
Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Flectives	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Electives	Cr
ESCL112	C	08	ECTL212	C	08	EDSE312	C	08	EAMS412	C	08
EPHA112	С	08	EPHE212	С	16	EFMS312	С	08	EPRE412	С	08
ESML112	С	08	EESE212	С	16	EPLO312	С	12	EPEC412	С	12
EPIP112	С	16	/			EESE312	С	12	EPCE412	С	12
EESE112	С	16							Choose any of the foll	owing:-	L
									EESA412	E	12
			/						EESB412	E	12
			/						EESE412	E	12
Total 27 ^d semester		56	Total 2 nd semester		40	Total 2 nd semester		40	Total 2 nd semester		52
Year Modules											
Year Level 1		1.0	Year Jevel 2			Year level 3		1 00	Year level 4		1 00
ET\$ E100	С	16	ESTE200		32	ETSE300		32	ETSE400		32
Year module credits		16	Year module credits		32	Year 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 curriculum											504

FED.13.3.3 MODULE CONTENT AND OUTCOMES FOR BACHELOR'S DEGREES

INTERMEDIATE PROGRAMME PHASING OUT - EBDIS2

Module code:- Semester 1: ELZN111 NQF level: Title: : IsiZulu Language Education 1A Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language. Module outcomes: To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology Method of delivery: Full Time Assessment modes: This module is assessed by means of examination Module code:- Semester 1: ELGN111 NQF level: Title: English Language Education 1A Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.	Semester 2: ELZN112 Title: IsiZulu Language Education 1/4 Content: Development of critical a educators through the acquisition of rethinking skills. Exposition to the stastories, novels, formal essay and grounding in the essential literary term Module outcomes: To give students skills that will enable them to critical analyze academic, literary and proapply thinking and reasoning skills in I Method of delivery: Full Time	ttitudes in student- eading, viewing and udy of prose, short drama. Thorough m s essential language ically interpret and ifessional texts. To	
Content: The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language. Module outcomes: To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology Method of delivery: Full Time Assessment modes: This module is assessed by means of examination Module code:- Semester 1: ELGN111 NQF level: Title: English Language Education 1A Content: The rules of Syntax, Morphology, Semantics and	Content: Development of critical a educators through the acquisition of rethinking skills. Exposition to the stustories, novels, formal essay and grounding in the essential literary term Module outcomes: To give students skills that will enable them to critical analyze academic, literary and proapply thinking and reasoning skills in I Method of delivery: Full Time	ttitudes in student- eading, viewing and udy of prose, short drama. Thorough m s essential language ically interpret and ifessional texts. To	
Module outcomes: To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology Method of delivery: Full Time Assessment modes: This module is assessed by means of examination Module code:- Semester 1: ELGN111 NQF level: Title: English Language Education 1A Content: The rules of Syntax, Morphology, Semantics and	educators through the acquisition of rethinking skills. Exposition to the stustories, novels, formal essay and grounding in the essential literary term Module outcomes: To give students skills that will enable them to critical analyze academic, literary and proapply thinking and reasoning skills in I	eading, viewing and udy of prose, short drama. Thorough m sessential language ically interpret and fessional texts. To	
knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology Method of delivery: Full Time Assessment modes: This module is assessed by means of examination Module code:- Semester 1: ELGN111 NQF level: Title: English Language Education 1A Content: The rules of Syntax, Morphology, Semantics and	skills that will enable them to critical analyze academic, literary and proapply thinking and reasoning skills in I Method of delivery: Full Time	ically interpret and fessional texts. To	
Assessment modes: This module is assessed by means of examination Module code:- Semester 1: ELGN111 NQF level: Title: English Language Education 1A Content: The rules of Syntax, Morphology, Semantics and	-		
examination Module code:- Semester 1: ELGN111 NQF level: Title: English Language Education 1A Content: The rules of Syntax, Morphology, Semantics and			
Title: English Language Education 1A Content: The rules of Syntax, Morphology, Semantics and	Assessment modes: This module means of examination	e is assessed by	
Content: The rules of Syntax, Morphology, Semantics and	Semester 2: ELGN112	NQF level:	
	Title: English Language Education 1A		
	Content: Development of critical attitudes in student- educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term		
Module outcomes: To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology	Module outcomes: To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes : This module is assessed by means of examination	Assessment modes: This module means of examination	e is assessed by	
Module code:- Semester 1: EESE111 NQF level:	Semester 2: EESE112	NQF level:	
Title: Economic and Management Sciences 1A (Economics)	Title: Economic and Managem (Business Management)	nent Sciences 1B	
Content: The Economic and Management Sciences field of study. The economic systems. The market. Price elasticity. Consumer equilibrium. Production			
Module outcomes:	Module outcomes:		

	ent teachers to the basic ec te terminology used in the f	This module is to help you as a first year student teacher to gain understanding of Basic Introduction to Business Management Principles and appropriate terminology used in the field of commerce. Enhance competencies in the student teacher to hold a discourse on contemporary General Business Management principles			
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo examination	des: This module is asse	essed by means of	Assessment modes: This module means of examination	e is assessed by	
Module code:-	Semester 1: EESG111	NQF level:	Semester 2: ESAT412	NQF level:	
Title: Introduction	n to Geography		Title: Technology Education (Advan-	ced Technology)	
Content: The nature and scope of Social Sciences •Representation of the earth on maps and map use •Population growth and economic development •The concept of development and sustainability •Sustainable development as geographical concept •Impact of development and conservation •Global environmental problems •Geographical techniques (analysis and interpretation of maps, photograph and statistics) Module outcomes: To introduce students to the relationship between people, and between people and environment. It also equips students with basic insight underlying scientific principles			Content: Mechanical, civil, electrical and perspective drawing, computer aided design. Module outcomes: To enhance students understanding and application of complex mechanical, civil and electrical engineering, graphics and design as necessary for the		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo examination	des: This module is asso	essed by means of	Assessment modes:		
Module code:-	Semester 1: EPIP111	NQF level:	Semester 2: EPIP112	NQF level:	
Title: : Life Orien	ntation: Introduction to Psycl	hology 1A	Title: Life Orientation: Introduction 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 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.		
meaningful use a encourage stude about the impor classroom. In par the relevance of	es: To facilitate awareneed and integration of key concents to think creatively, log tance of psychology in stricular students are expect reviewed concepts in relation individuals and groups	epts in psychology; gically and laterally ociety, school and ed to trace and see ion to the needs of	Module outcomes: To introduce students to various aspects of the psychological development of children and adolescents so as to promote responsible managemen of psychological and emotional problems in schools ir general and in classrooms in particular.		

Method of delive	ry: Full Time		Method of delivery: Full Time			
			Assessment modes: This module is assessed by means of examination			
Module code:-	Semester 1: ESML111	NQF level:	Semester 2: ESML112 NQF level:			
Title: : Mathema	tical Literacy 1A		Title: Mathematical Literacy 2B			
and roots, assoc	ns, decimals, percentages, iative, commutative and direct proportion and	istributive laws, the	Content: Fractions, decimals, per exponents and roots, associative, distributive laws, the concepts of proportion and inverse proportion, sin	commutative and rate, ratio, direct		
mathematical lite	nes: To develop in st racy competencies with a competencies in contexts of	view to helping the	mathematical literacy competencies w	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 delive	ry: Full Time		Method of delivery: Full Time			
Assessment mo examination	des: This module is asse	essed by means of	Assessment modes: This module means of examination	is assessed by		
Module code:-	Semester 1: ESMT111	NQF level:	Semester 2: ESMT112	NQF level:		
Title: : Mathema	tics 1A (Algebra)		Title: Mathematics 1A (Figures and Shapes)			
factorizing, comp Triangle, binomia long division, synt fractions, Modellin laws of logarithm logarithms, mode variables: Subs Matrices (2by2 solving simultane matrices. Absolu absolute value eq on a line, solving exponent, solving numbers: basic Calculus (rational rational functions Rules for different	bmial: simplifying express leting the square, quadrat I theorem, remainder theore hetic division, real zeros of any with polynomials. Logans, solving logarithmic equaling logarithms. Systems of stitution, Elimination, Gonly): basic operations, Doous equations using matrice value: properties of absolutions. Inequalities: representations. Inequalities: representation, solving poly all functions only): definition and piecewise defined functiation, Application of derivation and combinations, control of the service	ic formula, Pascal's em, factor theorem, a polynomial, partial urithms: Properties, uations, simplifying of equations in two raphical methods. eterminant, Inverse ces, applications of olute values; solving esenting inequalities functions: laws of modeling. Complex ynomial equations. of a limit, Limits of tions, First principle, atives (tangents and	Content: Linear programing: Graphing linear inequalities, Setting up constraints, Implicit constraints, Optimisation using search line, Non-integral and disallowed solutions, Analytic geometry: Gradients, Intercepts and equation of a straight line, Distance formula, Coordinates of midpoints, Parallel lines and perpendicular lines, Angle of inclination, Angle between two straight lines, Equation of a circle with centre at (a; b), Tangents to a circle and normal lines, Proportional division of a line, locus, Applications, Polygons: Types polygons, Properties and types of parallelograms, quadrilaterals and triangles, angle sum of interior angles of a polygon, sum of exterior angles of a polygon. Trigonometric functions of real numbers: Pythagoras theorem; Pythagoras theorem, right angled triangles, basic trigonometric functions and their inverses, reciprocal identities, Pythagorean identities, Sine or cosine of supplementary angles, Applications, Derivation of sine formula, Area of a triangle [derivation of formula], Derivation of cosine formula, Unit circle, Special triangles and special angles, Evaluating trigonometric functions at any angle [CAST rule, co-functions, reduction formulae], Simplifying trigonometric expressions, Compound angles, double-angles, half-angles, Product-to-sum formulae, Trigonometric equations, Sketching trigonometric functions: Stretching and shrinking trig. Functions Shifting trigonometric functions; De moirve's theorem. Ratio and proportion: Proportionality [theorem and it's converse], Similarity [rectilinear figures], Similar triangle and Similar polygons. Euclidean geometry: Angles on the same segment, Angle in a semicircle, Angles in equal segments, Cyclic quadrilateral, Angle			

		point to the same circle, Tan-chord theorem / alternate segment theorem, Angle at the centre of a circle. Calculus: Limits of trigonometric functions, First principle on trig. functions, Rule of differentiation on trig. functions, applications (equations of tangent and normal lines). Polar coordinates and parametric equations. Conic sections.			
	es: To broaden the studer mathematical concepts and d the work place.		Module outcomes: To broaden the sand understanding of mathematical necessary for future learning and the	concepts and skills	
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo	des: This module is assess	sed by means of	Assessment modes: This module means of examination	e is assessed by	
Module code:-	Semester 1: ESPC111	NQF level:	Semester 2: ESCR412	NQF level:	
Title: Natural Sc Properties of Mat	ience and Technology (Phyter	ysical and Chemical	Title: Physical Science Education 4E	3	
Content: Matter bonding. Propertie	and materials. Chemical res of materials	reactions. Chemical			
chemical and phys	es: To develop students sical properties of matter and can be processed into produces.	d how materials with	Module outcomes:		
Method of delivery: Full Time			Method of delivery. Full Time		
	ry. Full fillie		Method of delivery: Full Time		
	odes: This module is asse	essed by means of	Assessment modes: Continuous for through participation in class, assignment	gnments (academic ations, summative	
Assessment mo		essed by means of	Assessment modes: Continuous for through participation in class, assigned and professional) and presentations.	gnments (academic ations, summative	
Assessment mo examination	Semester 1: ESPS111 Science and Technolog	·	Assessment modes: Continuous for through participation in class, assign and professional) and present assessment through examinations in	gnments (academic ations, summative November NQF level:	
Assessment mo examination Module code:- Title: Natural Technology and S Content: Proces exponential notat Writing of scientif technology edu Understanding the	Semester 1: ESPS111 Science and Technolog Society) ss skills: Measurements, ion, precision and accuracy ic reports. Defining concept	NQF level: gy (Process Skills, observations; etc. r, significant figures. s of technology and tional curriculum. and sub processes	Assessment modes: Continuous for through participation in class, assign and professional) and present assessment through examinations in Semester 2: ESMM412	gnments (academic ations, summative November NQF level:	
Assessment mo examination Module code:- Title: Natural Technology and S Content: Proces exponential notat Writing of scientif technology edu Understanding th (design process). Module outcome of process skills to of science knowled understanding of the science knowled to the science knowledge to the s	Semester 1: ESPS111 Science and Technolog Society) ss skills: Measurements, ion, precision and accuracy ic reports. Defining concept acation within the name technological process a	NQF level: by (Process Skills, observations; etc. by, significant figures. by of technology and tional curriculum. beand sub processes by of technology derstanding a range riging in the process bevelop the students' and product, and to	Assessment modes: Continuous for through participation in class, assignand professional) and present assessment through examinations in Semester 2: ESMM412 Title: Mathematics (Financial Mathematics (Financial Mathematics (To develop students' under	gnments (academic ations, summative November NQF level: ematics) standing of financial	
Assessment mo examination Module code:- Title: Natural Technology and S Content: Proces exponential notat Writing of scientif technology edu Understanding th (design process). Module outcome of process skills to of science knowled understanding of the science knowled to the science knowledge to the s	Semester 1: ESPS111 Science and Technolog Society) ss skills: Measurements, ion, precision and accuracy ic reports. Defining concept ucation within the name technological process at The interdisciplinary nature that are necessary for engagedge construction and to detechnology as process are and value of technology for	NQF level: by (Process Skills, observations; etc. by, significant figures. by of technology and tional curriculum. beand sub processes by of technology derstanding a range riging in the process bevelop the students' and product, and to	Assessment modes: Continuous for through participation in class, assignand professional) and presents assessment through examinations in Semester 2: ESMM412 Title: Mathematics (Financial Mathematics: To develop students' under mathematics. Module outcomes: To develop students	gnments (academic ations, summative November NQF level: ematics) standing of financial	
Assessment mo examination Module code:- Title: Natural Technology and S Content: Proces exponential notat Writing of scientif technology edu Understanding the (design process). Module outcome of process skills to for science knowled understanding of appreciate the role. Method of delivered.	Semester 1: ESPS111 Science and Technolog Society) ss skills: Measurements, ion, precision and accuracy ic reports. Defining concept ucation within the name technological process at The interdisciplinary nature that are necessary for engagedge construction and to detechnology as process are and value of technology for	NQF level: gy (Process Skills, observations; etc. r, significant figures. s of technology and tional curriculum. and sub processes of technology derstanding a range aging in the process evelop the students' and product, and to or society.	Assessment modes: Continuous for through participation in class, assignand professional) and present assessment through examinations in Semester 2: ESMM412 Title: Mathematics (Financial Mathematics: To develop students' under mathematics. Module outcomes: To develop students of financial mathematics.	gnments (academic ations, summative November NQF level: ematics) standing of financial	
Assessment mo examination Module code:- Title: Natural Technology and S Content: Proces exponential notat Writing of scientif technology edu Understanding the (design process). Module outcome of process skills to for science knowled understanding of appreciate the role. Method of delivered.	Semester 1: ESPS111 Science and Technolog Society) ss skills: Measurements, ion, precision and accuracy ic reports. Defining concept acation within the name technological process at The interdisciplinary nature that are necessary for engaged construction and to detechnology as process are and value of technology for ery: Full Time	NQF level: gy (Process Skills, observations; etc. r, significant figures. s of technology and tional curriculum. and sub processes of technology derstanding a range aging in the process evelop the students' and product, and to or society.	Assessment modes: Continuous for through participation in class, assignand professional) and present assessment through examinations in Semester 2: ESMM412 Title: Mathematics (Financial Mathematics (Financial Mathematics) Content: To develop students' under mathematics. Module outcomes: To develop students of financial mathematics. Method of delivery: Full Time	gnments (academic ations, summative November NQF level: ematics) standing of financial	

Understanding of entertaining and delivering. Unde	opment of listening and types of spoken text: infor instructive texts. Prepara rstanding the essentials e, its sender and its receive				
	es: To equip student-educification and interpretation of es.	Module outcomes: To enrich stud IsiZulu Language Competence, co thinking skills			
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo examination	odes: This module is asse	essed by means of	Assessment modes: This module means of	is assessed by	
Module code:-	Semester 1: ELGN211	NQF level:	Semester 2: ELGN212	NQF level:	
Title: English La	nguage Education 2A		Title: English Language Education 2	В	
 Content: The principles of communication in the classroom. Facilitating language learning in the classroom. Developing listening to improve communicative competence. Improving the speaking skill as a means of enhancing communicative competence. Critical analysis of language: propaganda. Cartoons. Advertisements 					
knowledge in En	es: To equip students with glish Language Education ically to the teaching-learning	so that they could	Module outcomes: To provide students with skills and knowledge to analyze literary texts.		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo	des: This module is assess	sed 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: Developme	ent of Political Institutions		Title:		
Content: Orientation to module Significant institutions within society The Greek and Roman Political Experience The early Stone and Iron Age societies in Southern Africa Transition to Modern Age Political Categories Modern Political Developments Political developments in South Africa Module outcomes: To equip students with knowledge and analytical skills required in the study of the Development of Political Institutions. To introduce students to a variety of Political Institutions and their role in the development of communities and societies.			Module outcomes:		

Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo	des: This module is assess	sed by means of	Assessment modes:		
Module code:-	Semester 1: EESE211	NQF level:	Semester 2: EESE212 NQF level:		
Title: Economic	c and Management Science	es 2A (Economics)	Title: Economic and Mana (Accounting)	agement Sciences 2B	
Content:			Content:		
1. Accounting e	quation		1. Partnership		
2. Value Added	Tax (VAT)		2. Sole trader AFS (Profit and and Balance sheet)	loss, Income statement	
3. Salaries and	wages		3. GAAP principles		
4. Non-current	Assets		4. Cash transactions and Bank5. Credit transactions	reconciliation	
5. Year-end adj	ustments		o. Great transactions		
Module outcome	es:		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.			practice. The module will, among other things, ground		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo	odes: This module is ass	essed by means of	Assessment modes: This module is assessed by means of examination		
Module code:-	Semester 1: EPPM211	NQF level:	Semester 2: :ESPG412 NQF level:		
Title: Life Orient	ation: Physical and Motor D	evelopment	Title: Life Sciences Education		
Content: Forms of motion; linear and angular kinetics; fluid mechanics, movement analysis. Aspects concerning physical activities for persons with motor/physical deficiencies and/or disabilities. Classification, characteristics, movement needs and injury prevention of prevalent disorders/disabilities.			Content: To develop specialist skills and competences relevant to the teaching, learning and assessment of technology education in the GET Band.		
Module outcomes: The aim of this module is to give learners the necessary grounding for the further study of kinesiology and sport bio mechanism. This is also the study of the following systems in the body with specific attention to their function during activity: An introduction to selected movement disorders and conditions affecting the human body and their implications to human movement.			test, assignments, class presentation; summative assessment through examinations in November.		
Method of delivery: Full Time			Method of delivery: Full Time		
metriou di delivi			f Assessment modes:		
	odes: This module is ass	essed by means of	Assessment modes:		
Assessment mo	Semester 1: ESMT211	NQF level:	Assessment modes: Semester 2: ESMT212	NQF level:	

Algebra of sets,	er system and exercises, Assignment on history ct of sets, Denumerable ions Functions.	Content: Instructional methods include lectures, group discussions, independent learning and research/study projects			
Module outcome	es: To broaden pre-service t	eachers, knowledge	Module outcomes: To develop stud	lents understanding	
on the theory of s	ets. This module emphasize	es the mathematical	of matrices and vectors algebra.	, and the second	
	nis entails formal methods of echniques related to sets.	or proor and applied	Solving systems of equations, matric vectors in 2D and 3D.	es, Crammer's rule,	
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo examination	des: This module is asso	essed by means of	Assessment modes: This module means of examination	is assessed by	
Module code:-	Semester 1: ESTE211	NQF level:	Semester 2: EESA432	NQF level:	
Title: Natural Serocesses	cience and Technology (E	Earth and Chemical	Title: Accounting Education 4B		
	ts of a mole, acids Bases an		Content:		
beyond, Ecosyste cycle and Nitroge	em, Human populations, V	Vater cycle, Carbon	Non-profit organisations		
cycle and Minoge	ii oyolo.		Incomplete records		
			Non-current assetsManufacturing concerns		
			- Budgeting		
Madula autaan	an Ta davidan atodanta		Inventory Systems Module outcomes: To enhance the ability to		
	es: To develop students es and the earth as a set of		Module outcomes: 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 of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo	des: This module is assess	sed by means of	Assessment modes:		
Module code:-	Semester 1: ESEE211	NQF level:	Semester 2: ESEC412	NQF level:	
Title: Natural S Transfers)	cience and Technology (Energy and Energy	Title: Technology (Electronic Circuits, components and sensors)		
Content: 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.			Content: Control circuits and devices, logic controls, rectification, circuit design, circuit construction and soldering, circuit testing		
Module outcomes: To develop students' understanding of energy transfer in chemical, physical, biological processes and technological systems.			Module outcomes: To enhance students in understanding of complex electronic circuits, components and sensors and gain practical skills in designing and making of electronic circuits.		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo	des: This module is assess	sed by means of	Assessment modes:		
Module code:-	Semester 1: ESIT411	NQF level:	Semester 2: ESEM212	NQF level:	
Title: Technology	y(ICT Technologies)		Title: Natural Science and Technology		

Module outcomes: To develop students' knowledge, understanding and skills of the role of ICT in technology education and to apply these skills in the facilitation of technology education for the GET Band. Method of delivery: Full Time Assessment modes: Module code:- Semester 1: ESAE411 NQF level: Title: Physical Science Education (Advanced Electronics) Module outcomes: To develop students understanding of advanced physics and electronic concepts Module outcomes: To develop students understanding of advanced physics and electronic concepts Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Module outcomes: To develop students understanding of waves, sound and light and their contribution to life an technological advancement. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Module code:- Semester 1: EESE311 NOF level: Title: Economic and Management Sciences Method 3A Title: Economic and Man	Content: Compu	ter fundamentals, Microso	oft and internet.	Content: Electricity and magnetism, circuit concepts and components, control devices, output devices, control		
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. Method of delivery: Full Time Assessment modes: Module code:- Semester 1: ESAE411 NQF level: Title: Physical Science Education (Advanced Electronics) Title: Physical Science Education (Advanced Electronics) Title: Physical Science Education (Advanced Electronics) Title: Natural Science and Technology (Waves, Soun and Light) Content: Fluid mechanics analogy electronics, digital electronics Content: Fluid mechanics analogy electronics, digital electronics Module outcomes: To develop students understanding of advanced physics and electronic concepts Module outcomes: To develop students understanding of advanced physics and electronic concepts Method of delivery: Full Time Assessment modes: Module code:- Semester 1: EESE311 NQF level: Assessment modes: This module is assessed by means of examination Method of delivery: Full Time Method of delivery: Full Time Assessment modes: 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 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 prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles appropriate to the specialization. Method of delivery: Full Time Assessment modes: This module is assessed by means of examinat				logic and rectification.		
Assessment modes:	understanding and skills of the role of ICT in technology education and to apply these skills in the facilitation of technology education			of electrical and magnetic propert	ies of matter and	
Module code:- Semester 1: ESAE411 NQF level: Semester 2: ESWS212 NQF level: Title: Physical Science Education (Advanced Electronics) Content: Fluid mechanics analogy electronics, digital electronics spectacles/lenses, response and coordination, Sense and nervous systems, hormones Module outcomes: To develop students understanding of advanced physics and electronic concepts Module outcomes: To develop students understanding of advanced physics and electronic concepts Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Module code:- Semester 1: EESE311 NQF level: Title: Economic and Management Sciences Method 3A Content: Accounting Learning Programme Development Semester 2: EESE312 NQF level: Title: Economic and Management Sciences Method 3A Content: Accounting Learning Programme Development Semester 3: Economic and Management Sciences Method 3A Content: Accounting Learning Programme Development Semester 3: Economic and Management Sciences Method 3A Content: Accounting Learning Programme Development Semester 3: Economic and Management Sciences Method 3A Content: Accounting Learning Programme Development Semester 3: Economic and Management Sciences Method 3D Semester 3: Economic and Management 3D Semester 3: Economic and Management Science Semester 3: Economic a	Method of delive	ry: Full Time		Method of delivery: Full Time		
Title: Physical Science Education (Advanced Electronics) Title: Natural Science and Technology (Waves, Soun and Light) Content: Fluid mechanics analogy electronics, digital electronics and nervous systems, hormones Module outcomes: To develop students understanding of advanced physics and electronic concepts Module outcomes: To develop students understanding of advanced physics and electronic concepts Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Module code:- Semester 1: EESE311 NQF level: Title: Economic and Management Sciences Method 3A Content: Accounting Learning Programme Development. Accounting Lesson Planning. Teaching of the Analysis and erecording of Usiness transactions. Teaching accounting and reversing entries). Testing and evaluating in Accounting. 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: This module is assessed by means of examination	Assessment mod	des:			is assessed by	
Assessment modes: Module code:- Semester 1: EESE311 NQF level: Title: Economic and Management Sciences Method 3A Content: Accounting Learning Programme Development. Accounting of business transactions. Teaching of Trial Balance. Teaching of Depreciation. Teaching of Corrigor Depreciation. Teaching of Trial Balance. Teaching of Depreciation. Teaching Accounting. Accounting. Accounting. Accounting. 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 the professional or occupational practice. The module will, among other things, ground participants in reflecting of professional or occupational practice. The module will prepare learning. The participants will have an understanding of the knowledge appropriate to the specialization. Method of delivery: Full Time Assessment modes: This module is assessed by means of examination	Module code:-	Semester 1: ESAE411	NQF level:	Semester 2: ESWS212	NQF level:	
Module outcomes: To develop students understanding of advanced physics and electronic concepts Module outcomes: To develop students understanding of advanced physics and electronic concepts Module outcomes: 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 Time Assessment modes: Module code:- Semester 1: EESE311 NQF level: Title: Economic and Management Sciences Method 3A Content: 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. 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 have an understanding of the knowledge appropriate to the specialization. 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	Title: Physical So	cience Education (Advance	d Electronics)		ogy (Waves, Sound	
Method of delivery: Full Time Assessment modes: Module code:- Semester 1: EESE311 NQF level: Title: Economic and Management Sciences Method 3A Content: Accounting Learning Programme Development. Accounting Learning 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. 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 have an understanding of the knowledge appropriate to the specialization. Method of delivery: Full Time Assessment modes: This module is assessed by means of examination Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed by means of examination	Content: Fluid me	echanics analogy electronic	s, digital electronics	spectacles/lenses, response and co		
Assessment modes: Module code:- Semester 1: EESE311 NQF level: Title: Economic and Management Sciences Method 3A Content: 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 Accounting. 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 have an understanding of the knowledge appropriate to the specialization. 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 Assessment modes: This module is assessed by means of examination			understanding of	Module outcomes: To develop students' understanding of waves, sound and light and their contribution to life and technological advancement.		
Module code:- Semester 1: EESE311 NQF level: Semester 2: EESE312 NQF level: Title: Economic and Management Sciences Method 3A Content: Accounting Learning Programme Development. Accounting Leason 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. 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 propare to the specialization. Method of delivery: Full Time Method of delivery: Full Time Semester 2: EESE312 NQF level: Title: : Economic and Management Sciences Method Title: : Economic and Management Sciences Method Content: Didactic Principles/ Principles of Teaching and Learning in the Economic and Management Sciences Method Content: Didactic Principles/ Principles of Teaching and Learning in the Economic and Management Sciences Content: Didactic Principles/ Principles of Teaching and Learning in the Economic and Management Sciences Management Specific Teaching Methods for Econom and Business Management. Use of Teaching Alaceuring and Business Management. Principles, Principles, Principles, Principles, Principles, Principles, Principles, Principles, Principles, Prin	Method of delive	ry: Full Time		Method of delivery: Full Time		
Title: Economic and Management Sciences Method 3A Title: Economic and Management Sciences Method 3A Content: 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. 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 Title: : Economic and Management Sciences Method Content: Didactic Principles, Principles of Teaching and Learning in the Economic and Management Sciences Method Content: Didactic Principles, Princip	Assessment mod	des:		•		
Content: 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. 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 Content: Didactic Principles / Principles of Teaching and Learning in the Economic and Management Science. Evaluation / Assessment in Economic and Management Science. Evaluation / Assessment in Economic and Busines Management. Specific Teaching Methods for Econom and Busines Management. Specific Teaching Assessment in Economic and Learning in the Economic and Busines Management. Specific Teaching Assessment in Economic and Learning in t	Module code:-	Semester 1: EESE311	NQF level:	Semester 2: EESE312 NQF level:		
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. 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 profession	Title: Economic a	and Management Sciences	Method 3A	Title: : Economic and Management	Sciences Method	
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 Method of delivery: Full Time Method of examination 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 of different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization. Method of delivery: Full Time Assessment modes: This module is assessed by means of examination	Content: 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			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.		
Assessment modes: This module is assessed by means of examination Assessment modes: This module is assessed by means of examination	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			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		
examination means of examination	Method of delive	ry: Full Time		Method of delivery: Full Time		
Module code:- Semester 1: EPLO311 NQF level: Semester 2: EPLO312 NQF level:		des: This module is asse	essed by means of		is assessed by	
	Module code:-	Semester 1: EPLO311	NQF level:	Semester 2: EPLO312	NQF level:	

Title: Method of Life Orientation			Title: Method of Life Orientation	
Content: Introduction to professional studies; the learner in the classroom; principles of good teaching practice; classroom management, organization and discipline, lesson planning; teaching strategies.			Content: Reflection on the role of the stress and conflict management, le work, the principles of good te management, organization and dis planning in relation to their school parental involvement. To modify bot assessment strategies to accommod special needs.	adership and team aching, classroom cipline and lesson of experience; and th instructional and
Module outcomes: To introduce students to the general teaching strategies and principles that promote the development of authentic learning environments through the creation of effective classroom management and organizational practices			Module outcomes: To build and reflearning strategies used in South Aforder to deepen the students' under between theory and practice. To exspecial education in schools.	rican classrooms in standing of the link
Method of delive	ry: Full Time		Method of delivery: Full Time	
Assessment mo examination	des: This module is asse	essed by means of	Assessment modes: This module means of examination	is assessed by
Module code:-	Semester 1: ESMT311	NQF level:	Semester 2: ESMT312	NQF level:
Title: Mathematic	cs Method		Title: Mathematics Method	
Content: Mathematics: definitions, purpose and scope, planning for mathematics lesson, types of assessment in mathematics			Content: Generics of teaching, classroom practice, Strategies for teaching Mathematics, Knowledge for Teaching Mathematics and Designing Learning Programmes for Mathematics	
Module outcomes: To demonstrate the understanding of the fields of knowledge which underpin Mathematics			Module outcomes: To be able to appropriate teaching and learning structure variety of these with emphasis on routine problems.	ategies and apply a
Method of delivery: Full Time			Method of delivery: Full Time	
Assessment mo examination	des: This module is asse	essed by means of	Assessment modes: This module means of examination	is assessed by
Module code:-	Semester 1: ESMN311	NQF level:	Semester 2: ESMN312	NQF level:
Title: Senior Phase Natural Science Method			Title: Senior Phase Natural Science Method	
Content: Teaching skills in the Life Sciences, Managing Life Science classrooms and laboratory, field work and environmental education, policy documents, learning theories, planning and lesson presentation.			Content: Forms of assessment: be formative, and summative.	aseline, diagnostic,
Module outcomes: To equip students' with knowledge and skills needed to effectively facilitate at Intermediate and Senior Phase levels.			Module outcomes: To develop a competent educator in assessment practices in the Intermediate and Senior Phase classes.	
Method of delive	ry: Full Time		Method of delivery: Full Time	
Assessment modes: This module is assessed by means of examination			Assessment modes: This module means of examination	is assessed by
Module code:-	Semester 1: ESTM311	NQF level:	Semester 2: ESTM312	NQF level:

Title: Technology	/ Method		Title: Technology Method (Intermedi	iate Phase)
Content: Understanding policy documents, instructional			Content: Teaching technology: p studies; assessment.	•
Module outcomes: To prepare prospective technology education teachers to become competent in teaching methods of technology.			Module outcomes: To develop s competences relevant to the teac assessment of technology education	hing, learning and
Method of delive	ry: Full Time		Method of delivery: Full Time	
Assessment mo examination	des: This module is asso	essed by means of	Assessment modes: This module means of examination	e is assessed by
Module code:-	Semester 1: EEMS311	NQF level:	Semester 2: EEMS312	NQF level:
Title: Method of	Social Sciences		Title: Method of Social Sciences	
 Teaching skills in Social Sciences Managing the Social Sciences classroom and able to conduct practical's The relationship between the three stage of planning when developing Learning Programmes; Teaching and learning strategies, methods and techniques; Teaching and learning resources; Effective lessons and activities to ensure learners participation; Designing and presenting Social Sciences lessons; Professional facilitation of Social Sciences (Geography section) Module outcomes: The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively 			 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	
in Social Sciences Method of delive			teach effectively in Social Sciences. Method of delivery: Full Time	
Assessment mo examination	Assessment modes: This module is assessed by means of examination		Assessment modes: This module is assessed by means of examination	
Module code:-	Semester 1:EESS411	NQF level:	Semester 2: ELZN312	NQF level:
Title: Human Rights Issues			Title: IsiZulu Language Method 3B	
 Content: Universal declaration of human rights Human rights issues in south Africa Global human rights issues Historical issues in the south African 		Content: Reviewing and reading/ viewing and critical analysis of fiction (literacy narrative in prose or verse. Interpret and implement the national language curriculum policies relevant for IsiZulu additional language education. Selecting the relevant strategies, styles and approaches to IsiZulu additional language education. Language learning. Critical analysis of the language learning programs. IsiZulu writing, design and presenting skills		
Module outcomes: This module is designed for student educators to enable them:		Module outcomes: To expose students to IsiZulu Additional language curricular knowledge, skills and values; and the relevant methods, principles, techniques and approaches to		

internationally To demonstra required for s senior phase	nd the challenges of Humar y and locally ate understanding of the skills a uccessful teaching of history in content knowledge of General a	IsiZulu additional language educ	cation as a whole.		
Method of delive	ery: Full Time		Method of delivery: Full Time		
Assessment modes:			Assessment modes: This modu means of examination	Assessment modes: This module is assessed by means of examination	
Module code:-	Semester 1:ESBS411	NQF level:	Semester 2:ELGN312	NQF level:	
Title: Life Science	es (Biological Systems)		Title: English Language Method 3E	3	
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		
Module outcomes: 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 peerslessons 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 delive	ery: Full Time		Method of delivery: Full Time		
Assessment mo	des:		Assessment modes:		
Module code:-	Semester 1:ELZN411	NQF level: 7	Semester 2:ELZN412	NQF level: 7	
Title: IsiZulu Lan	guage Education 4A		Title: IsiZulu Language Education 4B		
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 (selfesteem, courage, risk-taking, anxiety and empathy).			Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of IsiZulu language. Use of IsiZulu language in communication		
Module outcomes: To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning		Module outcomes: To enrich students with academic linguistic knowledge of IsiZulu and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the IsiZulu language			
Method of delive	ery: Full Time	Method of delivery: Full Time			

des:	Assessment modes:		
Semester 1:ELGN411	NQF level: 7	Semester 2:ELGN412	NQF level: 7
nguage Education 4A	Title: English Language Education	n 4B	
g. Exploration of the factors cang. Evaluation of approached it is approac	Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.		
guage learning. To familiarize th iing and well as theories of land teducators with material dev	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.		
ery: Full Time		Method of delivery: Full Time	
des:		Assessment modes:	
Semester 1:EESA411	NQF level:	Semester 2:EESA412	NQF level:
Education 4A		Title: Accounting Education 4B	
statements and notes 2. GAAP principles 3. Companies –Cash flow statement		profitable ratio, leverage ratio. <u>Partnerships</u> : current accounts; profit sharing ratio; appropriation accounts; financial statements. <u>Companies</u> : company as a form of enterprise; shares and shareholders; share capital: authorized share capital, issued share capital, share values (par and non-par value shares), recording share transactions. <u>Tax on companies</u> : recording provisional tax; provisional tax payments. <u>The financial statements</u> : income statement; balance sheet, notes to financial statement, objective of annual financial statements.	
ss financial information in appi	Module outcomes: 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.		
ery: Full Time		Method of delivery: Full Time	
des:	Assessment modes:		
Semester 1:EESB411	NQF level:	Semester 2:EESB412	NQF level:
Management 4A	Title: Business Management 4B		
Content: 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		Content: 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	
	semester 1:ELGN411 Inguage Education 4A Best of language acquisition verifical review of the factors can be received as a contribution of approaches the factors of the f	riguage Education 4A as of language acquisition versus theories of a Exploration of the factors causing barriers to a Exploration of the factors causing barriers to a Exploration of approaches to materials ritical review of the role of culture in language led of personality in language learning (self-risk-taking, anxiety and empathy). The expose Student educators to the guage learning. To familiarize them with barriers ing and well as theories of language learning. The development skills importance of culture in language learning. The expose Student educators to the guage learning. The educators with material development skills importance of culture in language learning. The education 4A Analysis and interpretation of financial to the sand notes national to the sand notes national information in appropriate books of a student teachers of the Economic and ences. The enhance the ability to systematically set financial information in appropriate books of a student teachers of the Economic and ences. The enhance the ability to systematically set financial information in appropriate books of a student teachers of the Economic and ences. The enhance the ability to systematically set financial information in appropriate books of a student teachers of the Economic and ences. The exposure of the Economic and Business anagement of Small and Medium-sized Mes). Management in the International international in the International in the International international in the International internati	ry: Full Time des: Semester 1:EESA411 NQF level: 7 Semester 2:ELGN412 Title: English Language Education 4A Title: English Language Education 4B Content: Intensive review of so compound sentences. Analysis of to compound sentences. Analysis of compound sentences. Analysis of compound sentences. Analysis of to compound sentences. Analysis of to compound sentences. Analysis of compound sentences. Analysis of speech. Applica semantics, phonology and syntal and figures of speech. Applica semantics, phonology and syntal English language. Use of Ecommunication. Wodule outcomes: To enrich stringuistic knowledge of English and of literally texts in education. To literally texts in education and literally texts in education. To literally texts in education and streen in the literal liter

Module outcomes: This module will prepare learners to develop Module outcomes: competencies to effectively teach accounting and be well-This module will prepare learners to develop grounded in the knowledge, skills, values, principles, methods competencies to effectively teach accounting and be welland procedures relevant to the discipline, subject learning area, grounded in the knowledge, skills, values, principles, phase of study, professional or occupational practice. The module methods and procedures relevant to the discipline, will, among other things, ground participants in reflecting on subject learning area, phase of study, professional or different approaches to teaching and learning. The participants occupational practice. The module will, among other will have an understanding of the knowledge appropriate to the things, ground participants in reflecting on different specialization. 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: Semester 2:EESC412 Module code:-Semester 1:EESC411 NQF level: NQF level: Title: Climatology Title: Geomorphology **Content: Climatology Content: Geomorphology** General atmospheric circulation. Material of the earth's crust The lithosphere and plate tectonics Clouds and clouds formation; Introduction: the significance of understanding soils Thermodynamics; Soil Resources: ✓ Soil formation, Atmospheric energy balance; Soil properties, The general circulation of the southern hemisphere: Soil processes, Atmospheric circulation and weather over Southern Africa; Soil classification. Large weather-producing processes and systems; South African Soils, Weather systems producing wet and dry spells; Soil erosion. Weather forecasting in Southern Africa. ✓ Soil conservation Module outcomes: To introduce students to the atmospheric Module outcomes: To equip students competencies of understanding the interrelationships circulation of the southern hemisphere particularly in Southern Africa. It offers a critical way of thinking about atmospheric between human and their natural environment. It offers a processes, seasonal characteristics and weather forecasting. critical way of thinking about atmospheric processes. geomorphology and hydrological processes. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Assessment modes: Semester 2:EESE412 Module code:-Semester 1:EESE411 NQF level: NQF level: Title: Economics Education 4A Title: Economics Education 4B Content: **Content:** International Trade: Reasons for Interpretation Trade; supply side analysis; demand side analysis; 1. Perfect competition. integration of demand and supply. International payments: Exchange rates; exchange rates system; Demand for the product. development of financial system and financial rand; Supply curve of the firm. balance of payments. Protection: Arguments f or protection; tariffs and tariffs system; general agreement Long term equilibrium of the firm. on tariffs and trade. International economic integration: Impact of changes in the scale of production. theory of customs union, market expansion, scale benefits and competition savings, investment and risks; Monetary Policy labour, natural resources and entrepreneurship; regional

Мо	dule code:-	Semester 1:ESPB411	NQF level:	Semester 2: ESPB412		NQF level:
As	sessment mo	des:		Assessment modes:		
Ме	thod of delive	ery: Full Time		Method of delivery: Full Time		
Module outcomes: To equip students with civic knowledge, skills and dispositions in order to be responsible citizens who participate fully in a democratic society. To assist students to understand the Constitution that represents the interests and needs of all South Africans.		Module outcomes: To introcareer information, carecounselling so as to ensure types of effective education study of careers. To ensure educator in the school.	er educa the estal al strateg	ation, and career blishment of various jies dedicated to the		
Content: Civic Education, Components of Civic Education, Aspects of democracy, the Constitution, Rights and responsibilities of citizens. Creating a human rights culture, Protecting humans rights, Civic education in schools.			Content: Introduction to the career development; value-to career counselling and action learners with special in counselling; using inform development; preparing for	based mudvocacy; needs; as nation to	ulticultural approach career development sessment in career	
		ation Civic Education	1141 101011	Title: Life Orientation Care	er Guidar	
Module code:- Semester 1:EPEC411 NQF level:			Semester 2:EPEC412		NQF level:	
Method of delivery: Full Time Assessment modes:			Assessment modes:			
with skills of engaging critically with economic policies and principles			in the subfield of Internation Method of delivery: Full Ti	nal Trade.	<u>'</u>	
Module outcomes: To equip students with knowledge and skills to address the role of education in Economics. To equip students			Module outcomes: To enhance students' understanding of theory and practical interplay of Economic phenomena			
	 Fiscal Policy Instruments. Co-coordinating Fiscal and Monetary Policies 					
		licy as a concept.				
5.	Fiscal Policy.	lia				
		nk Development Corporation(S	BDC)			
	Industrial	Development Corporation (IDC	C).			
	 Land and 	Agricultural Bank.				
	- Commerc	cial Banks.				
	South Afr	rican Reserve Bank.				
4.	Financial inst	•				
		m in the Money market.				
	Supply of	•				
		for Money.				
Demand for and Supply of Money.						
- The problems with the Policy.			•		•	
	Money Supply targets.			Agreement on Tariffs and Policy; reform of Internation		
	•	s of Monetary Policy. Policy Instruments.		economic integration. <u>International Trade Policy</u> : importance of International Trade Policy; the General		

Content: The structure and replication of DNA, function of RNA, protein synthesis, theory of evolution, biotechnology and genetic engineering. Module outcomes: To equip students with practical skills needed to facilitate effectively in the life science classes Module outcomes: To equip students with practical skills needed to facilitate effectively in the life science classes Module outcomes: To equip students with practical skills needed to facilitate effectively in the life science classes Module code: Semester 1:ESMT411 NQF level: Semester 2:ESMT412 NQF level: Title: Mathematics Calculus (Differentiation) Content: To develop students understanding of how the human body functions and how life choices impact on health and sustainable living Method of delivery: Full Time ssessment modes: Module outcomes: The module aims to develop in-depth study of some of the basic Historical concepts, orientations, ideologies etc. The Era of the French Revolution. The Industrial Revolution and imperialism - The Scramble for Africa. World War I – Nationalist Tensions. The Sorient Union. World War II. The Global Age since 1945. Module outcomes: The module aims to develop in-depth study of some of the themes related to world history in order to equip aware					
cellular composition of tissues of plants and appreciate structural adaptation seen in roots, stems, leaves and fruits. Module outcomes: To equip students with practical skills needed to facilitate effectively in the life science classes Module outcomes: Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November Method of delivery: Full Time Assessment modes: Module code:- Semester 1:ESMT411 NQF level: Title: Mathematics Calculus (Differentiation) Title: Mathematics Calculus (Integration) Content: Cell structure and function, digestion, respiration, circulation, excretion, reproductive system, skeletal system. Module outcomes: To develop students understanding of how the human body functions and how life choices impact on health and sustainable living Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Module code:- Semester 1:EESH411 NQF level: Method of delivery: Full Time Assessment modes: Module code:- Semester 1:EESH411 NQF level: Title: Heritage Studies is an interdisciplinary field of study that takes a critical look at the way we preserve, preserve, preserve, 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. Module outcomes: The module aims to develop in-depth study of some of the themes related to world history in order to equip sudents with a broad insight into the dynamics underlying some of some of the themes related to world history in order to equip sudents with a broad insight into the dynamics underlying some of the module is twofold: firstly, to develop an awareness of he				Title: Life Sciences (Cellular processes and introduction to genetics)	
through participation in class, assignments (academic aprofessional) and presentations, summative assessment through examinations in November Method of delivery: Full Time Assessment modes: Module code:- Semester 1:ESMT411 NQF level: Title: Mathematics Calculus (Differentiation) Content: Cell structure and function, digestion, respiration, circulation, excretion, reproductive system, skeletal system. Module outcomes: To develop students understanding of how the human body functions and how life choices impact on health and sustainable living Method of delivery: Full Time Assessment modes: Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Module outcomes: To develop students understanding of how the human body functions and how life choices impact on health and sustainable living Method of delivery: Full Time Assessment modes: Method of delivery: Full Time Assessment modes: Module code:- Semester 1:EESH411 NQF level: Method of delivery: Full Time Assessment modes: Module code:- Semester 1:EESH411 NQF level: 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 Sorient for Africa. World War I – Nationalist Tensions. The Sorient for Africa. World War I – Nationalist Tensions. The Sorient for Africa. World War I – Nationalist Tensions. The Sorient for Africa. World War I – Nationalist Tensions. The Sorient for Africa. World War I – Nationalist Tensions. The soviet Union. World War II. The Global Age since 1945. 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 emigrace and its role in nurturing and enriching the development of a society and secondly	protein synthesis, theory of evolution, biotechnology and genetic			cellular composition of tissues of plants and appreciate structural adaptation seen in roots, stems, leaves and	
Assessment modes: Module code:- Semester 1:ESMT411 NQF level: Semester 2:ESMT412 NQF level: Title: Mathematics Calculus (Differentiation) Content: Cell structure and function, digestion, respiration, circulation, excretion, reproductive system, skeletal system. Module outcomes: To develop students understanding of how the human body functions and how life choices impact on health and sustainable living Method of delivery: Full Time Assessment modes: Method of delivery: Full Time Assessment modes: Module code:- Semester 1:EESH411 NQF level: Title: the Changing World and Ideologies 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. 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. 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. Module outcomes: 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 module is twofold: firstly, to develop an awareness of heritage and its role in nurturing and engage with some of the currently breaking debates in the field. Method of delivery: Full Time Assessment modes: Assessment modes: Assessment modes:				through participation in class, ass and professional) and preser	signments (academic tations, summative
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Module outcomes: To develop students understanding of how the human body functions and how life choices impact on health and sustainable living Method of delivery: Full Time Assessment modes: Module code:- Semester 1:EESH411 NQF level: Method of delivery: Full Time Assessment modes: Module code:- Semester 1:EESH411 NQF level: 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. 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 Method of delivery: Full Time Assessment modes: Assessment modes: Assessment modes: Module outcomes: The image 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 Assessment modes:	Title: Mathematic	cs Calculus (Differentiation)		Title: Mathematics Calculus(Integr	ation)
the human body functions and how life choices impact on health and sustainable living through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Module code:- Semester 1:EESH411 NQF level: Title: the Changing World and Ideologies 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 Global Age since 1945. 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 Method of delivery: Full Time Assessment modes:					anding of integration
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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 Global Age since 1945. 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 Assessment modes: study that takes a critical look at the way we preserve, present and participate in heritage. History and Heritage are interrelated; one cannot be perceived without the other. 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 Assessment modes: Screenter 2-EFS 0.442	Title: the Changing World and Ideologies			Title: Heritage Studies	
some of the basic Historical concepts, internations, 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. 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 Method of delivery: Full Time Assessment modes: Assessment modes: Present and participate in heritage. 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 Assessment modes:	Content: Orientat	ion to the module		Content: Heritage Studies is an in	terdisciplinary field of
The Soviet Union. World War II. The Global Age since 1945. 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. 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 Assessment modes: Assessment modes:	etc. The Era of the French Revolution. The Industrial Revolution and the transformation of society. Colonization and imperialism -			present and participate in heritage. are interrelated; one cannot be p	History and Heritage
The Global Age since 1945. 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. 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 Assessment modes: Assessment modes:	World War I – Nat	ionalist Tensions.			
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 Assessment modes: Assessment modes:	The Soviet Union.	World War II.			
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Assessment modes: Assessment modes:	of some of the themes related to world history in order to equip students with a broad insight into the dynamics underlying some		The aim of the module is twofold: awareness of heritage and its reenriching the development of a sociengage with some of the currently be	ole in nurturing and ciety and secondly to	
Samastar 2-FFSC 442	Method of delivery: Full Time			Method of delivery: Full Time	
Module code: Semester 1: FESG411 NOF level: Semester 2: EESG412 NOF level:	Assessment mod	des:		Assessment modes:	
module code. Definester L.L.COTT Mai level. Mar level. Mar level.	Module code:- Semester 1:EESG411 NQF level:		Semester 2:EESG412	NQF level:	

Title: Water Resources Management			Title: Population Geography	
Content:			Content:	
 Hydrology and water resources (drainage basin system); Introduction to water resources and hydrology; 			Population dynamics;Global and regional population	change and growth;
 The river catchment: general concepts, catchments as integrated hydrological systems, identifying catchment boundaries; Water quality & water resource quality; Groundwater: the hidden resource; 			 Age and sex composition of poper Fertility, mortality and migration Sources of demographic data 	
 Rainfall patterns and runoff in South Africa. Module outcomes: To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography education. 			Module outcomes: To equip students with competencies relating to population dynamics, cultural environment and urban geography. It teaches basic skills of demographic data analysis and description.	
Method of delive	ery: Full Time		Method of delivery: Full Time	
Assessment mo	des:		Assessment modes:	
Module code:-	Semester 1:ESDF411	NQF level:	Semester 2:	NQF level:
Title: Technology	y Education		Title:	
	edge, design and applicatio cation and basic programming	Content:		
Module outcomes: To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems.			Module outcomes:	
Method of delive	ery: Full Time		Method of delivery: Full Time	
Assessment mo	des:		Assessment modes:	
Module code:-	Semester 1:ESCB411	NQF level:	Semester 2:	NQF level:
Title: Physical Se	ciences Education (Chemical)		Title:	
Content: Chemical bonding, gas loss, general properties of solutions, chemical thermodynamics, chemical kinetics, dynamic chemical equilibrium			Content:	
Module outcomes: To develop students understanding of advanced chemistry principles and practical skills.			Module outcomes:	
Method of delivery: Full Time			Method of delivery: Full Time	
Assessment modes:			Assessment modes:	
Module code:-	code:- Semester 1:EPPD411 NQF level:		Semester 2:	NQF level:
Title: Life Orienta	ation Personal and Social Deve	elopment	Title:	
Content: 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,			Content:	

Assessment modes:	Assessment modes:
Method of delivery: Full Time	Method of delivery: Full Time
Module outcomes: The purpose of this module is to introduce the student to the origins of self-recognition, the evolving self-concept and search for identity in children.	Module outcomes:
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.	

FED.13.4. **BACHELOR OF EDUCATION: INTERMEDIATE PHASE- EBDIS3** FED13.4.1

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

PROGRAMMES PHASING OUT

Module code	Descriptive name	Credits	NQFL	Pre/Co
Module Code	Descriptive name	Credits	NOTE	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	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	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	NONE
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED13.4.2 QUALIFICATION NAME: BACHELOR OF EDUCATION: IP AND SP (MATHS SCIENCE AND TECHNOLOGY) EBDIS 3

First semester		First semester First semester First sem		First semester							
Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE-REPEATERS only)	Core/ Ancillary/ Electives	Cr	Old Module code (NO INTAKE-SENIOR only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE-SENIOR only)	Core/ Ancillary/ Electives	Cr
ELLL111	С	08/	EPDL211	С	08	EALM311	С	08	EPIE411	С	08
EFIT111	С	98	ESEE211	С	/12	ECAE311	С	08	ECTP411	С	16
ESPS111	С	12	ESTE211	C	12	ESMN311	С	12	Choose any of the follo	owing:-	
ESPC111	С	12	ESMA211	C /	12	ESTM311	С	12	ESCB411	E	12
ESMA111	C /	12				ESMA311	С	12	ESPB411	E	12
	/								ESDF411	E	12
	/			/					ESMA411	E	12
	/			/					Choose any of the follo	owing:-	<u>. </u>
	/			/					ESAE411	E	12
	/			/					ESBS411	E	12
	/			/					ESIT411	E	12
	/		/						ESMM411	Е	12
Total 1st semester	/	52	Total 1st semester		44	Total 1st semester		52	Total 1st semester		48
Year Level 1	/	02	Year level 2		1	Year level 3		102	Year level 4		1-10
Second semester /			Second semester			Second semester			Second semester		
Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE-REPEATERS only)	Core/ Ancillary/ Electives	Cr	Old Module code (NO INTAKE-SENIOR only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE-SENIOR only)	Core/ Ancillary/ Electives	Cr
ESCL112	С	08	ECTL212	С	08	EDSE312	С	08	EAMS412	С	08
EPHA112	С	08	ESWS212	С	12	EFMS312	С	08	EPRE412	С	08
ESGC112	С	12	ESEM212	С	12	ESTM312	С	08	Choose any of the follo	owing:-	
ESMM112	С	12	ESMA212	С	12	ESMA312	С	08	ESCR412	E	12
ESMA112	С	12				ESMN312	С	08	ESPG412	E	12
/									ESEC412	E	12
/			/						ESMA412	Е	12
/			/						Choose any of the follo	owing:-	<u>. </u>
/			/						ESMP412	E	12
/			/						ESBP412	E	12
/									ESAT412	E	12
/									ESMM412	E	12
Total 2 nd semester		52	Total 2 nd semester		44	Total 2 nd semester		40	Total 2 nd semester		40
				Ye	ear Mod						
Year Level 1			Year level 2			Year level 3			Year level 4		
ET/SE100	С	16	ESTE200		32	ETSE300		32	ETSE400		32
Year module credits		16	Year module credits		32	Year module credits		32	Year module credits		32
Total year level 1		120	Total year level 2		120	Total year level 3		124	Total year level 4		120
Total credits for the d	curriculum										484

FED13.4.3 MODULE CONTENT AND OUTCOMES FOR BACHELOR'S DEGREES

PHASING OUT INTERMEDIATE PROGRAMME - EBDIS3

INTERMIDIATEA	INTERMIDIATEAND SENIOR PHASE (MATHEMATICS, SCIENCE AND TECHNOLOGY) – SEMESTER COURSES								
Module code:-	Semester 1: ESPS111	NQF level:	Semester 2: ESGC112	NQF level:					
Title: Natural Technology and	Science and Technology (Society)	Title: Natural Science and Ted and Communication Design)	chnology (Graphic						
Content: Proces exponential notat Writing of scientif technology educa the technological The interdisciplina	ss skills: Measurements, ob ion, precision and accuracy, si ic reports. Defining concepts of tion within the national curriculun process and sub processes (a ary nature of technology	drawing, oblique, perspective, sviews, signs and symbols, mon charts, scales, dimensioning. Aest area division, spatial relationship stylization, colours, textur anthropometry	ersion of units. Flow e development of torical perspective. ication. The skills of he skills of graphic three. Dimensional reehand sketching, shading, drawing jection, isometric sections, exploded ograms, procedure hetics – proportion, is, related shapes, e. Ergonomics-						
of process skills the science knowledge understanding of	es: To develop students' unders nat are necessary for engaging ge construction and to develor technology as process and e and value of technology for so	Module outcomes: To develop communication and design skills.	students' graphic						
Method of delive		,	Method of delivery: Full Time						
Assessment mod	des: This module is assessed	l by means of	Assessment modes: This mode means of 50% continuous summative assessment.						
Module code:-	Semester 1: ESPC111	NQF level:	Semester 2: ESMM112	NQF level:					
Title: Natural Chemical Proper		(Physical and	Title: Natural Science an (Mechanics and Mechanical Sys	0,					
Content: Matter bonding. Propertie	and materials. Chemical reades of materials	ctions. Chemical	Content: Mechanics (kinematic Motion. Force, work and power. M Mechanical systems and concepts motion in mechanical systems, co and force. Knowledge of nature wheels; axles; gears; pulleys; craclutches, coupling; bearings; screspeed ratios; mechanical advan	omentum. s: Different types of priversion of motion e and function of: anks; cams; levers; ews. Knowledge of					
chemical and phy	es: To develop students' u sical properties of matter and ho an be processed into products.	Module outcomes: To develop students'							
Method of delive	ry: Full Time		Method of delivery: Full Time						
Assessment mo examination	des: This module is assesse		Assessment modes: This modu means of 50% continuous a summative assessment.	assessment. 50%					
Module code:-	Semester 1: ESMA111	NQF level:	Semester 2: ESMA112	NQF level:					
	tics 1A (Algebra)		Title: Mathematics 1A (Figures	and Shapes)					
	omial: simplifying expression leting the square, quadratic f	s, rationalizing, formula Pascal's	Content: Linear programing: inequalities, Setting up co	Graphing linear nstraints, Implicit					

long division, synthetic division, real zeros of a polynomial, partial fractions, Modelling with polynomials. Logarithms: Properties, laws of logarithms, solving logarithmic equations, simplifying logarithms, modelling logarithms. Systems of equations in two variables: Substitution, Elimination, Graphical methods. Matrices (2by2 only): basic operations. Determinant, Inverse solving simultaneous equations using matrices, applications of matrices. Absolute value: properties of absolute values: solving absolute value equations. Inequalities: representing inequalities on a line, solving inequalities. Exponential functions: laws of exponent, solving exponential equations, modeling, Complex numbers; basic operation, solving polynomial equations. Calculus (rational functions only): definition of a limit, Limits of rational functions and piecewise defined functions, First principle, Rules for differentiation, Application of derivatives (tangents and normal). Permutation and combinations, counting principle

integral and disallowed solutions, Analytic geometry: Gradients, Intercepts and equation of a straight line, Distance formula, Coordinates of midpoints, Parallel lines and perpendicular lines, Angle of inclination, Angle between two straight lines, Equation of a circle with centre at (a; b), Tangents to a circle and normal Proportional division of a line, locus, Applications. Polygons: Types polygons. Properties and types of parallelograms, quadrilaterals and triangles, angle sum of interior angles of a polygon. sum of exterior angles of a polygon:. Trigonometric functions of real numbers: Pythagoras theorem; Pythagoras theorem, right angled triangles, basic trigonometric functions and their inverses, reciprocal identities, Pythagorean identities, Sine or cosine of supplementary angles, Applications, Derivation of sine formula, Area of a triangle [derivation of formula]. Derivation of cosine formula, Unit circle, Special triangles and special angles, Evaluating trigonometric functions at any angle [CAST rule, co-functions, reduction formulae], Simplifying trigonometric expressions. Compound angles, double-angles, halfangles, Product-to-sum formulae, Trigonometric equations, Sketching trigonometric functions: Stretching and shrinking trig. Functions Shifting trigonometric functions; De moirve's theorem. Ratio and proportion: Proportionality [theorem and it's converse], Similarity [rectilinear figures], Similar triangle and Similar polygons. Euclidean geometry: Angles on the same segment, Angle in a semicircle, Angles in equal segments, Cyclic quadrilateral, Angle between tangent and radius, Tangents from a common point to the same circle. Tan-chord theorem / alternate segment theorem, Angle at the centre of a circle. Calculus: Limits of trigonometric functions, First principle on trig. functions, Rule of differentiation on trig. functions, applications (equations of tangent and normal lines). Polar coordinates and parametric equations. Conic sections.

Module outcomes: To broaden the students' knowledge and understanding of mathematical concepts and skills necessary for future learning and the work place.

Module outcomes: To broaden the students' knowledge and understanding of mathematical concepts and skills necessary for future learning and the work place.

Method of delivery: Full Time

Assessment modes: This module is assessed by means of

Method of delivery: Full Time

Assessment modes: Assessment in this module will consist of Continuous Assessment (CASS) and Summative assessment (Examination)at the end of the semester. CASS will contribute 50% and the examination will contribute 50% to the final mark of 100%. CASS will consist of three tests and/ or quizzes. These tests will contribute equally to your CASS. The Examination (100 marks) will comprise of everything learnt. All the assessments in this module will be Multiple Choice.

Module code:-

Semester 1: ESEE211

NQF level:

Semester 2: ESWS212

NQF level:

Title: Natural Science and Technology (Energy and Energy Transfers)

Content: 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.

Title: Natural Science and Technology (Waves, Sound and Light)

Content: Waves, sound and light; geometrical optics, spectacles/lenses, response and coordination, Senses and nervous systems, hormones

Medule autoemos. To develop atudents' understanding of	Module outcomes: To develop students'				
Module outcomes: To develop students' understanding of energy transfer in chemical, physical, biological processes and technological systems.	Module outcomes: 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 Time				
Assessment modes: This module is assessed by means of	Assessment modes: This module is assessed by means of examination				
Module code:- Semester 1: ESTE211 NQF level:	Semester 2: ESEM212 NQF level:				
Title: Natural Science and Technology (Earth and Chemical	Title: Natural Science and Technology				
Processes					
Content: Concepts of a mole, acids Bases and Buffers, Earth and beyond, Ecosystem, Human populations, Water cycle, Carbon cycle and Nitrogen cycle.	Content: Electricity and magnetism, circuit concepts and components, control devices, output devices, control logic and rectification.				
Module outcomes: To develop students' understanding of chemical processes and the earth as a set of related systems.	Module outcomes: 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 code:- Semester 1: ESMA211 NQF level:	Semester 2: ESMA212 NQF level:				
Title: Mathematics 2A (Set, theory and functions)	Title: 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.	Content: Instructional methods include 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 students understanding of matrices and vectors algebra. Solving systems of equations, matrices, Crammer's rule, vectors in 2D and 3D.				
Method of delivery: Full Time	Method of delivery: Full Time				
Assessment modes: Continuous formative assessment through participation in c lass, assignments (academic and professional) and presentations, summative assessment through examinations in June.	Assessment modes: This module is assessed by means of examination				
Module code:- Semester 1: ESTM311 NQF level:	Semester 2: ESTM312 NQF level:				
Title: Technology Method	Title: Technology Method (Intermediate Phase)				
Content: Understanding policy documents, instructional approaches (behaviourism and constructivism), planning for teaching technology and relationship between science and technology.	Content: Teaching technology: projects and case studies; assessment.				
Module outcomes: To prepare prospective technology education teachers to become competent in teaching methods of technology.	Module outcomes: To develop specialist skills and competences relevant to the teaching, learning and assessment of technology education in the GET Band.				
Method of delivery: Full Time	Method of delivery: Full Time				
Assessment modes: This module is assessed by means of	Assessment modes: This module is assessed by				
Module code:- Semester 1: ESMA311 NQF level:	Semester 2: ESMA312 NQF level:				
Title: Mathematics Method	Title: Mathematics Method				
Content: Mathematics: definitions, purpose and scope, planning for mathematics lesson, types of assessment in mathematics.	Content: Generics of teaching, classroom practice, Strategies for teaching Mathematics, Knowledge for Teaching Mathematics and Designing Learning Programmes for Mathematics.				
Module outcomes: To demonstrate the understanding of the fields of knowledge which underpin Mathematics.	Module outcomes: To be able to select and use appropriate teaching and learning strategies and apply a variety of these with emphasis on multi step and non-routine problems.				

Method of delive	ery: Full Time	Method of delivery: Full Time					
participation in c and presentation in June.	odes: Continuous formative ass class, assignments (academic a s, summative assessment throu	Assessment modes: Continuous formative assessment through participation in c lass, assignments (academic and professional) and presentations, summative assessment through examinations in November.					
Module code:-	Semester 1: ESMN311	NQF level:	Semester 2: ESMN312 NQF level:				
Title: Senior Ph	ase Natural Science Method		Title: Senior Phase Natural Science	e Method			
classrooms and la policy documen presentation.	ng skills in the Life Sciences, Mana aboratory, field work and environ tts, learning theories, planni	Content: Forms of assessment: base formative, and summative.					
needed to effecti levels.	es: To equip students' with knowively facilitate at Intermediate at		Module outcomes: To develop a coin assessment practices in the Interm Phase classes.				
Method of delive	ery: Full Time		Method of delivery: Full Time				
Assessment mo	des: This module is assessed	d by means of	Assessment modes: This module	is assessed by			
Module code:-	Semester 1: ESIT411	NQF level:	Semester 2:ESPG412	NQF level:			
Title: Technolog	gy(ICT Technologies)		Title: Life Sciences Education				
	uter fundamentals, Microsoft a	Content: To develop special competences relevant to the tea and assessment of technology of GET Band.	aching, learning education in the				
	nd skills of the role of ICT in tech se skills in the facilitation of tech	Module outcomes: Continuous formative assessment- test, assignments, class presentation; summative assessment through examinations in November.					
Method of delive			Method of delivery: Full Time				
Assessment mo	odes:		Assessment modes:				
Module code:-	Semester 1: ESCB411	NQF level:	Semester 2: ESEC412 NQF level:				
	Sciences Education (Chemical	<u> </u>	Title: Technology (Electro				
solutions, chemic chemical equilibri Module outcon	ical bonding, gas loss, gener cal thermodynamics, chemical k ium nes: To develop students u	rectification, circuit design, circuit construction and soldering, circuit testing Module outcomes: To enhance students in understanding of complex electronic circuits, components and sensors and gain practical skills in designing and making of electronic circuits.					
	stry principles and practical skills		Module outcomes: To enhan- understanding of complex ele components and sensors and gain designing and making of electronic of	ctronic circuits, practical skills in			
Method of delive	stry principles and practical skills		Module outcomes: To enhand understanding of complex electomponents and sensors and gain designing and making of electronic of Method of delivery: Full Time	ctronic circuits, practical skills in			
Method of delive	etry principles and practical skills ery: Full Time		Module outcomes: To enhan- understanding of complex ele- components and sensors and gain designing and making of electronic of Method of delivery: Full Time Assessment modes:	ctronic circuits, practical skills in ircuits.			
Method of delive	ery: Full Time odes: Semester 1: ESPB411		Module outcomes: To enhan- understanding of complex ele components and sensors and gain designing and making of electronic of Method of delivery: Full Time Assessment modes: Semester 2: ESBP412 Title: Life Sciences (Cellular	ctronic circuits, practical skills in circuits.			
Method of deliver Assessment more Module code:- Title: Life Scient Content: The strength protein synthesis engineering. Module outcome	ery: Full Time odes: Semester 1: ESPB411	NQF level: function of RNA, logy and genetic	Module outcomes: To enhan- understanding of complex ele- components and sensors and gain designing and making of electronic of Method of delivery: Full Time Assessment modes: Semester 2: ESBP412 Title: Life Sciences (Cellular introduction to Genetics) Content: Reproductive patents and of structure and function, indigenous in our environment. Module outcomes: To enhance understanding of the cellular composi- plants and appreciate structural acceptance.	NQF level: Processes and diversity, patterns and alien plants e the students sition of tissues of			
Method of deliver Assessment more Module code:- Title: Life Scient Content: The strength protein synthesis engineering. Module outcome	ery: Full Time odes: Semester 1: ESPB411 nces Education ructure and replication of DNA, s, theory of evolution, biotechno es: To equip students with practically in the life science classes	NQF level: function of RNA, logy and genetic	Module outcomes: To enhan- understanding of complex ele- components and sensors and gain designing and making of electronic of Method of delivery: Full Time Assessment modes: Semester 2: ESBP412 Title: Life Sciences (Cellular introduction to Genetics) Content: Reproductive patents and of structure and function, indigenous in our environment. Module outcomes: To enhance understanding of the cellular composi-	NQF level: Processes and diversity, patterns and alien plants e the students sition of tissues of			

			professional) and presentations,	summative			
Module code:-	Semester 1: ESDF411	NQF level:	assessment through examinations Semester 2: ESMP412	NQF level:			
Title : Technolog		1141 101011	Title: Life Sciences (Cellular Proc	•			
			introduction to Genetics)				
	rledge, design and application						
Introduction, app	lication and basic programming in	of structure and function, indigenous and in our environment.	allen plants				
Module outcom	nes: To develop students unde	rstanding of the	Module outcomes: To enhance the	he students			
	pinning of machines and mechan		understanding of the cellular composition				
and the applica mechanical syste	ation of this knowledge to des	sign and control	plants and appreciate structural adapta roots, stems, leaves and fruits	ition seen in			
Method of delive			Method of delivery: Full Time				
Assessment mo			Assessment modes: This module is a	assessed by			
			means of Instructional methods include	,			
			, , ,	arning and			
Module code:-	Semester 1: ESMA411	NQF level:	research/study projects. Semester 2: ESMA412	NQF level:			
	tics Calculus (Differentiation)	HQT ICVCI.	Title: Mathematics Calculus(Integration				
	tructure and function, digesti	on respiration	Content: To demonstrate understanding of				
	retion, reproductive system, sk		and transcendental function.	or integration			
	es: To develop students understa		Module outcomes: Continuous	formative			
	ctions and how life choices impa	act on health and	assessment through participation	in class,			
sustainable living			assignments (academic and professional) and presentations, summative assessment through				
			examinations in November				
Method of delive	ery: Full Time		Method of delivery: Full Time				
Assessment mo	odes:		Assessment modes:				
NA - IIII							
Module code:-	Semester 1: ESAE411	NQF level:	Semester 2: ESAT412	NQF level:			
	Semester 1: ESAE411 Science Education (Advanced		Title: Technology Education Technology)	(Advanced			
Title: Physical s Content: Fluid m	Science Education (Advanced nechanics analogy electronics, dig	Electronics) gital electronics	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design.	(Advanced disperspective			
Title: Physical S Content: Fluid m Module outcom	Science Education (Advanced nechanics analogy electronics, dignes: To develop students un	Electronics) gital electronics	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance	(Advanced d perspective e students			
Title: Physical s Content: Fluid m Module outcom	Science Education (Advanced nechanics analogy electronics, dig	Electronics) gital electronics	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance understanding and application of complex	(Advanced d perspective students a mechanical,			
Title: Physical s Content: Fluid m Module outcom	Science Education (Advanced nechanics analogy electronics, dignes: To develop students un	Electronics) gital electronics	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance	d perspective students mechanical, and design as			
Title: Physical s Content: Fluid m Module outcom advanced physic	Science Education (Advanced nechanics analogy electronics, dignes: To develop students uses and electronic concepts	Electronics) gital electronics	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance understanding and application of complex civil and electrical engineering, graphics a necessary for the complexion of toprocess.	d perspective students mechanical, and design as			
Title: Physical S Content: Fluid m Module outcom advanced physic	Science Education (Advanced nechanics analogy electronics, dignes: To develop students uses and electronic concepts	Electronics) gital electronics	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance understanding and application of complex civil and electrical engineering, graphics a necessary for the complexion of toprocess. Method of delivery: Full Time	d perspective students mechanical, and design as			
Title: Physical s Content: Fluid m Module outcom advanced physic Method of deliver Assessment model	Science Education (Advanced nechanics analogy electronics, dignes: To develop students us and electronic concepts ery: Full Time	Electronics) gital electronics nderstanding of	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance understanding and application of complex civil and electrical engineering, graphics a necessary for the complexion of toprocess. Method of delivery: Full Time Assessment modes:	d perspective e students mechanical, and design as technological			
Title: Physical S Content: Fluid m Module outcome advanced physical Method of deliver Assessment module code:-	Science Education (Advanced nechanics analogy electronics, dignes: To develop students uses and electronic concepts ery: Full Time des: Semester 1: ESMM411	Electronics) gital electronics nderstanding of NQF level:	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance understanding and application of complex civil and electrical engineering, graphics a necessary for the complexion of toprocess. Method of delivery: Full Time Assessment modes: Semester 2: ESMM412	d perspective e students a mechanical, and design as technological			
Title: Physical S Content: Fluid m Module outcome advanced physical Method of deliver Assessment module code:- Title: Life Scie	Science Education (Advanced nechanics analogy electronics, dignes: To develop students us and electronic concepts ery: Full Time	Electronics) gital electronics nderstanding of NQF level:	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance understanding and application of complex civil and electrical engineering, graphics a necessary for the complexion of toprocess. Method of delivery: Full Time Assessment modes:	d perspective e students a mechanical, and design as technological			
Title: Physical S Content: Fluid m Module outcome advanced physical S Method of deliver Assessment module code:- Title: Life Scien Genetics)	Science Education (Advanced nechanics analogy electronics, dignes: To develop students uses and electronic concepts ery: Full Time des: Semester 1: ESMM411	gital electronics nderstanding of NQF level: introduction to	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance understanding and application of complex civil and electrical engineering, graphics a necessary for the complexion of toprocess. Method of delivery: Full Time Assessment modes: Semester 2: ESMM412 Title: Mathematics (Financial Mathematics) Content: To develop students' under	(Advanced disperse pective e students a mechanical, and design as technological experience)			
Title: Physical S Content: Fluid m Module outcom advanced physic Method of delive Assessment module code:- Title: Life Scie Genetics) Content: Reproduction, indi	Science Education (Advanced nechanics analogy electronics, dignes: To develop students us and electronic concepts ery: Full Time odes: Semester 1: ESMM411 ences (Cellular Processes and ductive patents and diversity, pattigenous and alien plants in our er	gital electronics nderstanding of NQF level: introduction to terns of structure nvironment	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance understanding and application of complex civil and electrical engineering, graphics a necessary for the complexion of toprocess. Method of delivery: Full Time Assessment modes: Semester 2: ESMM412 Title: Mathematics (Financial Mathematics) Content: To develop students' under financial mathematics.	d perspective e students mechanical, and design as technological NQF level: natics) rstanding of			
Title: Physical S Content: Fluid m Module outcome advanced physical S Method of deliver Assessment module code:- Title: Life Scien Genetics) Content: Reproduct and function, indimedule outcome services and function.	Science Education (Advanced nechanics analogy electronics, dignes: To develop students uns and electronic concepts ery: Full Time Deces: Semester 1: ESMM411 Ences (Cellular Processes and diversity, pattigenous and alien plants in our eres: To enhance the students und	Electronics) gital electronics nderstanding of NQF level: introduction to terns of structure nvironment lerstanding of the	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance understanding and application of complex civil and electrical engineering, graphics a necessary for the complexion of toprocess. Method of delivery: Full Time Assessment modes: Semester 2: ESMM412 Title: Mathematics (Financial Mathematics) Content: To develop students' under financial mathematics. Module outcomes: To develop	d perspective e students mechanical, and design as technological NQF level: natics) rstanding of			
Title: Physical S Content: Fluid m Module outcome advanced physical S Method of deliver Assessment module code:- Title: Life Scien Genetics) Content: Reproduct and function, indimodule outcome cellular compositions.	Science Education (Advanced nechanics analogy electronics, dignes: To develop students upon and electronic concepts ery: Full Time odes: Semester 1: ESMM411 ences (Cellular Processes and ductive patents and diversity, pattigenous and alien plants in our eres: To enhance the students und tion of tissues of plants and apprint	gital electronics gital electronics nderstanding of NQF level: introduction to terns of structure nvironment lerstanding of the reciate structural	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance understanding and application of complex civil and electrical engineering, graphics a necessary for the complexion of toprocess. Method of delivery: Full Time Assessment modes: Semester 2: ESMM412 Title: Mathematics (Financial Mathematics) Content: To develop students' under financial mathematics.	d perspective e students mechanical, and design as technological NQF level: natics) rstanding of			
Title: Physical S Content: Fluid m Module outcome advanced physical S Method of deliver Assessment module code:- Title: Life Scien Genetics) Content: Reproduct and function, indimodule outcome cellular compositions.	Science Education (Advanced nechanics analogy electronics, dignes: To develop students upstand electronic concepts ery: Full Time odes: Semester 1: ESMM411 ences (Cellular Processes and ductive patents and diversity, pattigenous and alien plants in our eres: To enhance the students und tion of tissues of plants and appin roots, stems, leaves and fruits.	gital electronics gital electronics nderstanding of NQF level: introduction to terns of structure nvironment lerstanding of the reciate structural	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance understanding and application of complex civil and electrical engineering, graphics a necessary for the complexion of toprocess. Method of delivery: Full Time Assessment modes: Semester 2: ESMM412 Title: Mathematics (Financial Mathematics) Content: To develop students' under financial mathematics. Module outcomes: To develop	d perspective e students mechanical, and design as technological NQF level: natics) rstanding of			
Title: Physical s Content: Fluid m Module outcom advanced physic Method of deliver Assessment module code: Title: Life Scie Genetics) Content: Reproduct and function, indi Module outcome cellular composite adaptation seen Method of deliver Assessment method of deliver	Science Education (Advanced nechanics analogy electronics, dignes: To develop students us and electronic concepts ery: Full Time des: Semester 1: ESMM411 ences (Cellular Processes and diversity, pattigenous and alien plants in our eres: To enhance the students und tion of tissues of plants and applin roots, stems, leaves and fruits. ery: Full Time odes: This module is assessed	gital electronics gital electronics nderstanding of NQF level: introduction to terns of structure nvironment lerstanding of the reciate structural ed by means of	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance understanding and application of complex civil and electrical engineering, graphics a necessary for the complexion of toprocess. Method of delivery: Full Time Assessment modes: Semester 2: ESMM412 Title: Mathematics (Financial Mathematics (Financial mathematics) Module outcomes: To develop understanding of financial mathematics.	(Advanced disperse pective extudents a mechanical, and design as technological external pection of the standing of the standin			
Title: Physical S Content: Fluid m Module outcome advanced physical S Method of deliver Assessment module code:- Title: Life Scie Genetics) Content: Reproduct and function, indimedial module outcome cellular composite adaptation seen Method of deliver Assessment mecontinuous formation and some continuous formatical seen method of deliver Assessment mecontinuous formatical seen method of deliver Assessment method o	Science Education (Advanced nechanics analogy electronics, dignes: To develop students unstand electronic concepts ery: Full Time odes: Semester 1: ESMM411 ences (Cellular Processes and diversity, pattigenous and alien plants in our eres: To enhance the students und tion of tissues of plants and appliant roots, stems, leaves and fruits. ery: Full Time odes: This module is assesse ative assessment through partic	gital electronics gital electronics nderstanding of NQF level: introduction to terns of structure nvironment lerstanding of the reciate structural ed by means of cipation in class,	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance understanding and application of complex civil and electrical engineering, graphics a necessary for the complexion of toprocess. Method of delivery: Full Time Assessment modes: Semester 2: ESMM412 Title: Mathematics (Financial Mathematics) Content: To develop students' under financial mathematics. Module outcomes: To develop understanding of financial mathematics. Method of delivery: Full Time	(Advanced disperse pective extudents a mechanical, and design as technological external pection of the standing of the standin			
Module outcome advanced physical services Method of delivered Assessment module code: Title: Life Scie Genetics) Content: Reproceed and function, indimediate outcome cellular composite adaptation seen Method of delivered Assessment module outcome continuous formation assignments (according to the continuous formation assignments)	Science Education (Advanced nechanics analogy electronics, dignes: To develop students us and electronic concepts ery: Full Time des: Semester 1: ESMM411 ences (Cellular Processes and diversity, pattigenous and alien plants in our eres: To enhance the students und tion of tissues of plants and applin roots, stems, leaves and fruits. ery: Full Time odes: This module is assessed	pital electronics Inderstanding of INQF level: Introduction to Iterns of structure Invironment Iterstanding of the Ireciate structural Iterstanding of the Irectanding of the Ire	Title: Technology Education Technology) Content: Mechanical, civil, electrical and drawing, computer aided design. Module outcomes: To enhance understanding and application of complex civil and electrical engineering, graphics a necessary for the complexion of toprocess. Method of delivery: Full Time Assessment modes: Semester 2: ESMM412 Title: Mathematics (Financial Mathematics) Content: To develop students' under financial mathematics. Module outcomes: To develop understanding of financial mathematics. Method of delivery: Full Time	(Advanced dispersective estudents amechanical, and design as technological external			

FED13.4.4 MODULE CONTENT AND OUTCOMES FOR BACHELOR'S DEGREES

PHASING OUT INTERMEDIATE PROGRAMME - EBDIS3

INTERMIDIATE AND SENIOR PHASE – YEAR MODULES Module code:- Year Level 4: ESMA400 NQF level: 7

Title: MATHEMATICS EDUCATION 4

Content:

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

Module outcomes:

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

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

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

Method of delivery: Full Time

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

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

Other (specify): Tests and Examination

Module code:- Year Level 4: ELZL400 NQF level: 7

Title: IsiZulu Home Language Education 4

1. IsiZulu Home Language teaching and learning in school

- Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence based solutions
- 2. Classroom research in IsiZulu Home Language
- Use Action research in IsiZulu Home Language to:
 - ✓ gather and process information
 - ✓ validate sources of information
 - ✓ address complex problems applying evidence based solutions an theory driven arguments
- 3. Advanced development of pedagogical content knowledge in IsiZulu Home Language
- Link epistemology of IsiZulu Home Language with IsiZulu practices
- Addressing alternative pre- and mis-conceptions
- 4. Curriculum policies in IsiZulu Home Language
- Critique curriculum policies in IsiZulu Home Language

5. Reflection on teaching and learning experiences in IsiZulu Home Language

Module outcomes:

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

Method of delivery: Full Time

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

FED.13.5. BACHELOR OF EDUCATION: INTERMEDIATE PHASE- EBDIS4

FED.13.5.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

PROGRAMMES PHASING OUT

Bachelor of Ed	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 Motor Development	16	6	EPIP111					
ELZN211	isiZulu Language Education 2A	16	6	ELZN111					
ELGN211	English Language Education 2A	16	6	ELGN111					
ECTL212	Teaching & Learning Strategies	08	6	NONE					
EPHE212	Life Orientation: Health Education	16	6	EPIP112					
ELZN212	isiZulu Language Education 2B	16	6	ELZN112					

ELGN212	English Language Education 2B	16	6	ELGN112
EALM311	School Leadership & Management	08	6	NONE
ECAE311	Assessment in Education	NONE		
EPLO311	Life Orientation Method 3A	16	7	EPIP111
ELZN311	isiZulu Language Method 3A	16	7	ELZN111 ELZN112
ELGN311	English Language Method 3A	16	7	ELGN111 ELGN112
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EPLO312	Life Orientation Method 3B	12	7	EPIP112
ELZN312	isiZulu Language Method 3B	12	7	ELZN111 ELZN112
ELGN312	English Language Method 3B	12	7	ELGN111 ELGN112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE
EPSP411	Life Orientation: Social and Personal Development	12	7	EPPM211
EPEC411	Life Orientation: Civic Education	12	7	EPPM211
ELZN411	isiZulu Language Education 4A	12	7	ELZN211
ELGN411	English Language Education 4A	12	7	ELGN211
EAMS412	Management of School Systems & Extra-curricular activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	7	NONE
EPEC412	Life Orientation: Career Guidance	12	7	EPHE212
EPCE412	Life Orientation: Citizenship Education	12	7	EPHE212
ELZN412	isiZulu Language Education 4B	12	7	ELZN212
ELGN412	English Language Education 4B	12	7	ELGN211
ETSE100	School Experience 1	16	7	NONE

ETSE200	School Experience 1	32	7	NONE
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

FED.13.5.2 Qualification Name: Bachelor of Education: Intermediate and Senior – Life Orientation and Language EBDIS 4

First semester			First semester			First semester			First semester		
Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Electives	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Electives	Cr
ELLL111		08/	EPDL211		08/	EALM311		08	EPIE411		08
EFIT111		96	EPPM211		16	ECAE311		08	ECTP411		16
ESML111		08	Choose any of the follow	ving:-	/	EPLO311		16	EPSP411		12
EPIP111	/	16	ELZN211		16	Choose any of the foll	owing:-	I	EPEC411		12
Choose any of the follow	ing:-	I	ELGN211		16	ELZN311		16	Choose any of the fol	owing:-	
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 semester			Second semester			Second semester			Second semester		
Old Module code (NO INTAKE- REPEATERS only)	ore/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Electives	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Electives	Cr
ESCL112		08	ECTL212		08	EDSE312		08	EAMS412		08
EPHA112		08	EPHE212		16	EFMS312		08	EPRE412		08
ESML112		08	Choose any of the follow	ving:-	•	EPLO312		12	EPEC412		12
EPIP112		16	ELZN212		16	Choose any of the foll	owing:-		EPCE412		12
Choose any of the follow	ing:-	l	ELGN212		16	ELZN312		12	Choose any of the fol	owing:-	
ELZN112		16	/			ELGN312		12	ELZN412		12
ELGN112		16							ELGN412		12
Total 2 nd semester		56	Total 2 nd /semester		40	Total 2 nd semester		40	Total 2 nd semester		52
Year Modules											
Year/Level 1			Year Jevel 2			Year level 3			Year level 4		
ET9E100	С	16	ESTE200		32	ETSE300		32	ETSE400		32
Year module credits		16	Year module credits		32	Year 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	r the curri	culum									504

FED.13.5.3 MODULE CONTENT AND OUTCOMES FOR EBDIS4 – SEMESTER MODULES

INTERMIDIATEAND SENIOR PHASE : EMS AND LANG	GUAGE EDUCA	TION - STUDY PERIOD ONE - SEMEST	ER COURSES
Module code:- Semester 1: ESML111	NQF level:	Semester 2: ESML112	NQF level:
Title: Mathematical Literacy 1A		Title: Mathematical Literacy 2B	•
Content: Fractions, decimals, percentages, positive and roots, associative, commutative and distribut concepts of rate, ratio, direct proportion and inversimple formulae Module Outcomes: To develop in student mathematical literacy competencies with a view to students use such competencies in contexts encound disciplines. Method of delivery: Full Time	s the basic helping the	Content: Fractions, decimals, percerexponents and roots, associative, condistributive laws, the concepts of rate proportion and inverse proportion, sin Module Outcomes: To develop it basic mathematical literacy comperview to helping the students use such in contexts encountered in other discompetations.	ommutative and te, ratio, direct mple formulae n students the tencies with a n competencies
Assessment modes: Continuous assessment thro	•	is assessment	
assignments and a final examination at the end of the		through tests and assignments examination at the end of the semest	and a final
Module code:- Semester 1: EPIP111	NQF level:	Semester 2: EPIP112	NQF level:
Title: : Life Orientation: Introduction to Psychol Content: Integration of theory and practice of the forunits: introduction and background to psychology; presearch; neuroscience and behaviour; sensation and states of consciousness; learning; memory; integration and language. Module outcomes: To facilitate awareness, unemaningful use and integration of key concepts in encourage students to think creatively, logically about the importance of psychology in society, classroom. In particular students are expected to the relevance of reviewed concepts in relation to learners as both individuals and groups within classroom.	derstanding, and laterally school and race and see the needs of	Title: Life Orientation: Introduction to Psychology 1B Content: Reflection and integration of the theory and practice on the following study units: motivation and emotion; sexuality and gender; To introduce students to various aspects of the psychological development of children and adolescents so as to promote responsible management of psychological and emotional problems in schools in general and in classrooms in particular. Module outcomes: To introduce students to various aspects of the psychological development of children and adolescents so as to promote responsible management of psychological and emotional problems in schools in general and in classrooms in particular.	
Method of delivery: Full Time		Method of delivery: Full Time	
Assessment modes: This module is assessed examination	by means of	Assessment modes: This module by means of examination	e is assessed
Module code:- Semester 1: ELZN111	NQF level:	Semester 2: ELZN112	NQF level:
Title: IsiZulu Language Education 1A		Title: IsiZulu Language Education	1A
Content: The rules of Syntax, Morphology, Se Phonology and their impact in the teaching of a lang	guage.	Content: Development of critical attitueducators through the acquisition of rand thinking skills. Exposition to the short stories, novels, formal essa Thorough grounding in the essential li	eading, viewing study of prose, y and drama. terary term
Module Outcomes: To equip student-educator knowledge of General Linguistics with special Syntax, Morphology, Semantics and Phonology.		Module Outcomes: To give studinguage skills that will enable the interpret and analyze academic, professional texts. To apply thinking skills in language education.	em to critically literary and
Method of delivery: Full Time		Method of delivery: Full time	

Participation	modes: Continuous formative assessin class, assignments, and reflesessment through examinations in Jur	ctive writing;	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 NQF level:
Title: English	Language Education 1A		Title: English Language Education 1A
Phonology and	e rules of Syntax, Morphology, Se I their impact in the teaching of a land	guage.	Content: Development of critical attitudes in student- educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term
Module Outcomes: To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.			Module Outcomes: To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.
Method of del	livery: Full Time		Method of delivery: Full time
participation i	nodes: Continuous formative assess in class, assignments, and refle sessment through examinations in Ju	ctive writing; une.	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November.
Module code:-	Semester 1: EPPM211	NQF level:	Semester 2: EPHE212 NQF level:
Title: Life Ori	entation: Physical and Motor Deve	elopment	Title: Life Orientation: Health Education
Content: Forms of motion; linear and angular kinetics; fluid mechanics, movement analysis. Aspects concerning physical activities for persons with motor/physical deficiencies and/or disabilities. Classification, characteristics, movement needs and injury prevention of prevalent disorders/disabilities. Module outcomes: The aim of this module is to give learners the necessary grounding for the further study of kinesiology and sport bio mechanism. This is also the study of the following systems in the body with specific attention to their function during activity: An introduction to selected movement disorders and conditions affecting the human body and their implications to human movement.			Content: The need for health education in schools, Role of a teacher in coordinated school health programs, Physical health and fitness, Infectious and non-infectious diseases, Safety and prevention, Social and emotional health, Sexuality education, Substance abuse, Aging, Dying and Death, Environmental health, Consumer Health. Module outcomes: The main purpose of the module is to provide Life Orientation teachers with knowledge, skills and attitudes necessary to promote health and wellness, prevent diseases among young people and children and provide them with basic understanding of the major principles behind physical activity, health promotion and adherence to exercise (e.g. nutrition, wellness, fitness assessment).
Method of del	livery: Full Time		Method of delivery: Full Time
Method of delivery: Full Time Assessment modes: This module is assessed by means of examination			Assessment modes: This module is assessed by means of continuous formative assessment through assignments, tests, portfolios, long essays/research paper presentations, and summative assessment through examinations and take home tasks will be used in the program. Summative examination and tasks will be internally moderated.
Module code:-	Semester 1: ELZN211	NQF level:	Semester 2: ELZN212 NQF level:
Title: IsiZulu	Language Education 2A		Title: IsiZulu Language Education 2B
Content: Development of listening and speaking skills. Understanding of types of spoken text: informative, persuasive, entertaining and instructive texts. Preparation for a speech delivering. Understanding the essentials of Communication process: message, its sender and its receiver.			Content: Creative writing. Dramatization of stories: play reading, script writing and poetry reading. Responding to films without words. Discussion of books. Understanding various types of stories: adventure, family, misery and historical stories.

Module Outcomes: To equip student-educators skills for the identification and interpretation of spoke texts and speeches. Method of delivery: Full Time Assessment modes: Continuous formative assess participation in class, assignments, and refle Summative assessment through examinations in Jure	en and written sment through ctive writing;	Understanding parts of a good story characters, conflict, mood, theme and Module Outcomes: To enrich study with IsiZulu Language Competence, and thinking skills. Method of delivery: Full time Assessment modes: Continuous assessment through participation assignments, and reflective writing assessment through examinations in the continuous	symbolism. dent educators communication ous formative n in class, g; Summative June.
Module code:- Semester 1: ELGN211 Title: English Language Education 2A	NQF level:	Semester 2: ELGN212 Title: English Language Education	NQF level:
Content: The principles of communication in the class Facilitating language learning in the classroom. Developing listening to improve communicative of limproving the speaking skill as a means of enhal communicative competence. Critical analysis of language: propaganda, cartoo advertisements	competence. Incing	Content: - Introduction to literature studies. - Poetry - Novels - Short stories	. 20
Module Outcomes: To equip students with esser knowledge in English Language Education so that the these practically to the teaching-learning situation.		Module Outcomes: To provide stude and knowledge to analyze literary tex	
Method of delivery: Full Time		Method of delivery: Full time	
Assessment modes: Continuous formative assess participation in class, assignments, and refle Summative assessment through examinations in Jur	ctive writing;	Assessment modes: Continuo assessment through participation assignments, and reflective writing assessment through examinations in Continuo assessment through participation assessment ass	n in class, g; Summative
Module code:- Semester 1: EPLO311	NQF level:	Semester 2: EPLO312	NQF level:
Title: Method of Life Orientation		Title: Method of Life Orientation	
Content: Introduction to professional studies; the classroom; principles of good teaching practice management, organization and discipline, less teaching strategies.	e; classroom	leadership and team work, the prin teaching, classroom management, or discipline and lesson planning in reschool experience; and parental in modify both instructional and assessr	management, ciples of good ganization and elation to their
	to accommodate learners with special	ment strategies	
Module outcomes: To introduce students to teaching strategies and principles that promote the of authentic learning environments through the effective classroom management and organizations. Method of delivery: Full Time	development creation of	Module outcomes: To build and refleand learning strategies used in classrooms in order to deepen understanding of the link between theo To explore the issues of special education.	ment strategies needs. ect on teaching South African the students' bry and practice.
teaching strategies and principles that promote the of authentic learning environments through the	development e creation of al practices	Module outcomes: To build and refleand learning strategies used in classrooms in order to deepen understanding of the link between theo	ment strategies needs. ect on teaching South African the students' bry and practice. ation in schools.
teaching strategies and principles that promote the of authentic learning environments through the effective classroom management and organizations Method of delivery: Full Time Assessment modes: This module is assessed	development e creation of al practices	Module outcomes: To build and refleand learning strategies used in classrooms in order to deepen understanding of the link between theo To explore the issues of special educated Method of delivery: Full Time Assessment modes: This module is means of examination Semester 2: ELZN312	ment strategies needs. ect on teaching South African the students' bry and practice. ation in schools. NQF level:
teaching strategies and principles that promote the of authentic learning environments through the effective classroom management and organizations Method of delivery: Full Time Assessment modes: This module is assessed examination	development e creation of al practices by means of	Module outcomes: To build and refleand learning strategies used in classrooms in order to deepen understanding of the link between theo To explore the issues of special educa Method of delivery: Full Time Assessment modes: This module is means of examination	ment strategies needs. ect on teaching South African the students' bry and practice. ation in schools. NQF level:

delivery. Application of these teaching methods in teaching laboratory. Design IsiZulu subject fram schedule and lesson plans.		IsiZulu writing, design and presenting	g skills
Module outcomes: To empower student educat knowledge and skills of the relevant methods techniques approaches to teaching IsiZulu as a additional language).	Module outcomes: To expose students to IsiZulu Addit curricular knowledge, skills and varelevant methods, principles, te approaches to IsiZulu additional lang as a whole.	alues; and the chniques and	
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed Continuous formative assessment through participa assignments, and reflective writing; Summative through examinations in June.	Assessment modes: This module i means of examination	s assessed by	
Module code:- Semester 1: ELGN311	NQF level:	Semester 2: ELGN312	NQF level:
Title: English language Method 3A		Title: English Language Method 3	B
Content: Exploration of traditional methods togeth strength and weaknesses, e.g. Grammar Translation Audio-lingual Method. Exploration of modern Comethods. Analyses of CAPS. Exploration of language principles, techniques, style and approaches communicative and genre based). Exploration of leavisual, auditory, kinesthetic, tactile and aural and styles. Preparation for a speech delivering. Application of the micro-teaching laboratory. Design English subject framework, work schedule and lesson Module Outcomes: To empower student educations and skills of the relevant methods.	n Method and communicative age teaching (text-based, arning styles: oral learning cation of this and present in plans.	present effective lessons at school	Application of Application of environment. guage teaching proaches (text- ased). Intensive ory, kinesthetic, es. Evaluation of ming of lesson frameworks and the students to ols or micro -
techniques approaches to teaching English as a additional language). Method of delivery: Full Time	a FAL (First	teaching laboratory. To enable educators to critique their peers- les own. To enable students to integrate a methods techniques principles ar seamlessly in a lesson. Reviewing wit of subject framework, work scheduplans. Method of delivery: Full time	ssons and their various teaching approaches the designing
,		•	f the smallton of
Assessment modes: Continuous formative assess participation in class, assignments, and reflect Summative assessment through examinations in Ju	ctive writing;	Assessment modes: Evaluation of lessons presented. Continuous format through participation in class, assereflective writing; Summative assest examinations in June.	tive assessment signments, and ssment through
Module code:- Semester 1: EPEC411	NQF level:	Semester 2: EPEC412	NQF level:
Title: Life Orientation Civic Education		Title: Life Orientation Career Guid	
Content: Civic Education, Components of Civic Aspects of democracy, the Constitution, Rights and re of citizens. Creating a human rights culture, Protecting rights, Civic education in schools. Module outcomes: To equip students with civic known and contents are contents.	Content: Introduction to the glotheories of career development multicultural approach to career cadvocacy; career development for special needs; assessment in care using information to facilitate caree preparing for work Module outcomes: To introduce s	; value-based ounselling and learners with er counselling; r development;	
and dispositions in order to be responsible citizens where fully in a democratic society. To assist students to un Constitution that represents the interests and needs	fields of career information, career career counselling so as to ensure the of various types of effective educations.	education, and e establishment	

Africans.		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
Assessment modes:		Assessment modes:
Module code:- Semester 1: EPSP411	NQF level:	Semester 2: EPCE412 NQF level:
Title:	1	Title: Life Orientation: Citizenship Education
Content:		Content: 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:		Module outcomes: 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 derivery: Full Time		Method of delivery: Full Time
Assessment modes: This module is assessed by means of o	examination	Assessment modes: This module is assessed by means of continuous formative assessment- test, assignments, class presentation; summative assessment through examinations in November.
Module code:- Semester 1: ELZN411	NQF level: 7	Semester 2: ELZN412 NQF level: 7
Title: IsiZulu Language Education 4A		Title: IsiZulu Language Education 4B
Content: Theories of language acquisition versulanguage learning. Exploration of the factors causi language learning. Evaluation of approaches development. A critical review of the role of cultural learning. The role of personality in language learning courage, risk-taking, anxiety and empathy).	ing barriers to to materials e in language	Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of IsiZulu language. Use of IsiZulu language in communication.
Module Outcomes: To expose Student educed psychology of language learning. To familiarize them to language learning and well as theories of language equip student educators with material develon Exploration of the importance of culture in language	m with barriers ge learning. To pment skills.	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		Method of delivery: Full time
Assessment modes: Evaluation of the quality presented. Continuous formative assessment through in class, assignments, and reflective writing assessment through examinations in June.	h participation	Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.
Module code:- Semester 1: ELGN411	NQF level:	Semester 2: ELGN412 NQF level:
Title: English Language Education 4A		Title: English Language Education 4B
Content: Theories of language acquisition versulanguage learning. Exploration of the factors causilanguage learning. Evaluation of approaches development. A critical review of the role of cultural learning. The role of personality in language learning.	ing barriers to to materials e in language	Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English

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

FED.13.6. BACHELOR OF EDUCATION: INTERMEDIATE PHASE- EBDIS5

FED.13.6.1 MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES

PROGRAMMES PHASING OUT

Module code	Descriptive name	Credits	NQFL	Pre/Co requisite/ Substitute
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
				EESG111
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
EEMS312	Method of Social Sciences 3B	12	7	ECHS112
				EESG111
ELZN312	isiZulu Language Method 3B	12	7	ELZN111
				ELZN112

EL ONIO40	E 11.1. M. (1.10B)	1.0	I _	EL 01144
ELGN312	English Language Method 3B	12	7	ELGN111
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP41	Theory & Practice of Curriculum Development	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 & Extra-curricular activities	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
				EESS112
EESC412	Geomorphology	08	7	EESG212
EESH412	Heritage Studies	08	7	EESH211
EESG412	Population Geography	08	7	EESG111
				EESG112

FED.13.6.2 QUALIFICATION NAME: BACHELOR OF EDUCATION: INTERMEDIATE AND SENIOR (SOCIAL SCIENCE AND LANGUAGE) EBDIS5

First semester			First semester			First semester			First semester		
Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Electives	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Electives	Cr
ELLL111	С	08	EPDL211	С	08/	EALM311	С	08	EPIE411	С	08
EFIT111	С	08	EESH211	С	1/6	ECAE311	С	08	ECTP411	С	16
ESML111	С	0/8	Choose any of the follo	owing:-	/	EEMS311	С	16	Choose any of the fo	llowing:-	
EESG111	С	16	ELZN211	Ε /	16	Choose any of the fo	llowing:-		ELZN411	E	12
Choose any of the follow	owing:- /	/	ELGN211	E /	16	ELZN311	E	16	ELGN411	E	12
ELZN111	E /	16		/		ELGN311	E	16	Choose any of the fo	llowing:-	
ELGN111	E /	16		/					EESS411	Е	08
				/					EESC411	E	08
				/					EESH411	E	08
				/					EESG411	E	08
Total 1st semester		56	Total 1st semester		40	Total 1st semester		48	Total 1st semester		44
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester	/		Second semester			Second semester			Second semester		
Old Module code (NO INTAKE- REPEATERS only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- REPEATERS only)	Co <mark>r</mark> e/ Ancillary/ Electives	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Elective	Cr	Old Module code (NO INTAKE- SENIOR only)	Core/ Ancillary/ Electives	Cr
ESCL112	С	08	ECTL212	/c	08	EDSE312	С	08	EAMS412	С	08
EPHA112	С	08	EESG212	С	16	EFMS312	С	08	EPRE412	С	08
ESML112	С	08	Choose any of the follow	owing:-	1	EEMS312	С	12	Choose any of the fo	llowing:-	
ECHS112	С	16	ELZN212	E	16	Choose any of the fo	llowing:-		ELZN412	Е	12
Choose any of the follo	owing:-	1	ELGN212	E	16	ELZN312	Е	12	ELGN412	E	12
ELZN112	E	16				ELGN312	E	12	Choose any of the fo	llowing:-	L
ELGN112	E	16	/						EESS412	E	08
									EESC412	E	08
									EESH412	Е	08
									EESG412	E	08
Total 2 nd semester		56	Total 2 nd semester		40	Total 2 nd semester		40	Total 2 nd semester		36
Year Modules			/								
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100	С	16	ESTE200		32	ETSE300		32	ETSE400		32
Year module credits		16	Year module credits		32	Year 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		112
Total credits for th	ne curricului	m									472

FED.13.6.3 MODULE CONTENT AND OUTCOMES FOR BACHELOR'S DEGREES – SEMESTER MODULES PHASING OUT INTERMEDIATE PROGRAMME – EBDIS5

INTERMIDIATEAND SENIOR PHASE : EMS AND LANG	SUAGE EDUCA	TION- SEMESTER COURSES		
Module code:- Semester 1: ESML111	NQF level:	Semester 2: ESML112	NQF level:	
Title: Mathematical Literacy 1A		Title: Mathematical Literacy 2B		
Content: Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae 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.		exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, directly proportion and inverse proportion, simple formulaed. Module Outcomes: To develop in students the basic mathematical literacy competencies with view to helping the students use such competencies.		
Method of delivery: Full Time		in contexts encountered in other disc Method of delivery: Full time	ipiines.	
Assessment modes: Continuous assessment throu assignments and a final examination at the end of the	·			
Module code:- Semester 1: EESG111	NQF level:	Semester 2: ECHS112	NQF level:	
Title: Introduction to Geography		Title: Historical Studies		
Content: The nature and scope of Social Sciences •Representation of the earth on maps and map use •Population growth and economic development •The concept of development and sustainability •Sustainable development as geographical concept •Impact of development and conservation •Global environmental problems •Geographical techniques (analysis and interpretat photograph and statistics) Module outcomes: To introduce students to the between people, and between people and environ equips students with basic insight underlying scient and process of the world.	relationship ment. It also	Content: The study of History within the Solution Studies The Leaning and scope of History The importance of History as a divalue as a school subject The integration of knowledge, sk attitudes in the teaching and lear in schools Objectivity and subjectivity in the of Historical knowledge Evidence and sources in the study Local History and Historical Excusured Sciences (History) content Module outcomes: To orientate students to history as and as a component of Social Solution To introduce students to the transfor History teaching and learning	in Historical y iscipline and its ills, values and rning of History e interpretation dy of History irsions s a field of study itences isformed vision	
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed examination Module code:- Semester 1: ELZN111	NQF level:	Assessment modes: This module means of:- - Formative: 50% ✓ Written academic assignmen ✓ Activities and Tasks = 10% ✓ Project = 10% ✓ Test = 20% - Summative: 50% Written Exami	t = 10%	

Title: IsiZulu Language Education 1A		Title: IsiZulu Language Education 1A		
Content: The rules of Syntax, Morphology, Se Phonology and their impact in the teaching of a lang		Content: Development of critical attitudes in student- educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term		
Module Outcomes : To equip student-educator knowledge of General Linguistics with special Syntax, Morphology, Semantics and Phonology.	Module Outcomes: To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.			
Method of delivery: Full Time	Method of delivery: Full time			
Assessment modes: Continuous formative assess Participation in class, assignments, and reflect Summative assessment through examinations in Juri	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 NQF level:		
Title: English Language Education 1A		Title: English Language Education 1A		
Content: The rules of Syntax, Morphology, Se Phonology and their impact in the teaching of a lang Module Outcomes: To equip student-educator	guage.	Content: Development of critical attitudes in student- educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term		
knowledge of General Linguistics with special Syntax, Morphology, Semantics and Phonology.		Module Outcomes: To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.		
Method of delivery: Full Time		Method of delivery: Full time		
Assessment modes: Continuous formative assess participation in class, assignments, and reflect Summative assessment through examinations in June 2015.	ctive writing;	Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November.		
Module code:- Semester 1: EESH211	NQF level:	Semester 2: EESG212 NQF level:		
Title: Development of Political Institutions		Title: Environmental Studies		
 Content: Orientation to module Significant institutions within society The Greek and Roman Political Experience The early Stone and Iron Age societies in South Transition to Modern Age Political Categories Modern Political Developments Political developments in South Africa 	nern Africa	 Content: Environmental education Definitions, aims and goals of Environmental Education (EE) EE as a response to the environmental crisis History of EE at an international and local level EE approaches and methods; Learner support material development; Practical project: Participatory environmental education Environmental resources and environmental protection What is a natural resource? Mineral and energy resources Settlement geography Settlement patterns, including internal structures of settlements and location patterns in South Africa and 		

		•Factors affecting settlement patterns, includi physical, environmental, social, political a economic		
Module outcomes: To equip students with know analytical skills required in the study of the Deve Political Institutions. To introduce students to a variety Institutions and their role in the development of comm societies.	lopment of of Political	Module outcomes: To teach and guide students of diverse backgrounds to knowledge and understanding of Environmental and Human Geography; the relationship between man and his environment and the issues that arise from this interaction.		
Method of delivery: Full Time		Method of delivery: Full Time		
Assessment modes: This module is assessed by m		Assessment modes: This module is assessed means of:- - Written academic assignment= 5% - Oral presentation=5% - Task and activities=10% - Project=10% - Practical=10% - tests =20%		
Module code:- Semester 1: ELZN211 Notation 2A	NQF level:	Semester 2: ELZN212 NQF level: Title: IsiZulu Language Education 2B		
Content: Development of listening and speal Understanding of types of spoken text: informative, entertaining and instructive texts. Preparation for delivering. Understanding the essentials of Comprocess: message, its sender and its receiver. Module Outcomes: To equip student-educators with skills for the identification and interpretation of spoken texts and speeches. Method of delivery: Full Time Assessment modes: Continuous formative assessmin participation in class, assignments, and reflective Summative assessment through examinations in June.	persuasive, a speech nmunication th essential and written ent through ve writing;	Content: Creative writing. Dramatization of storic play reading, script writing and poetry reading Responding to films without words. Discussion books. Understanding various types of stories: adventure, family, misery and historical storic Understanding parts of a good story; plot, setting characters, conflict, mood, theme and symbolism. Module Outcomes: To enrich student educate with IsiZulu Language Competence, communicating and thinking skills. Method of delivery: Full time Assessment modes: Continuous formating assessment through participation in class assignments, and reflective writing; Summating assessment through examinations in June.		
I Title: English Language Education 2A	NQF level:	Semester 2: ELGN212 NQF level: Title: English Language Education 2B		
Title: English Language Education 2A Content: The principles of communication in the classroom. Facilitating language learning in the classroom. Developing listening to improve communicative cor Improving the speaking skill as a means of enhanc communicative competence. Critical analysis of language: propaganda, cartoons advertisements	mpetence. ing	Title: English Language Education 2B Content: - Introduction to literature studies. - Poetry - Novels - Short stories		
Content: The principles of communication in the classroom. Facilitating language learning in the classroom. Developing listening to improve communicative cor Improving the speaking skill as a means of enhance communicative competence. Critical analysis of language: propaganda, cartoons advertisements Module Outcomes: To equip students with essential knowledge in English Language Education so that they these practically to the teaching-learning situation.	mpetence. sing s, al skills and	Title: English Language Education 2B Content: - Introduction to literature studies. - Poetry - Novels - Short stories Module Outcomes: To provide students wis skills and knowledge to analyze literary texts.		
Content: The principles of communication in the classroom. Facilitating language learning in the classroom. Developing listening to improve communicative cor Improving the speaking skill as a means of enhance communicative competence. Critical analysis of language: propaganda, cartoons advertisements Module Outcomes: To equip students with essential knowledge in English Language Education so that they these practically to the teaching-learning situation. Method of delivery: Full Time	mpetence. sing s, al skills and could apply	Title: English Language Education 2B Content: - Introduction to literature studies. - Poetry - Novels - Short stories Module Outcomes: To provide students with the students of the students with the students of the st		
Content: The principles of communication in the classroom. Facilitating language learning in the classroom. Developing listening to improve communicative cor Improving the speaking skill as a means of enhance communicative competence. Critical analysis of language: propaganda, cartoons advertisements Module Outcomes: To equip students with essential knowledge in English Language Education so that they these practically to the teaching-learning situation.	mpetence. sing s, al skills and could apply ent through ve writing;	Title: English Language Education 2B Content: - Introduction to literature studies. - Poetry - Novels - Short stories Module Outcomes: To provide students wis skills and knowledge to analyze literary texts.		

Title: Method of Social Sciences Title: Method of Social Sciences Content: Content: Teaching skills in Social Sciences 1. Geography teaching and learning approaches Managing the Social Sciences classroom and able to conduct practical's 2. Content breakdown for Geography in schools The relationship between the three stage of planning when 3. Assessment in Geography developing Learning Programmes; 4. Subject Development Teaching and learning strategies, methods and techniques: 5. Role of Geography in the new South Africa Teaching and learning resources: Effective lessons and activities to ensure learners participation: Designing and presenting Social Sciences lessons: Professional facilitation of Social Sciences (Geography Module outcomes: The aim of this module is to equip students Module outcomes: The aim of this module is to with practical skills in teaching and knowledge to teach effectively equip students with practical skills in teaching and in Social Sciences 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 Assessment modes: This module is assessed by examination..... 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 NQF level: NQF level: Module code:-Semester 1: ELZN311 Semester 2: ELZN312 Title: IsiZulu Language Method 3A Title: IsiZulu Language Method 3B Reviewing and reading/ viewing and Content: Exploration of traditional teaching methods together with Content: their strength and weaknesses, e.g. Grammar Translation Method critical analysis of fiction (literacy narrative in prose and Audio-lingual Method. Exploration of modern Communicative or verse. Interpret and implement the national teaching methods. Analyses of CAPS. Exploration of language language curriculum policies relevant for IsiZulu teaching principles, techniques, style and approaches (textadditional language education. Selecting the based, communicative and genre based). Exploration of learning relevant strategies, styles and approaches to IsiZulu styles: visual, auditory, kinesthetic, tactile and aural and oral additional language education. Language learning. learning styles. Preparation for a speech delivery. Application of Critical analysis of the language learning programs. these teaching methods in the micro-teaching laboratory. Design IsiZulu writing, design and presenting skills IsiZulu subject framework, work schedule and lesson plans. Module Outcomes: To empower student educators with the Module Outcomes: To expose students to IsiZulu knowledge and skills of the relevant methods, principles, Additional language curricular knowledge, skills and techniques approaches to teaching IsiZulu as a FAL (First values; and the relevant methods, principles, techniques and approaches to IsiZulu additional additional language). language education as a whole. Method of delivery: Full Time Method of delivery: Full time

Assessment modes: Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		Assessment modes: Continuous formative assessment through participation in class assignments, and reflective writing; Summative assessment through examinations in November		
Module code:-	Semester 1: ELGN311	NQF level:	Semester 2: ELGN312	NQF level:
Title: English	language Method 3A		Title: English Language Method 3	BB
Content: Exploration of traditional methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Exploration of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Preparation for a speech delivering. Application of this method in the micro- teaching laboratory. Design and present English subject framework, work schedule and lesson plans.		lessons by peers. Advanced designing of lesson plans. Advanced designing of subject frameworks and work schedules.		
Module Outcomes: To empower student educators with the knowledge and skills of the relevant methods, principles, techniques approaches to teaching English as a FAL (First additional language).		Module Outcomes: To enable the students to present effective lessons at schools or micro-teaching laboratory. To enable the student's educators to critique their peers- lessons and their own. To enable students to integrate various teaching methods techniques principles and approaches seamlessly in a lesson. Reviewing with the designing of subject framework, work schedule and lesson plans.		
Method of del	ivery: 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: Evaluation of lessons presented. Continuous formathrough participation in class, as reflective writing; Summative assessment modes:	tive assessment signments, and	
Module code:-	Semester 1: ELZN411	NQF level: 7	Semester 2: ELZN412	NQF level: 7
Title: IsiZulu	Language Education 4A		Title: IsiZulu Language Educatior	4B
Content: Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of approaches to materials development. A critical review of the role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).		Content: Intensive review of simple compound sentences. Analysis expressions and figures of speech morphology, semantics, phonology a teaching of IsiZulu language. Use of in communication.	of idiomatic . Application of nd syntax in the	
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 critica 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 through examinations in June.		Assessment modes: Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		
Module code:-	Semester 1: ELGN411	NQF level:	Semester 2: ELGN412	NQF level:

Title: English Language Education 4A			Title: English Language Education 4B	
Content: Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of approaches to materials development. A critical review of the role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).			Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.	
Module Outcomes: To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.			Module Outcomes: To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.	
Method of del	ivery: 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.	
Module code:-	Semester 1: EESS411	NQF level:	Semester 2: EESS412	NQF level:
	Rights Issues		Title: : English Language Education	on 4B
Content: - Universal declaration of human rights - Human rights issues in south Africa - Global human rights issues - Historical issues in the south African Module outcomes: This module is designed for student educators to enable them: - To understand the challenges of Human Rights Issues internationally and locally			Content: Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication. Module outcomes: To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and	
 To demonstrate understanding of the skills and competencies required for successful teaching of history in intermediate and senior phase To increase content knowledge of General and South African history. 			structures underpinning the English la	
Method of del	ivery: Full Time		Method of delivery: Full Time	
Assessment modes:		Assessment modes: This module is assessed by means of Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		
Module code:-	Semester 1: EESC411	NQF level:	Semester 2: EESC412	NQF level:
Title: Climatology			Title: Geomorphology	
Content: Climatology General atmospheric circulation. Clouds and clouds formation; Thermodynamics; Atmospheric energy balance; The general circulation of the southern hemisphere; Atmospheric circulation and weather over Southern Africa; Large weather-producing processes and systems;		 Content: Geomorphology Material of the earth's crust The lithosphere and plate tectonics Introduction: the significance of understanding soils Soil Resources: ✓ Soil formation, ✓ Soil properties, 		

Weather systems producing wet and dry spells: Soil processes. Weather forecasting in Southern Africa. Soil classification, South African Soils. Soil erosion. Soil conservation equip students Module outcomes: To introduce students to the atmospheric Module outcomes: То with circulation of the southern hemisphere particularly in Southern understanding competencies of the Africa. It offers a critical way of thinking about atmospheric interrelationships between human and their natural processes, seasonal characteristics and weather forecasting. environment. It offers a critical way of thinking about atmospheric processes. geomorphology hydrological processes. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: Assessment modes: Module code:-Semester 1: EESH411 NQF level: NQF level: Semester 2: EESH412 Title: the Changing World and Ideologies Title: Heritage Studies Content: Orientation to the module Content: Heritage Studies is an interdisciplinary Some of the basic Historical concepts, orientations, ideologies field of study that takes a critical look at the way we etc. The Era of the French Revolution. The Industrial Revolution preserve, present and participate in heritage. History and the transformation of society. Colonization and imperialism and Heritage are interrelated; one cannot be The Scramble for Africa. perceived without the other. World War I - Nationalist Tensions. The Soviet Union, World War II. The Global Age since 1945. Module outcomes: The module aims to develop in-depth study of Module outcomes: The aim of the module is twofold: firstly, to develop some of the themes related to world history in order to equip students with a broad insight into the dynamics underlying some of an awareness of heritage and its role in nurturing and the major developments and changes in History. 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 Time Assessment modes: Assessment modes: NQF level: NQF level: Module code:-Semester 1: EESG411 Semester 2: EESG412 Title: English Language Education 4B Title: English Language Education 4B Content: Intensive review of simple, complex and compound Content: Intensive review of simple, complex and sentences. Analysis of idiomatic expressions and figures of compound sentences. Analysis of idiomatic expressions and figures of speech. Application of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English morphology, semantics, phonology and syntax in the language in communication. teaching of English language. Use of English language in communication. Module outcomes: To enrich students with academic linguistic Module outcomes: To enrich students with knowledge of English and critical analytic skills of literally texts in academic linguistic knowledge of English and critical education. To review intensively the linguistic patterns, principles analytic skills of literally texts in education. To review and structures underpinning the English language. intensively the linguistic patterns, principles and structures underpinning the English language. 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 Evaluation of the quality of lessons presented. Continuous means of Evaluation of the quality of lessons formative assessment through participation in class, presented. Continuous formative assessment assignments, and reflective writing; Summative assessment through participation in class, assignments, and through examinations in June. reflective writing; Summative assessment through examinations in June.

FED.13.7 LIST OF EBDIS COMMON MODULES AND THEIR OUTCOMES:

EBEDEF AND EBDIS COMMON MODULES					
EBEDEF	EBDIS 1	EBDIS 2	EBDIS 3	EBDIS 4	EBDIS 5
ELLL111	ELLL111	ELLL111	ELLL111	ELLL111	ELLL111
EFIT111	EFIT111	EFIT111	EFIT111	EFIT111	EFIT111
EPHA112	EPHA112	EPHA112	EPHA112	EPHA112	EPHA112
ESCL112	ESCL112	ESCL112	ESCL112	ESCL112	ESCL112
EPDL211	EPDL211	EPDL211	EPDL211	EPDL211	EPDL211
ECTL212	ECTL212	ECTL212	ECTL212	ECTL212	ECTL212
ECAE311	ECAE311	ECAE311	ECAE311	ECAE311	ECAE311
EALM311	EALM311	EALM311	EALM311	EALM311	EALM311
EDSE312	EDSE312	EDSE312	EDSE312	EDSE312	EDSE312
EPIE411	EPIE411	EPIE411	EPIE411	EPIE411	EPIE411
EFMS312	EFMS312	EFMS312	EFMS312	EFMS312	EFMS312
ECTP411	ECTP411	ECTP411	ECTP411	ECTP411	ECTP411
EPRE412	EPRE412	EPRE412	EPRE412	EPRE412	EPRE412
EAMS412	EAMS412	EAMS412	EAMS412	EAMS412	EAMS412

FED.13.8. MODULE CONTENTS AND OUTCOMES FOR EBDIS COMMON MODULES

INTERMIDIATE	AND SENIOR PHASE COMMON MODUL	R COURSES		
Module code:-	Semester 1: ELLL111	NQF level:	Semester 2: EPHA112	NQF level:
Title: Academ	ic Literacy 1A (Language)		Title: HIV and AIDS Education	
Content: The Communication Process; Listening, and Speaking Communication Skills; Reading, Viewing and Thinking Skills; Writing, Designing and presenting Skills; Grammatical Knowledge for Educators			Content: The course will provide an Introduction and Background to HIV and AIDS, Factors that facilitate the transmission of HIV and AIDS, Impact of HIV and AIDS, Standard Universal Safety Precautions for the Prevention of HIV and AIDS, Ethical and Legal Issues and HIV and AIDS, Management of HIV and AIDS, Gender and HIV and AIDS, Responding to HIV and AIDS in the classroom, school and community.	
Module outcomes: 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 their area of specialization.			the impact this disease has on society at large th	

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 and tutorials, assignments and reflective writing. Summative assessment through examinations in June			Assessment modes: Continuassessment through tests, assignation journals, portfolios, attendances, participation, long essays/respresentations and summative assessinternally moderated final examination	ments, teaching seminars and earch paper ssment through
Module code:-	Semester 1: EFIT111	NQF level:	Semester 2: ESCL112	NQF level:
Title: Ideologie	s and Trends in Education		Title: Academic Literacy 1B (Computer Literacy)	
Content: (Philosophy) Integration of theory and practice of the following study units: Definition of concepts, Education, training, indoctrination, philosophy, and philosophy of education. The nature and field of philosophy of education (Philosophy of education is speculative, analytic; classical philosophies including idealism, realism and pragmatism; contemporary philosophies, reconstructionist and Africanism; value clarification; theories of moral education and its link to humanism. (History of education) A history of education in South Africa. Precolonial or traditional education. Education during Dutch colonization (1652-1795 and 1803-1806). Education under the British (1807-1899). Mission education. National Party rule and apartheid education (1948). Education for White children. Education for Coloured children (The Coloured Persons Education Act 1963).			Content: 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 for Indian children (The Indian Education Act of 1965). Education for Black children (The Bantu Education Act, Act 47 of 1953). Resistance to apartheid education. A new education policy in a new South Africa (1992 to date) Module outcomes:			Module outcomes:	
By the end of th	e module, students should be equipp		By the end of the module, stude	ents should be
knowledge and understanding of the field and study of education; To enable students to understand educational ideologies and their link to the present education. To equip students with knowledge and understanding of development of different education systems in South Africa			equipped with: - with the relevant and necessary com will enable them to finesse around th life in general. The module takes s different types of computers, differentiations, data capturing ski processing skills as well as researc search engines. Layout and presentalso integral parts of this module.	heir studies and tudents through erent computer lls, information th using various
			Method of delivery: Full Time	
			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 NQF level:		Semester 2: ECTL212	NQF level:

Title: Human D	evelopment and Learning		Title: Teaching and Learning strategies	
Content: Introduction to Educational Psychology. Understanding learner development and diversity. Individual and group differences. Learning and knowledge construction. Learning and motivation			Content: 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	
Module outcomes: To introduce students to study of Educational Psychology which examine some aspects of development and learning			Module outcomes: 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 deliv	very: 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 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	NQF level:	Semester 2: EDSE312 NQF level:	
Title: Assessm	ent in Education		Title: Society Education Law and School Governance	
Content: Introduction to Assessment and it relationship to teaching and learning. Conceptions of Assessment in curriculum development and their implications in teaching & learning environment. Principles underpinning OBE Curriculum and Assessment), Integrated assessment systems, Perspectives of assessment (behaviourist, humanist, social constructivist), Cooperative teaching, motivation and feedback.		relationship between education and society; theories of society; functionalism; Marxism; interactions, social, conservative, innovative, economic, selective and locative functions. The		
Module Outcomes: To equip students with knowledge of theories of assessment, models of assessment in education and approaches and to train students in competencies required in planning, designing and conducting assessment in the context of the espoused National Curriculum policy.			Module outcomes: By the end of the module, students should be equipped with:	

		procedures and systems which impact on institutions and classrooms as well as on the national education and training landscape.		
Method of delivery: Full Time			- '	
Assessment modes: Gathering of evidence on students' performance the process will apply continuous assessment procedures which are: baseline assessment, formative and summative.			Method of delivery: Full Time Assessment modes: This module is assessed by means of continuous formative assessment through tests, assignments, presentations, portfolios, seminars, essays, research projects and	
Baseline: evidence of students' academic readiness (Techniques for assessment, Written Assignments, oral presentations.			examinations	
	s, oral presentation, group work, role ation and reflection.	play activities,		
Summative: Tes	et and examination.			
Module code:-	Semester 1: EALM311	NQF level:	Semester 2: EFMS312	NQF level:
Title: School Lo	eadership and Management		Title: Comparative Education	
Content: Basic concepts in school leadership and management task of an educator. The nature and the purpose of school management and leadership both generally and in the context of a changing South Africa. Analysis of principalship in the South African context and the role of school managers and leaders as agents of change. Managing educator's professional development (human resources development, induction process staff appraisal and development). Parent management. Learner involvement			Content: Objectives and scope of Comparative Education; rationale for the field; disciplinary identity; Comparative and international education; framing education systems: globalization, convergence and divergence; a history of selected education systems: Brazil, Egypt, Tanzania, Sweden, USA; the education system of South Africa. forces that shape the context of education in South Africa;	
Module 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.			Module Outcomes: To description systems, processes or outcomes; students to think critically about to between education and society and to in establishing generalized state education that are valid in more than	the relationship assist students tements about
Method of deliv	ery: 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: Continuassessment through participation assignments, and presentations assessment through examinations assemester.	s; Summative
Module code:- Semester 1: EPIE411 NQF level:			Semester 2: EPRE412	NQF level:
Title: Inclusive Education			Title: Introduction to Research in I	Education
Content: 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.			Content: 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 checklists; validity and reliability of research instruments. Introduction to data analysis and interpretation of research findings; research ethics.		
Module outcomes: By the end of the module, students should be equipped with: - an understanding of the philosophy, benefits and processes of inclusive education			Module outcomes: 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 deliv	very: Full Time		Method of delivery: Full Time		
continuous form teaching journ participation, lo	nodes: This module is assessed mative assessment through tests, hals, portfolios, attendances, so ong essays/research paper presessessment through externally 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 in June.			
Module code:-	Semester 1: ECTP411	NQF level:	Semester 2: EAMS412 NQF level:		
Title: Theory a	nd Practice of Curriculum Develop	ment	Title: Management of School Systems and Extra- curricular Activities		
Content: Introduction to curriculum studies, Philosophical foundations of curriculum research, design and development, Theories underpinning curriculum research internationally and in South Africa. (Traditional, modern and post-modern Curriculum theories and models) Conceptions of curriculum and their implications in teaching & learning environment, Outcomes Based Curriculum model in South Africa from ERS, CMSA, C2005, NCS and CAPS), Models of curriculum developments and various level		The education system as an organisation Schools as social systems (definition of social system, the environment of schools, the macro and micro environments, school climate and school sulture from the perpenditive of adjustic policy.)			

	enrichment, evaluation, corrective action, positive climate creation)		
	Management of physical and financial resources in schools		
	 Departmental guidelines in managing physical resources. 		
	 Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees) 		
Module outcomes: To equip students with knowledge of	Module outcomes:		
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.	By the end of the module, students should be equipped with knowledge and skills to manage school systems and extra-curricular activities.		
Method of delivery: Full Time	Method of delivery: Full Time		
Assessment modes: This module is assessed by means of gathering of evidence on students' performance the process will apply continuous assessment procedures which are: baseline assessment, formative. Baseline: evidence of students' academic readiness (Techniques for assessment, Written Assignments, oral presentations. Formative: Tests, oral presentation, group work, role play activities, tutorials. Summative: Test and examination	Assessment modes: This module is assessed by means of test, assignment and examination		

FED.13.9. MODULE OUTCOMES FOR TEACHING PRACTICE

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

Title: School Experience 1

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

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

Method of delivery: Full Time

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

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

Title: School Experience 2

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

Module outcomes:

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

Method of delivery: Full Time

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

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

Title: : School Experience 3

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

Module outcomes:

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

Method of delivery: Full Time

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

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

Title: : School Experience 4

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

Module outcomes:

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

Method of delivery: Full Time

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

FED 14 POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

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

FED.14.1. NATURE AND AIMS OF THE PGCE

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

FED.14.2. DURATION OF STUDIES

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

FED.14.3. METHOD OF DELIVERY

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

FED.14.4. ADMISSION REQUIREMENTS

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

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

FED.14.5. MODULE LIST WITH NQF LEVELS AND CREDITS - EPGFT1 & EPGSF2

Electives Modules for EPGFT1 and EPGSF2							
Old Module New Module Descriptive name Credits NQF				NQFL			
EMAC101 3MAC101		101	Accounting Education A (FETT)	10	7		
EMAC	EMAC 102 3MAC 102		102	Accounting Education B(FETT)	10	7	
EMAF101 3MAF101		101	Afrikaans Language Education A(FETT)	10	7		

EMAF102	3MAF102	Afrikaans Language Education B(FETT)	10	7
EMBS101	3MBS101	Business Studies Education A (FETT)	10	7
EMBS102	3MBS102	Business Studies Education B (FETT)	10	7
EMCS101	3MCS101	Computer Application Technology Education A (FETT)	10	7
EMCS102	3MCS102	Computer Application Technology Education B (FETT)	10	7
EMEC101	3MEC101	Economics Education A(FETT)	10	7
EMEC102	3MEC102	Economics Education B(FETT)	10	7
EMGD101	3MGD101	Engineering Graphic Design Education A (FETT)	10	7
EMGD102	3MGD102	Engineering Graphic Design Education B (FETT)	10	7
EMEN101	3MEN101	English Home language Education A (FETT)	10	7
EMEN102	3MEN102	English Home language Education B(FETT)	10	7
EMEF101	3MEF101	English 1st Additional Language Education A(FETT)	10	7
EMEF102	3MEF102	English 1st Additional Language Education B(FETT)	10	7
EMGE101	3MGE101	Geography Education A(FETT)	10	7
EMGE102	3MGE102	Geography Education B(FETT)	10	7
EMHY101	3MHY101	History Education A(FETT)	10	7
EMHY 102	3MHY 102	History Education B(FETT)	10	7
EMZU101	3MZU101	IsiZulu Home Language Education A(FETT)	10	7
EMZU102	3MZU102	IsiZulu Home Language Education B(FETT)	10	7
EMZA101	3MZA101	IsiZulu 1st Additional Language Education A(FETT)	10	7
EMZA102	3MZA102	IsiZulu 1st Additional Language Education B(FETT)	10	7
EMLO101	3MLO101	Life Orientation Education A(FETT)	10	7
EMLO102	3MLO102	Life Orientation Education B(FETT)	10	7
EMLS101	3MLS101	Life Sciences Education A(FETT)	10	7
EMLS102	3MLS102	Life Sciences Education B(FETT)	10	7
EMMA102	3MMA102	Mathematics Education A(FETT)	10	7
EMMA102	3MMA102	Mathematics Education B(FETT)	10	7
EMPS101	3MPS101	Physical Science Education A(FETT)	10	7
EMPS102	3MPS102	Physical Science Education B(FETT)	10	7
EMTO101	3MTO101	Tourism Education A(FETT)	10	7
EMTO102	3MTO102	Tourism Education B (FETT)	10	7
EMEM101	3MEM101	Economics & Management Sciences Education A(SP)	10	7
EMEM102	3MEM102	Economics & Management Sciences Education B(SP)	10	7
EMEL101	3MEL101	English Home language Education A(SP)	10	7
EMEL102	3MEL102	English Home language Education B(SP)	10	7
EMEG101	3MEG101	English 1st Additional Language Education A(SP)	10	7
EMEG102	3MEG102	English 1st Additional Language Education B(SP)	10	7
EMHS101	3MHS101	Social Sciences Education A(SP)	10	7
EMHS102	3MHS102	Social Sciences Education B(SP)	10	7
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EMZH101	3MZH101	IsiZulu Home Language Education A(SP)	10	7
EMZH102	3MZH102	IsiZulu Home Language Education B(SP)	10	7
EMZF101	3MZF101	IsiZulu 1st Additional Language Education A(SP)	10	7
EMZF102	3MZF102	IsiZulu 1st Additional Language Education B(SP)	10	7
EMLG101	3MLG101	Life Orientation Education A(SP)	10	7
EMLG102	3MLG102	Life Orientation Education B(SP)	10	7
EMMG101	3MMG101	Mathematics Education A(SP)	10	7
EMMG102	3MMG102	Mathematics Education B(SP)	10	7
EMNS101	3MNS101	Natural Sciences Education A(SP)	10	7
EMNS102	3MNS102	Natural Sciences Education B(SP)	10	7
EMTK101	3MTK101	Technology Education A(SP)	10	7
EMTK102	3MTK102	Technology Education B (SP)	10	7
Compulsory n	nodules for EPGI	FT1 and EPGSF2		
Old Module	New Module	Descriptive name	Credits	NQFL
EDST101	3DST101	Education Studies 1A(Sociology, Philosophy and History)	8	7
EDST102	3DST102	Education Studies 1B(Curriculum Development)	8	7
EDST121	3DST121	Education Studies 2A (Educational Psychology)	8	7
EDST122	3DST122	Education Studies 2B (Educational Management)	8	7
ELCA100	3LCA100	Conversational Language for Teachers -Afrikaans	8	5
ELCZ100	3LCZ100	Conversational Language for Teachers – IsiZulu	8	5
ELCS100	3LCS100	Conversational Language for Teachers – Sesotho	8	5
EDCO101	3DCO101	Education in Context	8	7
ESIC100	3SIC100	ICT Skills for Teachers	4	5
ELTL100	00 3LTL100 English Language for Teaching and Learning		8	5
EGPE101	O1 3GPE101 General Pedagogy A(Teaching, Learning and Assessment)		8	7
Teaching Prac	tice Modules for	EPDFT1 and EPGSF2		
Old Module	New Module	Descriptive name	Credits	NQFL
EPSE101	3PSE101	School Experience A	8	7
EPSE102	3PSE102	School Experience B	24	7

FED.14.6. QUALIFICATION NAME: POST GRADUATE CERTIFICATE IN EDUCATION. EPGFT1 (FET) AND EPGFS2 (SP & FET)

First semester				
Old Module code (PIPELINES)	New Module Code (FTENS)	Core/Ancillary/Elective	Cr	Pre/Co re-requisite
EDST101	3DST101	С	8	NONE
EDST121	3DST121	С	8	NONE
EDCO101	3DCO101	С	8	NONE
EGPE101	3GPE101	С	8	NONE
Total 1st semester			32	
Second semester			•	
Old Module code (PIPELINES)	New Module Code (FTENS)	Core/Ancillary/Elective	Cr	Pre/Co re-requisite
EDST102	3DST102	С	8	NONE
EDST122	3DST122	С	8	NONE
Total 1st semester			16	
Year Modules				
Old Module code (PIPELINES)	New Module Code (FTENS)	Core/Ancillary/Elective	Cr	Pre/Co re-requisite
ELCA100	3LCA100	С	8	NONE
ELCZ100	3LCZ100	С	8	NONE
ELCS100	3LCS100	С	8	NONE
ESIC100	3SIC100	С	8	NONE
ELTL100	3LTL100	С	8	NONE
Subject Education 1	(Method)	Е	10	At least 24 Credits at NQF level 7 for an FET subjects
Subject Education 2	(Method)	E	10	At least 24 Credits at NQF level 7 for an FET subjects
EPSE101	3PSE101	С	8	NONE
Subject Education 1	(Method)	Е	10	At least 24 Credits at NQF level 7 for an FET subjects
Subject Education 2	(Method)	Е	10	At least 24 Credits at NQF level 7 for an FET subjects
EPSE102	3PSE102	С	8	NONE
Total Year level credits			96	
Overall Total of Credits			144	

FED.14.7. MODULE CONTENT AND OUTCOMES FOR PGCE – SEMESTER MODULES - EPGFT1 & EPGSF2

		ELEC	CTIVES MODUL	.ES
Module code:-	Semester 1: EMAC101	3MAC101	NQF level: 6	Semester 2: EMAC 102 3MAC 102 NQF level: 6
Title:				Title: Accounting Education A (FET)
 Management of Accounting teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities Curriculum differentiation and adaptive teaching in Accounting Barriers to learning and development Designing differentiated learning activities Classroom research in Accounting Use Action research in Accounting Use of research literature to improve classroom practice Develop pedagogical content knowledge in Accounting Epistemology Pre-conceptions in Accounting Identify pre-conceptions Address learners' pre- conceptions Critique curriculum policies in Accounting Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities 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 				Content: 1. Foundations of teaching and learning in Accounting History of Accounting teaching and learning Subject policy documents Teaching and learning strategies in Accounting Teaching and Learning theories Teaching and learning strategies Assessment in Accounting Assessment strategies Lesson design in Accounting Lesson design Learning and Teaching Support Materials in Accounting
 Demonst of teaching of the teaching of teachi	mpletion of the module, so trate knowledge and undering and learning in Accountrate knowledge and under Accounting teaching and use appropriate strategatching and learning of Accounting teaching and learning of Accounting and learning, learning, learning, learning makes and learning, learning makes and learning, learning makes and learning, learning makes and	erstanding of to titing. derstanding of d learning. ies, methods a counting. s in Accounting ning, child der	he foundations of the relevant and techniques ng taking into velopment and counting.	 Module outcomes: On successful completion of the module, students will be able to:

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: EMAF101 3MAF101 NQF level: 5	Semester 2: EMAF102 3MAF102 NQF level: 5
Title: Afrikaans Language Education A	Title: Afrikaans Language Education B
Content: 1. Foundations of teaching and learning in Afrikaans History of Afrikaans teaching and learning 2. Afrikaans Language Education policy documents Subject policy documents 3. Teaching and learning strategies in Afrikaans Teaching and learning strategies Teaching and learning strategies 4. Assessment in Afrikaans Language Assessment strategies 5. Lesson design in Afrikaans Lesson design 6. Learning and Teaching Support Materials	Content: 1. Management of Afrikaans teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in Afrikaans Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Afrikaans Use Action research in Afrikaans Use of research literature to improve classroom practice Develop pedagogical content knowledge in Afrikaans Epistemology 5. Pre-conceptions in Afrikaans Identify pre-conceptions Address learners' pre- conceptions Critique curriculum policies in Afrikaans Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection
On successful completion of the module, students will be able to Demonstrate knowledge and understanding of the foundations of teaching and learning in Afrikaans. Demonstrate knowledge and understanding of the relevant policies in Afrikaans teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Afrikaans	On successful completion of the module, students will be able to: - Use elementary statistical information to manage teaching, learning and assessment in Afrikaans. - Demonstrate competence in assessing and monitoring learner progress and achievement in Afrikaans.

Design appropriate lesson plans in Afrikaans taking into account Use the results of assessment to improve teaching theories of teaching, learning, child development and curriculum and learning of Afrikaans. Adapt lessons and assessment tasks to needs. Design appropriate assessment strategies in Afrikaans. accommodate learners with different learning problems in Afrikaans. Design, select and adapt appropriate teaching and learning support materials for Afrikaans Demonstrate competence to learn from available research in order to improve teaching in the Afrikaans classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Afrikaans. Evaluate curriculum policies in Afrikaans. 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 examination..... means of examination..... Module code:-Semester 1: EMBS101 3MBS101 NQF level: 7 Semester 2: EMBS102 3MBS102 NQF level: 7 Title: Business Studies Education A Title: Business Studies Education B Content: Content: 1. Foundations of teaching and learning in Business Studies 1. Management of Business Studies teaching and History of Business Studies teaching and learning learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Business Studies Education policy documents Subject policy documents 2. Curriculum differentiation and adaptive teaching in 3. Teaching and learning strategies in Business Studies **Business Studies** Teaching and Learning theories Barriers to learning and development Teaching and learning strategies Designing differentiated learning activities Assessment in Business Studies 3. Classroom research in Business Studies Assessment strategies Use Action research in Business Studies Use of research literature to improve classroom 5. Lesson design in Business Studies practice Lesson design 4. Develop pedagogical content knowledge in 6. Learning and Teaching Support Materials in Business Studies **Business Studies Epistemology** 5. Pre-conceptions in Business Studies Identify pre-conceptions Address learners' pre-conceptions 6. Critique curriculum policies in Business Studies Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection • Opportunities the curriculum offers for continuity beyond their phase • How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs

Critique

curriculum

Principles underpinning and guiding

				 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
in the teaching and learning of Business Studies - Design appropriate lesson plans in Business Studies taking into				 Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Business Studies. Demonstrate competence in assessing and monitoring learner progress and achievement in Business Studies. Use the results of assessment to improve teaching and learning of in Business Studies. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Business Studies. Demonstrate competence to learn from available research in order to improve teaching in the Business Studies classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Business Studies.
Method of delivery	/: Full Time			 Evaluate curriculum policies in Business Studies. Method of delivery: Full Time
Assessment mode	es: This module is	assessed	by means of	Assessment modes: This module is assessed by means of examination
Module code:-	Semester 1: EMCS101	3MCS101	NQF level: 6	Semester 2: EMCS102 3MCS102 NQF level: 6
Title: Computer A	pplication Technology	Education	A	Title: Computer Application Technology Education (CAT) B
Technology History of Compute 2. Computer Applic Subject policy docu 3. Teaching and lear Teaching and Learn Teaching and learn	rning strategies in Comp ning theories ing strategies omputer Application Tec	y teaching a documents outer Applicat	and learning	Content: 1. Management of CAT teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in CAT Barriers to learning and development Designing differentiated learning activities 3. Classroom research in CAT Use Action research in CAT Use of research literature to improve classroom practice
	Computer Application T	echnology		4. Develop pedagogical content knowledge Epistemology

6. Learning and Teaching Support Materials	5. Pre-conceptions	
Ci Isaning and reasoning Support materials	Identify pre-conceptions	
	Address learners' pre- conceptions	
	 6. Critique curriculum policies Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs 	
	backgrounds with different learning fleeds	
Module outcomes:	Module outcomes:	
On successful completion of the module, students will be able to	On successful completion of the module, students will	
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.	 Use elementary statistical information to manage teaching, learning and assessment in Computer Application Technology. Demonstrate competence in assessing and monitoring learner progress and achievement in Computer Application Technology. 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. 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. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Computer Application Technology. Evaluate curriculum policies in Computer Application Technology. 	
Method of delivery: Full Time	Method of delivery: Full Time	
Assessment modes: This module is assessed by means of examination	Assessment modes: This module is assessed by means of examination	
Module code:- Semester 1: EMEC101 3MEC101 NQF level: 6	Semester 2: EMEC102 3MEC102 NQF level: 6	
Title: Engineering Graphic Design Education A (FET)	Title: Economics Education B (FET)	
Content:	Content:	

- **1.** Foundations of teaching and learning in Economics History of Economics teaching and learning
- 2. Economics Education policy documents
- Subject policy documents
- 3. Teaching and learning strategies in Economics
- Teaching and Learning theories
- Teaching and learning strategies
- 4. Assessment in Economics Assessment strategies
- 5. Lesson design in Economics Lesson design
- 6. Learning and Teaching Support Materials in Economics

1. Economics teaching and learning in school

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

2. Curriculum differentiation and adaptive teaching in Economics

Barriers to learning and development Designing differentiated learning activities

- 3. Classroom research in Economics
 Use Action research in Economics Use of research
 literature to improve classroom practice
- 4. Develop pedagogical content knowledge in Economics
 Epistemology
- Pre-conceptions in 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:

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

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

Module outcomes:

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

Method of delivery: Full Time	Economics classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Economics. Evaluate curriculum policies in Economics. Method of delivery: Full Time
Assessment modes: This module is assessed by means of	Assessment modes: This module is assessed by
	means of examination Semester 2: EMGD102 3MGD102 NQF level: 6
	Title: Engineering Graphic Design Education B
Content: 1. Foundations of teaching and learning in EGD History of EGD teaching and learning 2. EGD Education policy documents Subject policy documents 3. Teaching and learning strategies in EGD Teaching and Learning theories Teaching and learning strategies 4. Assessment in EGD Assessment strategies 5. Lesson design in EGD Lesson design 6. Learning and Teaching Support Materials in EGD	EGD (FET) Content: 1. Management of EGD teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in EGD Barriers to learning and development Designing differentiated learning activities 3. Classroom research in EGD Use Action research in EGD Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge in EGD Epistemology 5. Pre-conceptions in EGD Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in EGD Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection Opportunities for linking teaching, learning, assessment and reflection Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs

Module outcomes:

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

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

Module outcomes:

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

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

Method of delivery: Full Time

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.....

1. Management of English Home language teaching

2. Curriculum differentiation and adaptive teaching in

Barriers to English Home language learning and

language

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

Title: English Home Language Education B

Module code:- Semester 1: EMEN101 3MEN101 NQF level: 6 Semester 2: EMEN102 3MEN102 NQF level: 6

Title: English Home Language Education A

Content:

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

Approaches to teaching English Home language

Methods of teaching English Home language

The use of ICT in the language classroom

3. Teaching methodologies in English Home language

ions

3. Classroom research in English Home language

and learning in school

English Home language

development

Designing

activities

Content:

Use Action research in English Home language

differentiated

- Use of research literature to improve English Home language classroom practice
- 4. Develop pedagogical content knowledge in English Home language Epistemology

Teaching and learning strategies

Learning styles

Teaching and Learning theories

- 4. Assessment in English Home language
- Language assessment practices
- Assessment strategies in English Home language

- 5. Pre-conceptions in English Home language
- Identify pre-conceptions
- Language attitudes
- Address learners' pre- conceptions
- **6.** Critique English Home Language curriculum policies in English

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learning

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

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

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

Module outcomes:

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

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

Module outcomes:

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

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

Method of delivery: Full Time

examination.....

assessed by means of

Module code:- Semester 1: EMEF101 3MEF101 NQF level: 6

Assessment modes: This module is assessed by

means of examination.....

Semester 2: EMEF102 3MEF102 NQF level: 6

Title: Afrikaans Language Education A

Assessment modes: This module is

Content:

- **1.** Foundations of teaching and learning in Afrikaans History of Afrikaans teaching and learning
- 2. Afrikaans Language Education policy documents Subject policy documents
- 3. Teaching and learning strategies in Afrikaans

Title: Afrikaans Language Education B

Content:

1. Management of Afrikaans teaching and learning in school

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

2. Curriculum differentiation and adaptive teaching in Afrikaans

Teaching and Learning theories
Teaching and learning strategies

- 4. Assessment in Afrikaans Language Assessment strategies
- 5. Lesson design in Afrikaans Lesson design
- 6. Learning and Teaching Support Materials

Barriers to learning and development Designing differentiated learning activities

- 3. Classroom research in Afrikaans Use Action research in Afrikaans Use of research literature to improve classroom practice
- 4. Develop pedagogical content knowledge in Afrikaans
 Epistemology
- 5. Pre-conceptions in Afrikaans Identify pre-conceptions Address learners' pre- conceptions
- 6. Critique curriculum policies in Afrikaans
- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique
- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs

Module outcomes:

On successful completion of the module, students will be able to... Demonstrate knowledge and understanding of the foundations of teaching and learning in Afrikaans.

Demonstrate knowledge and understanding of the relevant policies in Afrikaans teaching and learning.

Select and use appropriate strategies, methods and techniques in the teaching and learning of Afrikaans

- Design appropriate lesson plans in Afrikaans taking into account theories of teaching, learning, child development and curriculum needs.
- Design appropriate assessment strategies in Afrikaans.
- Design, select and adapt appropriate teaching and learning support materials for Afrikaans.

Module outcomes:

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

Use elementary statistical information to manage teaching, learning and assessment in Afrikaans.

Demonstrate competence in assessing and monitoring learner progress and achievement in Afrikaans.

- Use the results of assessment to improve teaching and learning of Afrikaans.
- Adapt lessons and assessment tasks to accommodate learners with different learning problems in Afrikaans.
- Demonstrate competence to learn from available research in order to improve teaching in the Afrikaans classroom and to enhance his/her own academic learning.
- Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Afrikaans.

	Evaluate curriculum policies in Afrikaans.
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: EMGE101 3MGE101 NQF level: 6	Semester 2: EMGE102 3MGE102 NQF level: 6
Title: Geography Education A	Title: Geography Education B
Content: 1. Foundations of teaching and learning in Geography History of Geography teaching and learning 2. Geography Education policy documents Subject policy documents 3. Teaching and learning strategies in Geography Teaching and Learning theories Teaching and learning strategies	Content: 1. Management of Geography teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in Geography Barriers to learning and development Designing differentiated learning activities
 4. Assessment in Geography Assessment strategies 5. Lesson design in Geography Lesson design 6. Learning and Teaching Support Materials in Geography 	3. Classroom research in Geography Use Action research in Geography Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge in Geography • Epistemology of Geography • Addressing alternative – pre and misconceptions • Reveal learners' pre conceptions • Present an exposing event • Ask learners to describe or present their conceptions • Discuss and evaluate conceptions • Create conceptual conflict • Encourage cognitive accommodation and guide conceptual restructuring 5. Curriculum policy in Geography
= 20.3 opportunit account promo account acco	Critique curriculum policies in Geography Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Geography. Demonstrate competence in assessing and monitoring learner progress and achievement in Geography. Use the results of assessment to improve teaching
 theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Geography. Design, select and adapt appropriate teaching and learning support materials for Geography. 	 and learning of in Geography. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Geography. Demonstrate competence to learn from available research in order to improve teaching in the

	Geography classroom and to enhance his/her own academic learning.
	 Develop content knowledge to plan, implement
	and assess effective teaching and learning
	experiences in Geography.
	Evaluate curriculum policies in Geography.
Method of delivery: Full Time	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: EMHY101 3MHY101 NQF level: 6	Semester 2: EMHY 102 3MHY 102 NQF level: 6
Title: History Education A	Title: History Education B
Content:	Content:
Foundations of teaching and learning in History	1. Management of History teaching and learning in
History of teaching and learning History	school
O History Education malicy decuments	Use elementary statistical information to manage
History Education policy documents Subject policy documents	teaching, learning and assessment activities
	2. Curriculum differentiation and adaptive teaching in
3. Teaching and learning strategies in History	History
Teaching and Learning theories	Barriers to learning and development
Teaching and learning strategies	Designing differentiated learning activities
4. Assessment in History	3. Classroom research in History
Assessment strategies	Use Action research in History
5 Lasson decima in History	Use of research literature to improve classroom
5. Lesson design in History Lesson design	practice
	4. Develop pedagogical content knowledge in History Epistemology
6. Learning and Teaching Support Materials in History	Episternology
	5. Pre-conceptions in History
	Identify pre-conceptions
	Address learners' pre- conceptions
	6. Critique curriculum policies in History
	Principles underpinning and guiding the
	curriculum
	Opportunities for linking teaching, learning, assessment and reflection
	Opportunities the curriculum offers for continuity
	beyond their phaseHow well the curriculum caters for inclusion of
	children from culturally and linguistically diverse
	backgrounds with different learning needs
	Critique
	Principles underpinning and guiding the
	curriculumOpportunities for linking teaching, learning,
	assessment and reflection
	Opportunities the curriculum offers for continuity
	beyond their phaseHow well the curriculum caters for inclusion of
	How well the curriculum caters for inclusion of children from culturally and linguistically diverse
	backgrounds with different learning needs
Module outcomes:	Module outcomes:

On successful completion of the module, students will be able to... On successful completion of the module, students will Demonstrate knowledge and understanding of the foundations of be able to: teaching and learning in History. Use elementary statistical information to manage Demonstrate knowledge and understanding of the relevant policies teaching, learning and assessment in History. in History teaching and learning. Demonstrate competence in assessing Select and use appropriate strategies, methods and techniques in monitoring learner progress and achievement in the teaching and learning of History. History. Design appropriate lesson plans in History taking into account Use the results of assessment to improve teaching theories of teaching, learning, child development and curriculum and learning of in History. Adapt lessons and assessment tasks to accommodate needs. learners with different learning problems in History. Design appropriate assessment strategies in History. Design, select and adapt appropriate teaching and learning support Demonstrate competence to learn from available research in order to improve teaching in the History materials for 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 Assessment modes: This module is Assessment modes: This module is assessed by assessed by means of examination..... means of examination..... Semester 1: EMZU101 3MZU101 NQF level: 6 Semester 2: EMZU102 3MZU102 NQF level: 6 Module code:-Title: IsiZulu Home Language Education A Title: IsiZulu Home Language Education B Content: Content: 1. Foundations of teaching and learning in IsiZulu language 1. Management of IsiZulu Home language teaching and learning in school • History of IsiZulu language teaching and learning Use elementary statistical information to manage Classical period teaching, learning and assessment activities Modern period · Commercial period 2. Curriculum differentiation and adaptive teaching in Electronic period IsiZulu Home language Barriers to IsiZulu Home language learning and 2. IsiZulu Home Language Education curriculum policy documents development • Subject policy documents Designing differentiated language learning activities • Language-in-education policy • Teaching language skills 3. Classroom research in IsiZulu Home language • Teaching literary and non-literary texts Use Action research in IsiZulu Home language • Teaching language structures and conventions Use of research literature to improve IsiZulu Home language classroom practice 3. Teaching methodologies in IsiZulu Home language 4. Develop pedagogical content knowledge in IsiZulu • Teaching and Learning theories Home language • Approaches to teaching IsiZulu Home language **Epistemology** • Methods of teaching IsiZulu Home language 5. Pre-conceptions in IsiZulu Home language • The use of ICT in the language classroom Identify pre-conceptions Learning styles Language attitudes • Teaching and learning strategies Address learners' pre-conceptions 6. Critique IsiZulu Home Language curriculum policies 4. Assessment in IsiZulu Home language in IsiZulu Language assessment practices Principles underpinning and guiding IsiZulu Home Assessment strategies in IsiZulu Home language language curriculum Questioning skills as assessment in IsiZulu learning, Opportunities for linking teaching, Home language learning

Types of questions in IsiZulu Home language learning

assessment and reflection in IsiZulu Home

language

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

Module outcomes:

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

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

Module outcomes:

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

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

Method of delivery: Full Time

Module code:-

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

> Semester 1: EMZA101 3MZA101 NQF level: 6

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

Semester 2: EMZA102 3MZA102

NQF level: 6 Title: IsiZulu First Additional Language Education

Title: IsiZulu Language Education A

Content: 1. Foundations of teaching and learning in isiZulu History of isiZulu teaching and learning

- 2. IsiZulu First Additional education policy documents Subject content in First Additional FET policy documents
- 3. Teaching and learning strategies in isiZulu First Additional language contexts

Teaching and Learning theories

Teaching and learning strategies

4. Assessment in isiZulu First Additional language contexts Assessment strategies

Content:

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- 1. Management of IsiZulu First Additional 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 First Additional language Barriers to learning and development

Designing differentiated learning activities

- 3. Classroom research in IsiZulu
 - Use Action research in isiZulu First Additional language classrooms

5. Lesson design in isiZulu First Additional language contexts Use of research literature to improve classroom Lesson design practice in isiZulu First Additional language 6. Learning and Teaching Support Materials in isiZulu First Additional 4. Develop pedagogical content knowledge in IsiZulu language contexts Epistemology of IsiZulu as a First additional Designing and/or selecting materials for teaching language skills: language language structures and conventions and literary and non-literary texts. Addressing alternative – pre- mis-conceptions Reveal learners' pre conceptions Present an exposing event Ask learners to describe or present their conceptions Discuss and evaluate conceptions Create conceptual conflict Encourage cognitive accommodation and guide conceptual restructuring 5. Curriculum policy in IsiZulu First additional language Critique curriculum policies in FET IsiZulu First additional language Module outcomes: Module outcomes: On successful completion of the module, students will be able to: On successful completion of the module, students will Demonstrate knowledge and understanding of the foundations of be able to: teaching and learning in IsiZulu First Additional language. Use elementary statistical information to manage Demonstrate knowledge and understanding of the relevant policies in teaching, learning and assessment in isiZulu First IsiZulu First Additional teaching and learning. Additional language. Select and use appropriate strategies, methods and techniques in the Demonstrate competence in assessing and teaching and learning of IsiZulu First Additional language. monitoring learner progress and achievement in IsiZulu First Additional language. Design appropriate lesson plans in IsiZulu First Additional language Use the results of assessment to improve teaching taking into account theories of teaching, learning, child development and and learning of in isiZulu First Additional language. curriculum needs. Adapt lessons and assessment tasks to Design appropriate assessment strategies in IsiZulu First Additional accommodate learners with different learning language. Design, select and adapt appropriate teaching and learning support problems in isiZulu First Additional language. materials for IsiZulu First Additional language. Demonstrate competence to learn from available research in order to improve teaching in the isiZulu First Additional language classroom and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in isiZulu. Evaluate curriculum policies in IsiZulu First Additional language. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed by Assessment modes: This module is assessed by means of examination..... means of examination..... Module code:-Semester 1: EMLO101 3MLO101 NQF level: 6 Semester 2: EMLO102 3MLO102 NQF level: 6 Title: Life Orientation Education A Title: Life Orientation Education B Content: Content: 1. Foundations of teaching and learning in Life Orientation 1. Management of Life Orientation teaching and History of Life Orientation teaching and learning learning in school Use elementary statistical information to manage 2. Life Orientation Education policy documents teaching, learning and assessment activities Subject policy documents

- 3. Teaching and learning strategies in Life Orientation Teaching and Learning theories Teaching and learning strategies
- 4. Assessment in Life Orientation Assessment strategies
- 5. Lesson design in Life Orientation Lesson design
- 6. Learning and Teaching Support Materials in Life

Module outcomes:

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

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

- 2. Curriculum differentiation and adaptive 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 improve classroom practice
- 4. Develop pedagogical content knowledge in Life Orientation
 Epistemology
- 5. Pre-conceptions in Life Orientation Identify pre-conceptions Address learners' pre- conceptions
- 6. Critique curriculum policies in Life Orientation
- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique
- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs

Module outcomes:

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

	 Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Life Orientation. Evaluate curriculum policies in Life Orientation.
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
examination	means of examination
Module code:- Semester 1: EMLS101 3MLS101 NQF level: 6	Semester 2: EMLS102 3MLS102 NQF level: 6
Title: Life Sciences Education A	Title: Life Sciences Education B
Content: 1.Foundations of teaching and learning in Life Sciences History of Life Sciences teaching and learning 2. Life Sciences Education policy documents Subject policy documents 3. Teaching and learning strategies in Life Sciences Teaching and Learning theories Teaching and learning strategies 4. Assessment in Life Sciences Assessment strategies 5. Lesson design in Life Sciences Lesson design 6. Learning and Teaching Support Materials in Life Sciences Improvisation in the FET Phase Life Science 7. Experiments, demonstrations and investigations in Life Sciences	Content: 1. Life Sciences teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in Life Sciences Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Life Sciences Use Action research in Life Sciences Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge in Life Sciences Epistemology Addressing alternative – pre and misconceptions Reveal learners' pre conceptions Present an exposing event Ask learners to describe or present their conceptions Discuss and evaluate conceptions Create conceptual conflict Encourage cognitive accommodation and guide conceptual restructuring 5. Curriculum policy in Life Sciences Critique curriculum policies in Life Sciences
Module outcomes: On successful completion of the module, students will be able to Demonstrate knowledge and understanding of the foundations of teaching and learning in Life Sciences.	Module outcomes: On successful completion of the module, students will be able to:
 Demonstrate knowledge and understanding of the relevant policies in Life Sciences teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Life Sciences. Design appropriate lesson plans in Life Sciences taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Life Sciences. 	 Use elementary statistical information to manage teaching, learning and assessment in Life Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Life Science. Use the results of assessment to improve teaching and learning of in Life Sciences.

Design, select and adapt appropriate teaching and learning support Adapt lessons and assessment tasks materials for Life Sciences. accommodate learners with different learning Conduct experiments, demonstrations and investigations in Life problems in Life Sciences. Science that range from those that are prescribed by the school Demonstrate competence to learn from available curriculum policy, the teacher to those that emerge from learners' research in order to improve teaching in the in Life Sciences classroom and to enhance their own own questions. academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Life Sciences. Evaluate curriculum policies in Life Sciences. Conduct experiments. demonstrations investigations in Physical Science that range from those that are prescribed by the school curriculum policy, the teacher to those that emerge from learners' own questions. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is Assessment modes: This module is assessed by assessed by means of examination..... means of examination..... 3MMA102 Semester 1: EMMA102 Module code:-3MMA102 NQF level: 6 Semester 2: EMMA102 NQF level: 6 Title: Mathematics Education A (FET) Title: Mathematics Education B (FET) Content: Content: 1. Foundations of teaching and learning in Mathematics Management of Mathematics teaching and learning in History of Mathematics teaching and learning Use elementary statistical information to manage 2. Mathematics Education policy documents teaching, learning and assessment activities Subject policy documents Curriculum differentiation and adaptive teaching in 3. Teaching and learning strategies in Mathematics Mathematics Teaching and Learning theories Barriers to learning and development Teaching and learning strategies Designing differentiated learning activities 4. Assessment in Mathematics 3. Classroom research in Mathematics Assessment strategies Use Action research in Mathematics Use of research literature to improve classroom 5. Lesson design in Mathematics practice Lesson design 4. Develop pedagogical content knowledge in Mathematics 6. Learning and Teaching Support Materials **Epistemology** 5. Pre-conceptions in Mathematics Identify pre-conceptions Address learners' pre-conceptions 6. Critique curriculum policies in Mathematics • Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning. assessment and reflection • Opportunities the curriculum offers for continuity beyond their phase • How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique Principles underpinning and guiding the curriculum

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Module outcomes: On successful completion of the module, students will be able to Demonstrate knowledge and understanding of the foundations of teaching and learning in Mathematics. Demonstrate knowledge and understanding of the relevant policies in Mathematics teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Mathematics. Design appropriate lesson plans in Mathematics taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Mathematics. Design, select and adapt appropriate teaching and learning support materials for Mathematics.	 Opportunities for linking teaching, learning, assessment and reflection Opportunities the curriculum offers for continuity beyond their phase How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Mathematics. Demonstrate competence in assessing and monitoring learner progress and achievement in Mathematics. Use the results of assessment to improve teaching and learning of in Mathematics. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Mathematics. Demonstrate competence to learn from available research in order to improve teaching in the Mathematics classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement
	and assess effective teaching and learning experiences in Mathematics.
	Evaluate curriculum policies in Mathematics.
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: EMPS101 3MPS101 NQF level: 6	Semester 2: EMPS102 3MPS102 NQF level: 6
Title: Physical Sciences Education A	Title: Physical Sciences Education B
Content: 1. Foundations of teaching and learning in Physical Science History of Physical Science teaching and learning	Content: 1. Management of Physical Sciences teaching and learning in school
Physical Science Education policy documents Subject policy documents	Use elementary statistical information to manage teaching, learning and assessment activities
Teaching and learning strategies in Physical Science Teaching and Learning theories Teaching and learning strategies	Curriculum differentiation and adaptive teaching in Physical Sciences Barriers to learning and development Designing differentiated learning activities
4. Assessment in Physical Science Assessment strategies5. Lesson design in Physical Science Lesson design	Classroom research in Physical Sciences Use Action research in Physical Sciences Use of research literature to improve classroom practice
Learning and Teaching Support Materials in Physical Science Improvisation in FET Phase science	Develop pedagogical content knowledge in Physical Science

7. Experiments, demonstrations and investigations in Physical Science Module outcomes:	 Epistemology of science Addressing alternative – pre and misconceptions Reveal learners' pre conceptions Present an exposing event Ask learners to describe or present their conceptions Discuss and evaluate conceptions Create conceptual conflict Encourage cognitive accommodation and guide conceptual restructuring Curriculum policy in Physical Sciences Critique curriculum policies in Physical Science Module outcomes:
 On successful completion of the module, students will be able to: Demonstrate knowledge and understanding of the foundations of teaching and learning in Physical Science. Demonstrate knowledge and understanding of the relevant policies in Physical Science teaching and learning. Select and use appropriate strategies, methods and techniques in the teaching and learning of Physical Science. Design appropriate lesson plans in Physical Science taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Physical Science. Design, select and adapt appropriate teaching and learning support materials for Physical Science. Conduct experiments, demonstrations and investigations in Physical Science that range from those that are prescribed by the school curriculum policy, the teacher, to those that emerge from learners' own questions 	 On successful completion of the module, students will be able to: Use elementary statistical information to manage teaching, learning and assessment in Physical Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Physical Sciences. Use the results of assessment to improve teaching and learning of Physical Sciences. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Physical Sciences. Demonstrate competence to learn from available research in order to improve teaching in the Physical Science classroom and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences. Evaluate curriculum policies in Physical Sciences Conduct experiments, demonstrations and investigations in Physical Science that range from those that are prescribed by the school curriculum policy, the teacher to those that emerge from learners' own questions
Method of delivery: Full Time Assessment modes: This module is assessed by means of	Method of delivery: Full Time Assessment modes: This module is assessed by
examination	means of examination
Module code:- Semester 1: EMTO101 3MTO101 NQF level: 6	Semester 2: EMTO102 3MTO102 NQF level: 6
Title: Tourism Education A (FET)	Title: Tourism Education B
Content: 1. Foundations of teaching and learning in Tourism History of Tourism teaching and learning 2. Tourism Education policy documents Subject policy documents	Content: 1. Management of Tourism teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities
Teaching and learning strategies in Tourism	Curriculum differentiation and adaptive teaching in Tourism

Teaching and Learning theories
Teaching and learning strategies

- 4. Assessment in Tourism Education Assessment strategies
- 5. Lesson design in Tourism Lesson design
- 6. Learning and Teaching Support Materials in Tourism

Barriers to learning and development Designing differentiated learning activities

- 3. Classroom research in Tourism
 Use Action research in Tourism
 Use of research literature to improve classroom practice
- 4. Develop pedagogical content knowledge in Tourism Epistemology
- 5. Pre-conceptions in Tourism Identify pre-conceptions Address learners' pre- conceptions
- 6. Critique curriculum policies in Tourism
- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique
- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs

Module outcomes:

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

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

Module outcomes:

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

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	Evaluate curriculum policies in Tourism.
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: Economic and Management Sciences Education A (SP)	Title: Economic and management sciences
, ,	Education B (SP)
Content: 1. Foundations of teaching and learning in Economics and Management Sciences History of Economics and Management Sciences Education policy documents Subject policy documents 3. Teaching and learning strategies in Economics and Management Sciences Teaching and Learning theories Teaching and learning strategies 4. Assessment in Economics and Management Sciences Assessment strategies 5. Lesson design in Economics and Management Sciences Lesson design 6. Learning and Teaching Support Materials in Economics and Management Sciences	
	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: Demonstrate knowledge and understanding of the foundations of teaching and learning in Economics and Management | • Use numerical and elementary statistical Sciences. information to manage teaching, learning and Demonstrate knowledge and understanding of the relevant assessment in Economics and Management policies in Economics and Management Sciences teaching and Sciences. Demonstrate competence in assessing and monitoring learner progress and achievement in Select and use appropriate strategies, methods and techniques in the teaching and learning of Economics and Management Economics and Management Sciences. Use the results of assessment to improve teaching and learning of in Economics and Management Design appropriate lesson plans in Economics Management Sciences taking into account theories of teaching. Sciences. learning, child development and curriculum needs. Adapt lessons and assessment tasks to accommodate learners with different learning Design appropriate assessment strategies in Economics and Management Sciences. problems in Economics and management Sciences. Design, select and adapt appropriate teaching and learning support materials for Economics and Management Sciences. 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. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in **Economics and Management** 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 examination..... means of examination..... Semester 1: EMEL101 3MEL101 NQF level: 6 Semester 2: EMEL102 3MEL102 NQF level: 6 Module code:-Title: English Home Language Education A Title: English Home Language **Education B** Content: Content: 1. Foundations of teaching and learning in English language 1. Management of English Home language teaching · History of English language teaching and learning and learning in school Classical period Use elementary statistical information to Modern period manage teaching, learning and assessment Commercial period activities Electronic period 2. Curriculum differentiation and adaptive teaching in 2. English Home Language Education curriculum policy documents English Home language Subject policy documents Barriers to English Home language learning and Language-in-education policy development Teaching language skills Designing differentiated language learning Teaching literary and non-literary texts activities Teaching language structures and conventions 3. Classroom research in English Home language Use Action research in English Home language 3. Teaching methodologies in English Home language Use of research literature to improve English • Teaching and Learning theories Home language classroom practice • Approaches to teaching English Home language • Methods of teaching English Home language

• The use of ICT in the language classroom

4. Assessment in English Home language

• Teaching and learning strategies

Learning styles

4. Develop pedagogical content knowledge in English

5. Pre-conceptions in English Home language

• Identify pre-conceptions

Home language

Epistemology

Language assessment practices
Assessment strategies in English Home language
Questioning skills as assessment in English Home language learning
Types of questions in English Home language learning
Educational taxonomies for language learning
Assessment for learning: critical language awareness
Assessment for learning: understanding key literary concepts

- 5. Lesson design in English Home language Lesson design
- 6. Learning and Teaching Support Materials in English Home Language 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

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

Module outcomes:

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

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

Module outcomes:

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

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

 Method of delivery: Full Time

Method of delivery: Full Time

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

Module code:- Semester 1: EMEG101 3MEG101 NQF level: 6

Module code:- Semester 1: EMEG101 3MEG101 NQF

Title: English First Additional Language Education A

Assessment modes: This module is assessed by

means of examination.....

Semester 2: EMEG102 3MEG102 NQF level: 6

Title: English First Additional Language

Content:

- 1. Foundations of teaching and learning in English
 - · History of English Language teaching and learning
 - · Classical period
 - Modern period
 - · Commercial period
 - Electronic period
- 2. English First Additional language Education curriculum policy documents
 - Subject policy documents
 - Language-in-education policy
 - Teaching language skills
 - Teaching literary and non-literary texts
 - Teaching language structures and conventions
- 3. Teaching methodologies in English First Additional language
 - Teaching and Learning theories
 - The role of the first /home language in additional language teaching
 - Approaches to teaching English First Additional language
 - Methods of teaching English First Additional language
 - The use of ICT in the language classroom
 - Learning styles
 - Teaching and learning strategies
- 4. Assessment in English Home language

Language assessment practices

Assessment strategies in English First Additional language

Questioning skills as assessment in English First Additional language learning

Types of questions in English First Additional language learning Educational taxonomies for language learning

Assessment for learning: critical language awareness

Assessment for learning: understanding key literary concepts

- 5. Lesson design in English First Additional 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

Education B

Content:

1. Management of English First Additional language teaching and learning in school

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

2. Curriculum differentiation and adaptive teaching in English First Additional language.

Barriers to English First Additional language learning and development

Designing differentiated language learning activities

3. Classroom research in English First Additional language

Use Action research in English First Additional language

Use of research literature to improve English First Additional language classroom practice

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

Module outcomes:

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

Module outcomes:

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

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

Method of delivery: Full Time

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

means of examination..... Semester 1: EMHS101 Semester 2: EMHS102 3MHS102 NQF level: 6 Module code:-3MHS101 NQF level: 6

Title: Social Sciences Education A Title: Social Sciences Education B

Method of delivery: Full Time

Content:

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

Content:

- 1. Social Sciences teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities
- 2. Curriculum differentiation and adaptive teaching in Social Sciences

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

- 3. Classroom research in Social Sciences Use Action research in Social Sciences Use of research literature to improve classroom practice
- 4. Develop pedagogical content knowledge **Epistemology**
- 5. Pre-conceptions Identify pre-conceptions Address learners' pre-conceptions
- 6. Critique curriculum policies
- Principles underpinning and guiding curriculum
- Opportunities for linking teaching, learning, assessment and reflection

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

- Language-in-education policy
- Teaching language skills
- Teaching literary and non-literary texts
- Teaching language structures and conventions
- 3. Teaching methodologies in IsiZulu Home language
 - Teaching and Learning theories
 - Approaches to teaching IsiZulu Home language
 - Methods of teaching IsiZulu Home language
 - The use of ICT in the language classroom
 - Learning styles
 - Teaching and learning strategies
- 4. Assessment in IsiZulu Home language
 Language assessment practices
 Assessment strategies in IsiZulu Home language
 Questioning skills as assessment in IsiZulu Home language learning
 Types of questions in IsiZulu Home language learning
 Educational taxonomies for language learning
 Assessment for learning: critical language awareness
 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 Designing differentiated language learning activities

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

Module outcomes:

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

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

Module outcomes:

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

Method of delivery: Full Time	Home language classroom and to enhance his/her own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in IsiZulu Home language. Evaluate curriculum policies in IsiZulu Home language. Method of delivery: Full Time
Assessment modes: This module is assessed by means of	Assessment modes: This module is assessed by
examination	means of examination
Module code:- Semester 1: EMZF101 3MZF101 NQF level: 6	Semester 2: EMZF102 3MZF102 NQF level: 6
Title: IsiZulu First Additional Language Education A	Title: IsiZulu First Additional Language Education B
Content: 1. Foundations of teaching and learning in isiZulu History of isiZulu teaching and learning 2. IsiZulu First Additional education policy documents Subject content in First Additional policy documents 3. Teaching and learning strategies in isiZulu First Additional language contexts Teaching and Learning theories Teaching and learning strategies 4. Assessment in isiZulu First Additional language contexts Assessment strategies 5. Lesson design in isiZulu First Additional language contexts Lesson design 6. Learning and Teaching Support Materials in isiZulu First Additional language contexts Designing and/or selecting materials for teaching language skills; language structures and conventions and literary and non-literary texts	Content: 1. Management of IsiZulu First Additional 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 First Additional language Barriers to learning and development Designing differentiated learning activities 3. Classroom research in IsiZulu First Additional language Use Action research in isiZulu First Additional language classrooms Use of research literature to improve classroom practice in isiZulu First Additional language 4. Develop pedagogical content knowledge in IsiZulu Epistemology of IsiZulu as a First additional language Addressing alternative – pre- mis-conceptions Reveal learners' pre conceptions Present an exposing event Ask learners to describe or present their conceptions Discuss and evaluate conceptions Create conceptual conflict Encourage cognitive accommodation and guide conceptual restructuring 5. Curriculum policy in GET IsiZulu First additional language Critique curriculum policies in IsiZulu First additional
Module outcomes:	language 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 IsiZulu First Additional language. 	

Demonstrate knowledge and understanding of the relevant policies Use elementary statistical information to manage in IsiZulu First Additional teaching and learning. teaching, learning and assessment in isiZulu First Additional language. Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu First Additional language. Demonstrate competence in assessing and Design appropriate lesson plans in IsiZulu First Additional language monitoring learner progress and achievement in taking into account theories of teaching, learning, child IsiZulu First Additional language. development and curriculum needs. Use the results of assessment to improve teaching Design appropriate assessment strategies in IsiZulu First Additional and learning of in isiZulu First Additional language. Adapt lessons and assessment tasks to language. accommodate learners with different learning Design, select and adapt appropriate teaching and learning support materials for IsiZulu First Additional language. problems in isiZulu First Additional language. Demonstrate competence to learn from available research in order to improve teaching in the isiZulu First Additional language classroom and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in isiZulu First Additional language. Evaluate curriculum policies in IsiZulu First Additional language. Method of delivery: Full Time Method of delivery: Full Time Assessment modes: This module is assessed by Assessment modes: This module is assessed by means of examination..... means of examination..... NQF level: 6 Semester 2: EMLG102 3MLG102 NQF level: 6 Module code:-Semester 1: EMLG101 3MLG101 Title: Life Orientation Education A (SP) Title: Life Orientation Education B (SP) Content: Content: 1. Foundations of teaching and learning in Life Orientation 1. Life Orientation teaching and learning in school History of Life Orientation teaching and learning Use elementary statistical information to manage teaching, learning and assessment 2. Life Orientation Education policy documents activities Subject policy documents 2. Curriculum differentiation and adaptive teaching in 3. Teaching and learning strategies in Life Orientation Life Orientation Teaching and Learning theories Identify barriers to learning and development Teaching and learning strategies Design differentiated learning activities to respond to the above 4. Assessment in Life Orientation Assessment strategies 3. Classroom research in Life Orientation Use Action research in Life Orientation 5. Lesson design in Life Orientation Use of research literature to improve classroom Lesson design practice 6. Learning and Teaching Support Materials in Life Orientation 4. Develop pedagogical content knowledge in Senior Phase Life Orientation **Epistemology** 5. Pre-conceptions in Senior Phase Life Orientation Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in Senior Phase Life Orientation

On successful completion of the module, students will be able to Demonstrate knowledge and understanding of the foundations of teaching and learning in Senior Phase Life Orientation. Demonstrate knowledge and understanding of the relevant policies.	Module outcomes: On successful completion of the module, students will be able to: Use elementary statistical information to manage tooching learning and assessment in Sonior Phase.
 Demonstrate knowledge and understanding of the relevant policies in Senior Phase Life Orientation teaching and learning. 	teaching, learning and assessment in Senior Phase Life Orientation.
 Select and use appropriate strategies, methods and techniques in the teaching and learning of Senior Phase Life Orientation. Design appropriate lesson plans in Senior Phase Life Orientation taking into account theories of teaching, learning, child development and curriculum needs. Design appropriate assessment strategies in Senior Phase Life Orientation. Design, select and adapt appropriate teaching and learning support materials for Senior Phase Life Orientation 	 monitoring learner progress and achievement in Senior Phase Life Orientation. Use the results of assessment to improve teaching and learning of in Senior Phase Life Orientation. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Senior Phase Life Orientation. Demonstrate the competence needed to learn from available research in order to improve the teaching of Senior Phase Life Orientation and to enhance their own academic learning. Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Senior Phase Life Orientation. Evaluate curriculum policies in Senior Phase Life Orientation.
Method of delivery: Full Time Assessment modes: This module is assessed by means of	Method of delivery: Full Time Assessment modes: This module is assessed by
examination Module code:- Semester 1: EMMG101 3MMG101 NQF level: 6	means of examination Semester 2: EMMG102 3MMG102 NQF level: 6
Title: Mathematics Education A (SP)	Title: Mathematics Education B (SP)
Content: 1. Foundations of teaching and learning in Mathematics History of Mathematics teaching and learning 2. Mathematics Education policy documents Subject policy documents	Content: 1. Mathematics teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in

- **3.** Teaching and learning strategies in Mathematics Teaching and Learning theories Teaching and learning strategies
- 4. Assessment in Mathematics Assessment strategies
- 5. Lesson design in Mathematics Lesson design
- 6. Learning and Teaching Support Materials

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

- 3. Classroom research in Mathematics
 Use Action research in Mathematics
 Use of research literature to improve classroom practice
- 4. Develop pedagogical content knowledge Epistemology
- Pre-conceptions
 Identify pre-conceptions
 Address learners' pre- conceptions
- 6. Critique curriculum policies
- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique
- Principles underpinning and guiding the curriculum
- Opportunities for linking teaching, learning, assessment and reflection
- Opportunities the curriculum offers for continuity beyond their phase
- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs

Module outcomes:

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

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

Module outcomes:

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

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

Method of delivery: Full Time				Develop content k and assess effect experiences in Seni Evaluate curriculury Mathematics. Method of delivery: F	ctive teaching ior Phase Math m policies in	and learning nematics.
	les: This module is	assessed	by means of	Assessment modes:		is assessed by
examination				means of examination	n	
Module code:-	Semester 1: EMNS101	3MNS101	NQF level: 6	Semester 2: EMNS102	3MNS102	NQF level: 6
	ences Education A			Title: Natural Science	es Education	В
History of Natural S	eaching and learning in Nociences teaching and lea	arning	ces	Content: 1. Natural Sciences teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities		
Subject policy docu	arning strategies in Natur ning theories			Curriculum differenti Natural Sciences Identify barriers to lear Design differentiated lear the above	ning and devel	opment
Assessment in N Assessment strate Lesson design in	gies			Classroom research in Natural Sciences Use Action research in Natural Sciences Use of research literature to improve classroom practice		ces
6. Learning and Te	Lesson design 6. Learning and Teaching Support Materials in Physical Science Improvisation in FET Phase science			Develop pedagogical content knowledge in Natural Sciences Epistemology of Science		
7. Experiments, del	monstrations and investi	gations in Na	tural Sciences	5. Pre-conceptions in Natural Sciences Identify pre-conceptions in Natural Sciences Address learners' pre- conceptions		
			curriculum		guiding the ching, learning, ers for continuity for inclusion of uistically diverse	
				7. Experiments, demor	nstrations and	investigations in
	pletion of the module, stu			Module outcomes: On successful complet be able to	ion of the mod	ule, students will
teaching and le Demonstrate k	knowledge and understa earning in Natural Sciend knowledge and understan ences teaching and learn	ces. Inding of the re		Use elementary statistical information to manage teaching, learning and assessment in Natural Sciences.		

- Select and use appropriate strategies, methods and techniques in the teaching and learning of Natural Sciences.
- Design appropriate lesson plans in Natural Science staking into account theories of teaching, learning, child development and curriculum needs.
- Design appropriate assessment strategies in Natural Sciences.
- Design, select and adapt appropriate teaching and learning support materials for Natural Sciences.
- Conduct experiments, demonstrations and investigations in Natural Sciences that range from those that are prescribed by the school curriculum policy, the teacher, or those that emerge from learners' own questions.
- Demonstrate competence in assessing and monitoring learner progress and achievement in Natural Sciences.
- Use the results of assessment to improve teaching and learning of Natural Sciences.
- Adapt lessons and assessment tasks to accommodate learners with different learning problems in Natural Sciences.
- Demonstrate the competence needed to learn from available research to improve the teaching of the Natural Sciences and to enhance their own academic learning.
- Develop content knowledge to plan, implement and assess effective teaching and learning experiences.
- Evaluate curriculum policies in Natural Sciences
- Conduct experiments, demonstrations and investigations in the Natural Sciences that range from those that are prescribed by the school curriculum policy, the teacher, or those that emerge from learners' own questions.

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

Module code:- Semester 1: EMTK101 3MTK101 | NQF level: 6 | Semester 2: EMTK102 3MTK102 | NQF level: 6 |

Title: Technology Education A

Method of delivery: Full Time

Title: Technology Education B

Method of delivery: Full Time

Content:

1. Foundations of teaching and learning in Technology

History of Technology teaching and learning

- 2. Technology Education policy documents Subject policy documents
- 3. Teaching and learning strategies in Technology Teaching and Learning theories Teaching and learning strategies
- 4. Assessment in Technology Education Assessment strategies
- 5. Lesson design in Technology Lesson design
- 6. Learning and Teaching Support Materials in Technology

Content:

1. Technology teaching and learning in school

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

2. Curriculum differentiation and adaptive teaching in Technology

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

- 3. Classroom research in Technology
 Use Action research in Mathematics
 Use of research literature to improve classroom practice
- 4. Develop pedagogical content knowledge Epistemology
- 5. Pre-conceptionsIdentify pre-conceptionsAddress learners' pre- conceptions
- 6. Critique curriculum policies
 - Principles underpinning and guiding the curriculum
 - Opportunities for linking teaching, learning, assessment and reflection

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

FED.14.8. MODULE CONTENT AND OUTCOMES FOR PGCE – SEMESTER MODULES - EPGFT1 & EPGSF2

COMPULSORY MODULES						
Module code:- Semester 1: EDST102 3DST102 NQF level: 6 Semester 2: EDST121 3DST121 NQF level:						
Title: Education Studies 1B			Title: Educational Psychology)	Studies 2A	(Educational	
Content: Philosophical foundations of curriculum design and development, Conceptions of curriculum and their implication in the teaching and learning environment in S.A ,Theories			implication in	Content: 1 Introduction to Educa	ational psycholog	ЭУ

underpinning curriculum research internationally and in South Africa, Skills in curriculum design and development

- Learning and teaching today.
- The role of educational psychology.
- Using research to understand and improve learning.

2 Theories of development

- Definition of development
- Physical development
- Cognitive theories of development
- Language development
- Social and personal development
- Moral development

3 Individual differences

- Intelligence
- Learning and thinking styles
- Learners with learning challenges
- Learners with impairments
- Gifted and talented learners
- Culture and diversity

4 Theories of learning

- Behaviorist views on learning
- Cognitive views of learning
- Social cognitive view of learning
- Constructivist views of learning

5 Learning and motivation

- · Definition of motivation
- Types of motivation
- Theories of motivation
- Role played by motivation in learning

Module outcomes:

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

- Demonstrate knowledge and understanding of the philosophical foundations of curriculum design and development.
- Demonstrate an understanding of the philosophical principles underpinning the South African school curriculum and their implications to teaching and learning.
- Demonstrate an understanding of theories underpinning curriculum research and practice.
- Demonstrate the skills needed for curriculum design and development.

Module outcomes:

To provide students with a deep and systematic understanding of educational psychology that blends theory and research about human development and learning and the implications for teaching methods and teacher behaviour in the Senior Phase and FET Teaching.

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

Method of delivery: Full Time

Assessment modes: This module is assessed by means of continuous as well as summative assessment will take place. A variety of methods, strategies and tools will be used to assess achievement of competences e.g.:

Test Summative written Examination: (2 hour examination at the end of the semester)			 ✓ Presentation/ case study/ weekly review/ reflection ✓ Assignment ✓ Test Summative written Examination:(2 hour examination at the end of the semester)
Module code:-	Semester 1: EDCO101 3DCO10	1 NQF level: 5	Semester 2: EDST122 3DST122 NQF level: 5
Title: Educat	ion in Context		Title: Education Studies 2B (Educational Management)
	ary statistics for teachers	rriers to learning	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 The school as an organisation Universal characteristics of a school as an organisation Managing conflict in an organisation Management of change in schools Administration as it relates to school administration and school management School Administration Key performance areas The Difference between Managers and Leaders The school principal as an educational manager Management duties of the school principal aimed at effective routine school administration School Management Basic concepts in school management School Management Tasks Planning Organising Leading Controlling Theories of educational management The Situational Theory The Characteristic Theory Systems Theory. Bureaucratic Theory Hierarchical Theory Democratic Theory Ambiguous Theory

Module outcomes: 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			 4 Legislation and policies impacting on school practice Sources and types of education law Common law rules that influence powers and duties of educators Legislation affecting schools Educator as a caring supervisor Educators and learner discipline 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 		
	atistical information		Senior Phase and FET Teaching. 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.: \(\sqrt{ Presentation/ case study/ weekly review/ reflection} \(\sqrt{ Assignment} \) \(\sqrt{ Test} \) Summative written Examination:(2 hour examination at the end of the semester) NQF level: 7			
code:- Title: General	Pedagogy		Title:		
Content: 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		ng strategies, in continuous	Content:		
Module outco		anad with:	Module outcomes:		
 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 modes: This module is assessed by assessment will take place. A variety of methods, strategies and means of examination..... 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)

FED.14.9. MODULE CONTENT AND OUTCOMES FOR PGCE - YEAR MODULES - EPGFT1 & EPGSF2

	COMPULSORY MODULES					
Module code:-	Year module: ETSE14A	NQF level: 6				

Title: School Experience

Content: The content is organized into four themes: The school as an organization; documentation used in schools and designing LTSMs; Lesson planning and lesson preparation as well as Micro-teaching skills e.g. Skill of introducing a lesson/establishing set, Skill of explaining, Skill of questioning and dealing with questions, Skill of using teaching and learning materials.

Module outcomes: The module aims at equipping prospective educators with competencies in teaching skills; professional and occupational practice relevant to the grades and phase of study of their programme. It exposes students to the knowledge of school as an organisation; the relationship between the teacher the learner and teaching (content). It prepares student teachers for the observation opportunity during which they observe the professional practitioners on Wednesdays and mentors working, for an intensive period in a classroom in their own community school and familiarise themselves with practical classroom routines.

Method of delivery: Full Time

Assessment modes: Continuous formative assessment of learning through participation in class and including microteaching activities. Summative assessment of learning through practical activities, more practical activities in the form of an observation and teaching journal completed as part of the Wednesday and block schooling sessions. Reflections on selected themes chosen from school based observations and teaching experiences with focus on improving students' teaching conduct in future.

This module is assessed by means of examination.....

Module	Year module: ETSP14B	NQF level: 6
code:-		

Title: School Experience

Content: The content includes micro-teaching skills and production of video-clips taken during micro-teaching sessions. Practical work on questioning (including designing worksheets and analytic rubrics). Reflective practice. Mentoring procedures in schools. Professionalism in education including registrations with SACE.

Module outcomes: The purpose of this module is to engage prospective teachers in the realities of school-based teaching under the experienced eye of a professional teacher thus enabling them to practice what has been taught to them and thereby develop and grow professionally.

Method of delivery: Full Time

Assessment modes: Continuous formative assessment of learning through participation in class activities and including micro-teaching activities. Summative assessment of learning through production of the portfolio of evidence with practical activities showing student's growth attained as a result of exposure to school based learning. Assessment of student teaching in schools by faculty lecturers.

This module is assessed by means of examination.....

FED.15. POSTGRADUATE CERTIFICATE IN EDUCATION (EPGCE1) & (EPGCE2)

IMPORTANT: -

This programme has been phased out. There will be NO 1st year intake in 2019. The final year for teaching the EPGCE1 & EPGCE2 programmes is 2018 (2 additional years for pipeline students).

FED.15.1 MODULE LIST WITH NQF LEVELS AND CREDITS – EPGCE1 & EPGCE2

Electives Modules for EPGCE1 and EPGCE2					
Module code	Descriptive name	Credits	NQFL		
EMAC00A	Method of Accounting A	8	6		
EMAC00B	Method of Accounting B	8	6		
EMBS00A	Method of Business Studies A	8	6		
EMBS00B	Method of Business Studies B	8	6		
EMCS00A	Method of Computer Studies A	8	6		
EMCS00B	Method of Computer Studies B	8	6		
EMEC00A	Method of Economics A	8	6		
EMEC00B	Method of Economics B	8	6		
EMEN00A	Method of English A	8	6		
EMEN00B	Method of English B	8	6		

ETSP14B	School practicum	16	6
ETSE14A	Teaching Experience	16	6
New Module	Descriptive name	Credits	NQFL
Teaching Practic	e Modules for EPDFT1 and EPGSF2		
EAEM00B	Educational management	8	6
EPHL00B	HIV/AIDS and life skills education	8	6
ECCD00B	Curriculum development: Theory and practice	8	6
ECME00B	Media in education	8	6
EPTD00A	Theories of development and learning	8	6
ECTL00A	Teaching, learning and assessment	8	6
EFES00A	Educational studies	8	6
ELCR00A	Communication and research skills	8	6
Module code	Descriptive name	Credits	NQFL
Compulsory mod	dules for EPDFT1 and EPGSF2		
EMTN00B	Method of Technology B for FET	8	6
EMTO00A	Method of Tourism A	8	6
EMTN00B	Method of Technology B for FET	8	6
EMTN00A	Method of Technology A for FET	8	6
EMPS00B	Method of Physical Science B	8	6
EMPS00A	Method of Physical Science A	8	6
EMMA00B	Method of Mathematics B	8	6
EMMA00A	Method of Mathematics A	8	6
EMLS00B	Method of Life Sciences B	8	6
EMLS00A	Method of Life Sciences A	8	6
EMLO00B	Method of Life Orientation B	8	6
EMLO00A	Method of Life Orientation A	8	6
EMZU00B	Method of IsiZulu B	8	6
EMZU00A	Method of IsiZulu A	8	6
EMHY00B	Method of History B	8	6
EMHY00A	Method of History A	8	6
EMGE00B	Method of Geography B	8	6

FED.15.2 QUALIFICATION NAME: POST GRADUATE CERTIFICATE IN EDUCATION. EPGCE1 (FET) AND EPGCE2 (IP & SP)

First semester T				
Module code (PIPELINES)	Core/Ancillary/Elective	Cr	Pre/Co re-requisite	
ECTL00A	С	8	NONE	
EPTD00A	С	8	NONE	
ELCR00A	С	8	NONE	
EFES00A	С	8	NONE	
Method	Е	8	According to degree modules related to school	
Method	Е	8	According to degree modules related to school	
Total 1st semester		48		
Second semester				
Old Module code (PIPELINES)	Core/Ancillary/Elective	Cr	Pre/Co re-requisite	
ECCD00B	С	8	NONE	
ECME00B	С	8	NONE	
EAEM00B	С	8	NONE	
EPHL00B	С	8	NONE	
Method	E	8	According to degree modules related to school	
Method	E	8	According to degree modules related to school	
Total 1st semester		48		
Year Modules				
Old Module code (PIPELINES)	Core/Ancillary/Elective	Cr	Pre/Co re-requisite	
ETSE14A	С	16	NONE	
ETSP14B	С	16	NONE	
Total Year level credits		32		
Overall Total of Credits		128		

FED.15.3 MODULE CONTENT AND OUTCOMES FOR PGCE - SEMESTER MODULES - EPGCE1 & EPGCE2

	C	COMPULSORY MO	DULES		
Module code:-	Semester 1: ECTL00A	NQF level: 6	Semester 2: ECCD00B	NQF level: 6	
Title: Teaching, Learning and Assessment			Title: Curriculum Developme Practice	ent, Theory and	
Content: Theories of teaching and learning (behaviourist, humanist, social constructivist), Principles of quality teaching and a competent teacher, Principles underpinning teaching, learning and assessment in OBE Curriculum, Learning styles, teaching strategies and methods teacher- Centred and learner-centred strategies). Classroom, management, teaching strategies and learning styles. Continuous assessment.			Content: Introduction to curriculum studies, Philosophical foundations of research, design and development, Theories underpinning curriculum research internationally and in South Africa. (Traditional, modern and post-modern Curriculum theories and models). Conceptions of curriculum and their implications in teaching & learning environment Outcomes Based Curriculum model in South Africa from ERS, CMSA, C2005, NCS and CAPS). Models of curriculum developments and various levels.		
Module outcomes: To equip students 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.			Module outcomes: To equip students with knowledge of processes of; curriculum designing, curriculum development and implementation and to train students in competencies required in interpreting, designing teaching and learning programmes in the context of the espoused National Curriculum policy.		
Method of delivery	r: Full Time		Method of delivery: Full Time		
Assessment modes: 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. This module is assessed by means of examination			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,		
Module code:-	Semester 1: EPTD00A	NQF level: 6	Semester 2: ECME00B	NQF level: 6	
Title: Theories of development and Learning			Title: Media in Education		

physical, cognitive social, learning pro learning: behaviou	of development, aspects and language, person ocesses, theories of learning motivation theories, concumulation theories, interaction.	Content: The role of media in teachi theories that underpin media in edu media and their value in education, th media Centre's, integration of teac teaching and learning.	ucation, types of ne value of school	
to explore theories of	: This module will assist proof of development and learning a al context of educational sett	Module outcomes: Is to equeducators with skills of using med teaching and learning activities.	uip prospective dia effectively in	
Method of delivery	/: Full Time		Method of delivery: Full Time	
participation in class presentations. Sum June.	es: Continuous formative as a cademic assignments, restrained in assessment through the assessed by means of examinative assed by means of examinative assets.	Assessment modes: Continuous assessment through participation in assignments, reflective writing and Summative assessment through November. This module is assessed be examination	class, academic d presentations.	
Module code:-	Semester 1: ELCR00A	NQF level: 6	Semester 2: EAEM00B	NQF level: 6
Title: Communication and Research Skills				
Title: Communica	tion and Research Skills		Title: Educational Management	
Content: Languag grammatical Knowl listening and speak curriculum and language	ge issues: language policy edge for educators, comming communication skills lar guage in the classroom; cl writing, designing and prese	unication theories, nguage across the assroom research	Title: Educational Management Content: Teaching tried by the profession, teacher professionalism context, the school as an administration as it relates to school and school management, legislation	n in South Africa organisation, ol administration
Content: Languag grammatical Knowl listening and speak curriculum and lang skills for educators, Module outcomes knowledge and corresearch, facilitate effectively in their qualifiers to be com	ge issues: language policy edge for educators, common ing communication skills lar guage in the classroom; cl	unication theories, aguage across the assroom research entation skills. Udents to linguistic enable them to do rning, and teach also aims to allow e issues related to	Content: Teaching tried by the profession, teacher professionalism context, the school as an administration as it relates to school	n in South Africa organisation, ol administration or practice.
Content: Languag grammatical Knowl listening and speak curriculum and lang skills for educators, Module outcomes knowledge and corresearch, facilitate effectively in their qualifiers to be com	ge issues: language policy edge for educators, communication skills lar guage in the classroom; classified writing, designing and present in an alyzing language particularly in their specialist	unication theories, aguage across the assroom research entation skills. Udents to linguistic enable them to do rning, and teach also aims to allow e issues related to	Content: Teaching tried by the profession, teacher professionalism context, the school as an administration as it relates to school and school management, legislation Module outcomes: To equipment skills to lead and manage school, to changes of school leadership an increase their knowledge of legislation	n in South Africa organisation, ol administration or practice.
Content: Languag grammatical Knowl listening and speak curriculum and lang skills for educators, Module outcomes knowledge and corresearch, facilitate effectively in their qualifiers to be compacted to be compacted from the effectively in their speaking practices, which is the effectively of the effectively of the effectively in their speaking practices, which is the effectively of the effective of the effectiv	ge issues: language policy edge for educators, comming communication skills larguage in the classroom; clawriting, designing and present in munication skills that will enter own academic least areas of specialization. It apetent in analyzing language particularly in their specialist process. Formative assessment through the policy is the process of	unication theories, aguage across the assroom research entation skills. Udents to linguistic enable them to do rning, and teach also aims to allow e issues related to learning areas. Int through tests, attendance and ugh an externally	Content: Teaching tried by the profession, teacher professionalism context, the school as an administration as it relates to school and school management, legislation Module outcomes: To equipment skills to lead and manage school, to changes of school leadership and increase their knowledge of legislate that impact on school practices.	n in South Africa organisation, of administration or practice. Ent students with or understand the organisation and policies Journal of the properties of

			This module is assessed examination	by means of	
Module code:-	Semester 1: EFES00A	NQF level: 6	Semester 2: EPHL00B	NQF level: 6	
Title: Educational	Studies	Title: HIV and AIDS and Life Ski	II		
society – Functional Ecology and role perspective on so theorist's) perspect	cepts in Sociology of Educ lism, Conflict theory, Symbol of the school in society chooling in society; The tive on schooling in society pective on schooling in society	Content: Background to HIV and AIDS: origin and terminology, HIV and immune system, transmission of HIV and AIDS, symptoms and stages. Factors facilitating the spread of HIV and impact of HIV and AIDS on schooling, gender and HIV and AIDS, Understanding life skills: psychosocial and competencies, core life skills, adolescence.			
understanding of, sociology of educat theories that infor knowledge and requ	a: To assist students in and meaningful use of ion; to expose students to meducation; to equip suisite skills to debate, analyzen education and society as sives.	Module outcomes: This modequipping trainee educators to reabout HIV and AIDS and its impact system, with particular reference affected. It also seeks to conscient their role in engaging learners and with necessary life skills to contril of the further spread of the pander	ct on the schooling to those infected, tisise educators on empowering them bute to prevention		
Method of delivery	r: Full Time		Method of delivery: Full Time		
assignments, clas through examination	es: Continuous formative is presentations; summans in June. essed by means of examina				

FED.10.2 MODULE CONTENT AND OUTCOMES FOR PGCE – SEMESTER MODULES - EPGCE1 & EPGCE2

	ELECTIVES MODULES								
Module code:-	Semester 1: EMAC00A	NQF level: 6	Semester 2: EMAC00B NQF lev						
Title: Method of Accounting			Title: Met	hod of Accounting					
Content: The	study of the module includes:		Content: The study of the module includes:						
• Ac	ccounting Learning Programme Dev	elopment	•	Teaching of Depreciation	1				
• Ac	ccounting Lesson Planning		•	Teaching Trading Stock	Deficit				
	 Teaching of the Analysis and Recording of Business Transactions 		•	Teaching Bad Debts					
Tr			•	Teaching Accruals (a	and reversing				
Teaching of Trial Balance			entries)						

• To	eaching of the Closing Entries eaching of Special Journals eaching the Financial Statements	Testing and Evaluating in Accounting				
Module outco	-	Module outcomes:				
	livery: Full Time modes: This module is assessed	Method of delivery: Full Time Assessment modes: This module is assessed by means of examination				
Module Semester 1: EMBS00A code:-			Semester 2: EMBS00B			
Title: Method	of Business Studies		Title: Method of Business Studies			
• R • Le M	elationship among the Commercial searning Programme Development anagement idactic Principles/ Principles of earning in the Business Management uestioning During the Lesson	Evaluation/ Assessment in Business Management				
Method of de	livery: Full Time		Method of delivery: Full Time			
Assessment examination.	modes: This module is assessed	d by means of	Assessment modes: This module is assessed by means of examination			
Module code:-	Semester 1: EMCS00A	NQF level: 6	Semester 2: EMCS00B NQF level: 6			
Title: Method	d of Computer Studies		Title: Method of Computer Studies			
Content:			Content:			
Module outcomes:			Module outcomes:			

Method of del	ivery: Full Time	Method of delivery: Full Time			
Assessment rexamination	modes: This module is assessed	l by means of	Assessment modes: This module is assessed by means of examination		
Module code:-	Semester 1: EMEC00A	NQF level: 6	Semester 2: EMEC00B	NQF level: 6	
Title: Method	of Economics	Title: Method of Economics			
Content:		Content:			
Module outco	mes:	Module outcomes:			
Method of del	ivery: Full Time		Method of delivery: Full Time		
Assessment rexamination	modes: This module is assessed	Assessment modes: This module i means of examination	s assessed by		
Module code:-	Semester 1: EMEN00A	NQF level: 6	Semester 2: EMEN00B NQF leve		
Title: Method	of English		Title: Method of English		
Content:			Content:		
Module outco	mes:		Module outcomes:		
Method of del	ivery: Full Time		Method of delivery: Full Time		
Assessment rexamination	modes: This module is assessed	l by means of	Assessment modes: This module is assessed by means of examination		
Module code:-	Semester 1: EMGE00A	NQF level: 6	Semester 2: EMGE00B	NQF level: 6	
Title: Method	of Geography		Title: Method of Geography		
Content:			Content:		
Module outcomes:			Module outcomes:		
Method of del	ivery: Full Time		Method of delivery: Full Time		
Assessment rexamination	modes: This module is assessed	l by means of	Assessment modes: This module is assessed by means of examination		

Module code:-	Semester 1: EMHY00A	NQF level: 6	Semester 2: EMHY00B	NQF level: 6	
Title: Method	of History	Title: Method of History			
Content:		Content:			
Module outco	mes:	Module outcomes:			
Method of del	ivery: Full Time		Method of delivery: Full Time		
Assessment examination	modes: This module is assessed	Assessment modes: This module i means of examination	s assessed by		
Module code:-	Semester 1: EMZU00A	NQF level: 6	Semester 2: EMZU00B	NQF level: 6	
Title: Method	of IsiZulu		Title: Method of IsiZulu		
Content:			Content:		
Module outco	mes:		Module outcomes:		
Method of del	ivery: Full Time		Method of delivery: Full Time		
Assessment examination	modes: This module is assessed	l by means of	Assessment modes: This module is assessed by means of examination		
Module code:-	Semester 1: EMLO00A	NQF level: 6	Semester 2: EMLO00B	NQF level: 6	
Title: Method	of Life Orientation		Title: Method of Life Orientation		
Content:			Content:		
Module outco	mes:		Module outcomes:		
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: EMLS00A	NQF level: 6	Semester 2: EMLS00B NQF			
Title: Method	of Life Sciences	•	Title: Method of Life Sciences			
Content:			Content:			
Module outco	mes:	Module outcomes:				
Method of del	ivery: Full Time	Method of delivery: Full Time				
Assessment i examination	modes: This module is assessed	l by means of	Assessment modes: This module i means of examination	s assessed by		
Module code:-	Semester 1: EMMA00A	NQF level: 6	Semester 2: EMMA00B	NQF level: 6		
Title: Method	of Mathematics		Title: Method of Mathematics			
Content:			Content:			
Module outco	mes:		Module outcomes:			
Method of del	ivery: Full Time		Method of delivery: Full Time			
Assessment i examination	modes: This module is assessed	l by means of	Assessment modes: This module is assessed by means of examination			
Module code:-	Semester 1: EMPS00A	NQF level: 6	Semester 2: EMPS00B	NQF level: 6		
Title: Method	of Physical Science		Title: Method of Physical Science			
Content:			Content:			
Module outco	mes:		Module outcomes:			
Method of del	ivery: Full Time		Method of delivery: Full Time			
Assessment i examination	modes: This module is assessed	Assessment modes: This module is assessed by means of examination				
Module code:-	Semester 1: EMTN00A	NQF level: 6	Semester 2: EMTN00B NQF level: 6			

Title: Method	l of Technology	Title: Method of Technology			
Content:		Content:			
Module outco	omes:	Module outcomes:			
Method of de	livery: Full Time	Method of delivery: Full Time			
Assessment modes: This module is assessed by means of examination			Assessment modes: This module is means of examination	s assessed by	
Module code:-	Semester 1: EMTO00A	NQF level: 6	Semester 2: EMTN00B	NQF level: 6	
Title: Method	l of Tourism		Title: Method of Tourism		
Content:			Content:		
Module outco	omes:		Module outcomes:		
Method of de	livery: Full Time	Method of delivery: Full Time			
Assessment examination	modes: This module is assessed	I by means of	Assessment modes: This module is assessed by means of examination		

WEIGHTING OF MODULE TESTS AND ASSIGNMENTS

FED.11.1. IP AND FP WEIGHTINGS PER DEPARTMENT ARTS AND LANGUAGES EDUCATION (DALE)

Module code	Module name	Test	Assignment	Practical/ Present.	Journal	ТОТ	DP	EX
LANGUAG	ES			•	•	100	50	50
		FIRST SE	MESTER					
ELGN111	English Language Education 1A	50	50		-	100	50	50
ELZN111	IsiZulu Language Education1A	50	25	25		100	50	50
ELGN211	English Language Education 2A	60	40			100	50	50
ELGN311	English Language Method 3A	60	20	20				
ELZN211	IsiZulu Language Education2A	50	25	25	-	100	50	50
ELZN311	IsiZulu Language Method 3A	50	25	25	-	100	50	50
ESMZ311	Method of IsiZulu 3A	50	25	25		100	50	50
ELGN411	English Language Education	60	30	10		100	50	50
ELZN411	IsiZulu Language Education 4A	50	30	20		100	50	50
ELGF311	Method of English 3A (FET)	60	20	20		100	50	50
		SECOND S	SEMESTER			•		•
ELGN112	English Language Education 2B	50	50			100	50	50
ELZN112	IsiZulu Language Education 2B	50	25	25		100	50	50
ELZN212	IsiZulu Language Education 2B	60	40			100	50	50
ELGN212	English Language Education	60	40			100	50	50
ELZN312	IsiZulu Language Method 3B	60	40			100	50	50
ELGN312	English Language Method 3B	50	20	30		100	50	50
ELZN412	IsiZulu Language Education 4B	50	30	20		100	50	50
ELGN412	English Language Education 4B	60	30	10		100	50	50
ELGF312	Method of English 3B (FET)	60	20	20		100	50	50
ESMZ312	IsiZulu Language Method 3B (FET)	60	40			100	50	50

FED.11.2 EARLY CHILDHOOD DEVELOMENT EDUCATION (ECE)
FED.11.2.1 EARLY CHILDHOOD AND FOUONDATION PHASE (OLD PROGRAMME)

ELECTIVES MODULES	EBEDEF		Tests	6	Assig	nments	Practical's				
Module code	Module name	1	2	3		1					
			Tests	3	Assignment		signment Practical's		DP	EX	AM
	Final Mark Calculation				100			100	50	5	0
		FIRS	ST S	EMES	STER						
EEHS111	Human and Social Sciences 1A	50			50						
ELLZ111	Language, Literacy & Communication 1A	60			40						
ESFN111	Numeracy Natural Sciences and Technology1A	50			50						
EFPL211	Foundation Phase Studies – Literacy2A	50			50						
EFPS 211	Foundation Phase Studies-Life skills2A	60			40						
EFPN211	Foundation Phase Studies –Numeracy2A	50			50						
EFPL311	Foundation Phase Studies-Literacy3A	50			50						
EFPN311	Foundation Phase Studies –Numeracy3A	50			50						
EFPS311	Foundation Phase Studies-Life skills3A	60			40						
EFPL411	Foundation Phase Studies-Literacy4A	60			40						
EFPN411	Foundation Phase Studies- Numeracy4A	60			40						
EFPS411	Foundation Phase Studies -Phase Life Skills4A	50			50						
		SECC	ND :	SEME	STER						
ELLG112	Language, Literacy and Communication1B	60			40						
EEHS112	Human And Social Sciences1B	60			40						
ESFN112	Numeracy, Natural Sciences and Technology Education1B	60			40						
EFPS212	Foundation Phase Studies (Life Skills)2B	60			40						
EFPL212	Foundation Phase Studies (Literacy)2B	60			40						
EFPN212	Foundation Phase Studies (Numeracy)2B	60			40						
EFPS312	Foundation Phase Studies (Life Skills)3B	60			40						

EFPL312	Foundation Phase Studies (Literacy)3B	60	40			
EFPN312	Foundation Phase Studies (Numeracy)3B	60	40			
EFPS412	Foundation Phase Studies (Life Skills)4B	60	40			
EFPL412	Foundation Phase Studies (Literacy)4B	60	40			
EFPN412	Foundation Phase					
	Studies (Numeracy)4B	60	40			

FED.11.3. EARLY CHILDHOOD DEVELOMENT EDUCATION (ECE) - NEW PROGRAMME

Module code	Module name	Tests	Assig	jn.	Practical / Present.	Journal	TOT	DP	EX
	Final Mark Calculation			10	00%		100	50	50
	FIRS	ST SEME	STER						
EEZU11	IsiZulu Home Language 1*							T	\Box
EEMA11	Basic Mathematics 1A*								
EELK11	Life Skills 1A*								
EEDS11	Education Studies 1A: Child								
	SECO	ND SEM	IESTE	R					
EENG11	English FAL 1								
2									
EEMA11	Basic Mathematics 1B*								
2									
EELK11	Life Skills 1B*								
2									
EEPS11	Pedagog. Studies 1B: C/room								
2	Mngmt*								
	YE	AR MODI	JLES						
EECA10	Academic and Computer Literacy*								
0									
EETP10	School Experience 1*								
0									

FED.11.4. DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION (EPSP)

Module code	Module name	Tests		Assign	Practical/ Present.	тот	DP	EX
ED. PSYCH	HOLOGY				1 1 0 0 0 1 1 1 1	100	50	50
	FIRST SEM	ESTER						
EPIP111	Introduction to Psychology : Life Orientation	50	50		-	100	50	50
EPDL211	Human Development and Learning	50	50		-	100	50	50
EMLO311	Method of Life Orientation	35	35		30	100	50	50
EPLO311	Life Orientation Method	50	50			100	50	50
EPEC411	Life Orientation	50		50		100	50	50
EPPE411	Career Education	30	30	40		100	50	50
EPSP411	Personal and Social Development	50	50		-	100	50	50
	SECOND SEI	MESTE	₹					
EPIP112	Introduction to Psychology : Life Orientation 1B	50	50			100	50	50
EPHE212	Life Orientation	50	50			100	50	50
EMLO312	Method of Life Orientation	35	35		30	100	50	50
EPLO312	Life Orientation Method & WIL	50	50			100	50	50
EPEC412	Life Orientation: Career Guidance	30	30	40		100	50	50
EPCE412	Life Orientation: Citizenship Education	50	50			100	50	50

FED.11.5. SOCIAL SCIENCE EDUCATION (SSE)

Module code	Module name SOCIAL SCIENCES	Tes	sts	Assign	Practicals	тот	DP	EX
				100%		100	50	50
		STER 1						
EESE111	Economics and Management	50	50			100	50	50
EESG111	Introduction to Geography	50		50		100	50	50
EESE211	Economics and Management	50	50			100	50	50
EESH211	Development of political institutions	50		50		100	50	50
EEMS311	Social Science Education Method	60		40		100	50	50
EESE311	Economics and Management	50	50			100	50	50
EEMS311	Social Science Education Method	60	40			100	50	50
EESA411	Accounting 4A	40	40	20		100	50	50
EESB411	Business Management 4A	60		40		100	50	50
EESC411	Climatology	60		40		100	50	50
EESE411	Economics 4A	50		50		100	50	50
EESG411	Water Resources Management	50		50		100	50	50
EESH411	The Changing World and Ideologies	60		40		100	50	50
EESS411	Human Rights Issues	33.3		33.3	33.3	100	50	50
	SEMS	STER 2						
EESE112	Economics and Management	40	40	20		100	50	50
	Science 1B							
ECHS112	Historical Studies	40	40	20		100	50	50
EESG212	Environmental Studies	40		30	30	100	50	50
EESE212	Economics and Management Science 2B	50		50		100	50	50

EEMS312	Social Science Education Method 3B	50		50			100	50	50
EESE312	Economics and Management Science	50		50			100	50	50
EESB412	Business Management 4B	60		40			100	50	50
EESA412	Accounting4B	40	40	20			100	50	50
EESC412	Geomorphology	30		30	20	20	100	50	50
EESE412	Economics 4B	50		50			100	50	50
EESG412	Population Geography	30		10	30	30	100	50	50
EESH412	Heritage Studies	50		50			100	50	50
EESS412	South Africa in Historical Perspective	40		30	;	30	100	50	50

FED.11.6. MATHEMATICS, SCIENCE AND TECHNOLGY EDUCATION (MSTE)

Module code	Module name		Tests		Assi	gn.	Practicals	ТОТ	DP	EX
	MSTE			100	0%			100	50	50
First Semes	ster	•						•	•	•
ESML111	Mathematical Literacy	50			5	0		100	50	50
ESMT111	Mathematics 1A (Algebra)	33.33	33.33	33.33				100	50	50
ESPS111	Natural Science and Technology 1A (Process skills, Technology and Society)	40	40				20	100	50	50
ESPC111	Natural Science and Technology 1C (Physical and Chemical Properties of Matter)	30	30		20	20		100	50	50
ESMT211	Mathematics Education (Set Theory and Functions)	33.33	33.33	33.33				100	50	50
ESTE211	Natural Science and Technology Education (The Earth and Chemical Processes)	40	40			20		100	50	50
ESEE211	Natural Science and Technology Education (Energy and Energy Transfers)	40	20	20	10	10		100	50	50
ESMT311	Mathematics Method 3A	40	40		20			100	50	50
ESTM311	Technology Method 3A	40	40		20			100	50	50
ESMN311	Natural Science Method 3A	20	30		10	40		100	50	50
ESAE411	Physical Science (Advanced Electronics)	33.3	33.3		33	3.3		100	50	50
ESBS411	Life Sciences (Biological Systems)	40			3	80	30	100	50	50
ESCB411	Physical Science 4A (Chemical)	35	35		3	30		100	50	50
ESIT411	Technology (ICT Technologies)	40			30	30		100	50	50

ESDF411	Technology 4A (Design and Function of	40	40		2	20		100	50	50
	Mechanical systems)									
ESMT411	Mathematics 4A: (Differential Calculus)	33.33	33.33	33.33				100	50	50
ESPB411	Life Sciences 4A: (Practical Biological concepts)	40			30	30		100	50	50
ESMT421	Mathematics: (Statistics)	33.3	33.3	33.3				100	50	50
SEMESTER		·	1	1	1	<u> </u>				L
ESML112	Mathematical Literacy 1B	50			50			100	50	50
ESMM112	Natural Science and Technology 1D (Mechanics and Mechanical systems)	40	30	30			100	50	50	
ESMT112	Mathematics 1B (Figures and Shapes)	33.3	33.3	33.33			100	50	50	
ESGC112	Natural Science and Technology 1B (Graphic and Communication Design)	25	25		50		100	50	50	
ESEM212	Natural Science and Technology 2D (Electromagnetism)	30	30		40		100	50	50	
ESWS212	Natural Science and Technology 2B (Waves, Sound and Light)	30	30		40		100	50	50	
ESMT212	Mathematics 2BMatrices and Vector algebra	33.3	33.3	33.33			100	50	50	
ESMT312	Mathematics Method 3B	40	40		20		100	50	50	
ESMN312	Natural Science Method 3B	20	20		10	40	10	100	50	50
ESTM312	Technology Method 3B	40	40		20		100	50	50	
ESMT422	Mathematics (Financial Mathematics)	100	100	100			100	50	50	
ESBP412	Life Sciences 4B (Biological process in plants)	40			30	30	100	50	50	
ESMP412	Physical Science (Modern physics)	33.3	33.3	33.3			100	50	50	
ESPG412	Life Sciences 4B: (Cellular Processes and Genetics)	20	30		10	20	20	100	50	50
ESAT412	Technology) Advanced Technological Design	30	30		20	20	100	50	50	
ESCR412	Physical Science 4B: (Chemical reactions and Environmental Chemistry)	35	35			30	100	50	50	
ESEC412	Technology: (Electronic Circuits, Components and Sensors)	40	40		20		100	50	50	
ESMT412	Mathematics 4B: (Integral Calculus)	33.3	33.3	33.33			100	50	50	
ESMM412	Financial Mathematics	50			50		100	50	50	

FED.12. WEIGHTINGS FOR ALL FET MODULES – (EBDFT 1-7)

Module code	Module name		Tests		Assign	Practical	ТОТ	DP	EX
				100%			100	50	50
		EBDF	T PROGR	AMME					
		FIR:	ST SEMES	STER					
EPSR212	Social Relations	50	50				100	50	50
ESCM311	Method of Computer	33.3	33.3	33.3					
ESMC311	Method of Mathematics	40	40		20		100	50	50
ESPS311	Methods of Physical	40	40	20			100	50	50
ESFSSII	Science A								
EMLO311	Method of Life	35			35	30	100	50	50
	Orientation								
ELGF311	Method of English 3A	60	20		20		100	50	50
ESMZ311	Method of isiZulu 3A	50			25	25	100	50	50
ESCC311	Method of Accounting	30	30		20	20	100	50	50
ESMB311	Method of Business	50			50		100	50	50
	Mngmt				30				
ESME311	Method of Economics	50			50		100	50	50
ESMG311	Method of Geography	60			40		100	50	50
ESMH311	Method of History	50			50		100	50	50
EPPE411	Career Education	25	25		50		100	50	50

FED.13. WEIGHTINGS FOR ALL COMMON MODULES

Module code	Module name	Tests	Assign	Practical	Journal	TOT	DP	EX
	Final Mark Calculation		10	00%		100	50	50
		First Ser	nester					
ELLL111	Academic Literacy 1A	40	2 2 0 0	20				
EFIT111	Ideologies and Trends	60	40					
ELLL211	Academic Literacy 2A	55	45					
EPDL211	Human Development and Learning	50	50					
EALM311	School Leadership and Management	60	40					
ECAE311	Assessment in Education	60	40					
EPIE411	Inclusive Education	35	30	35				

ECTP411	Theory and Practice of Curriculum Development	60	40		
		Second S	emester		
EPHA112	HIV/AIDS Education	50	5 0		
ESCL112	Computer Literacy	50	5 0		
ECTL 212	Teaching and Learning Strategies	60	40		
ECEM212	Educational Media 2B (Repeaters only)	60	40		
EFMS312	Comparative Education	50	50		
EDSE312	Society, Education Law	60	40		
EAMS412	Management of Schools	60	40		
EPRE412	Introduction to Research in Education	50	50		

FED.14. WEIGHTINGS FOR TEACHING PRACTICE MODULES

Module code	Module name	Assignment	Practical / Pre	sentation	TOT	DP	Journal
`	Year Modules		100%		100	50	50
ETSE100	School Experience	30	40	30	100	50	50
ETSE200	School Experience	30	30	40	100	50	50
ETSE300	School Experience	30	30	40	100	50	50
ETSE400	School Experience	30	30	40	100	50	50

FED.15. WEIGHTING OF MODULE TESTS AND ASSIGNMENTS EPGFT 1& EPGSF2

Module code	Module name		Tests		Assign.	Practical/ Presentation s/Journals	TOT	DP	Ex
					100%	•	100	50	50
		1		First Sen		Ţ	1		
EDST101	Educational Studies: Philosophy, History, & Sociology	60			40		100	50	50
EDST121	Educational Studies: Psychology of Education	50			50		100	50	50
EGPE101	General Pedagogy: Teaching, Learning & Assessment	60			40		100	50	50
EDCO101	Education in Context	50			50		100	50	50
EPSE101	School Experience								
EMAC101	Accounting Education A (FETT)	50			50		100	50	50
EMAF101	Afrikaans Language Education A(FETT)	50	25	25			100	50	50
EMBS101	Business Studies Education A/(FETT)	50			50		100	50	50
EMCS101	Computer Application Technology Education A(FETT)	33	33	33			100	50	50
EMDA101	Dramatic Arts Education A (FETT)	50			25	25	100	50	50
EMEC101	Economics Education A(FETT)	50			50		100	50	50
EMGD101	Engineering Graphic Design Education A (FETT)	50	25	25			100	50	50
EMEN101	English Home language Education A(FETT)	50	25	25			100	50	50
EMEF101	English First Additional Language Education A(FETT)	50	25	25			100	50	50
EMGE101	Geography Education A(FETT)	50			50		100	50	50
EMHY101	History Education A(FETT)	50			50		100	50	50
EMZU101	IsiZulu Home Language Education A(FETT)	50	25	25			100	50	50
EMZA101	IsiZulu First Additional Language Education A(FETT)	50	25	25			100	50	50

EMLO101	Life Orientation Education A(FETT)	50			50		100	50	50
EMLS101	Life Sciences Education A(FETT)	40	40		20		100	50	50
EMMA101/ 102	Mathematics Education A(FETT)	50			50		100	50	50
EMPS101	Physical Science Education A(FETT)	40	40		20		100	50	50
EMTO101	Tourism A (FETT)	50			50		100	50	50
EMEM101	Economics and Management Sciences Education A(SP)	50			50		100	50	50
EMEL101	English Home language Education A(SP)	50	25	25			100	50	50
EMEG101	English First Additional Language Education A(SP)	50	25	25			100	50	50
EMHS101	Human and Social Sciences Education A(SP)	50			50		100	50	50
EMZH101	IsiZulu Home Language Education A(SP)	50			25	25	100	50	50
EMZF101	IsiZulu Additional Language Education A(SP)	50			25	25	100	50	50
EMLG101	Life Orientation Education A(SP)	50			50		100	50	50
EMMG101	Mathematics Education A(SP)	50			50		100	50	50
EMNS101	Natural Sciences Education A(SP)	40	40		20		100	50	50
EMTK101	Technology Education A (SP)	50	25		25		100	50	50
SEMESTER	TWO								
EDST102	Educational Studies: Curriculum Development	60			40		100	50	50
EDST122	Educational Studies: Education Management	50			50		100	50	50
EPSE 102	School Experience						100	50	50
EMAC102	Accounting Education B(FETT)	50			50		100	50	50
EMAF102	Afrikaans Language Education B (FETT)	50			25	25	100	50	50
EMBS102	Business Studies Education B (FETT)	50			50		100	50	50

EMCS102	Computer Application Technology Education B (FETT)	33	33	33			100	50	50
EMDA102	Dramatic Arts Education B (FETT)	50			25	25	100	50	50
EMEC102	Economics Education B (FETT)	50			50		100	50	50
EMGD102	Engineering Graphic Design Education B (FETT)	20			30	50	100	50	50
EMEN102	English Home language Education B (FETT)	50			25	25	100	50	50
EMEF102	English First Additional Language Education B (FETT)	50			25	25	100	50	50
EMGE102	Geography Education B (FETT)	50			50		100	50	50
EMHY102	History Education B (FETT)	50			50		100	50	50
EMZU102	IsiZulu Home Language Education B (FETT)	50			25	25	100	50	50
EMZA102	IsiZulu First Additional Language Education B(FETT)	50			25	25	100	50	50
EMLO102	Life Orientation Education B (FETT)	50			50		100	50	50
EMLS102	Life Sciences Education B (FETT)	30	30		10	30	100	50	50
EMMA102	Mathematics Education B (FETT)	50			50		100	50	50
EMPS102	Physical Science Education B (FETT)	30	30		10	30	100	50	50
EMTO102	Tourism B (FETT)	50			50		100	50	50
EMEM102	Economics and Management Sciences Education B(SP)	50			50		100	50	50
EMEL102	English Home language Education B(SP)	50	25	25			100	50	50
EMEG102	English First Additional Language Education B(SP)	50	25	25			100	50	50
EMHS102	Human and Social Sciences Education B(SP)	50			50		100	50	50

EMZH102	IsiZulu Home Language Education B(SP)	50			25	25	100	50	50
EMZF102	IsiZulu Additional Language Education B(SP)	50			25	25	100	50	50
EMLG102	Life Orientation Education B(SP)	50			50		100	50	50
EMMG102	Mathematics Education B(SP)	50			50		100	50	50
EMNS102	Natural Sciences Education B(SP)	40	40		20		100	50	50
EMTK102	Technology Education B(SP)	20			30	50	100	50	50
YEAR MOD	ÜLES								
ELTL100	English Language for Teaching and Learning	50			25	25	100	50	50
ESIC100	ICT for Teachers	33	33	33			100	50	50
ESIC100	Conversational Language for Teacher- Afrikaans	50	25	25			100	50	50
ELCA100	Conversational Language for Teachers- IsiZulu	50	25	25			100	50	50
ELCZ100	Conversational Language for Teachers-Sesotho	50	25	25			100	50	50