

FOR FURTHER INFORMATION FOR ADMISSION, CONTACT:


**STUDENT ADMISSIONS**

KwaDlangezwa Campus: +27 (0)35 902 6790/6030

Richards Bay Campus: +27 (0)35 902 6923

E-mail: [admissions@unizulu.ac.za](mailto:admissions@unizulu.ac.za)

Website: [www.unizulu.ac.za](http://www.unizulu.ac.za)

Follow us on  @UNIZULUongoye  [www.facebook.com/unizulu](https://www.facebook.com/unizulu)

**CENTRAL APPLICATIONS OFFICE**

Share call: +27 (0)86 086 0226

International Calls: +27 (0)31 268 4444

E-mail: [enggeneralcao.ac.za](mailto:enggeneralcao.ac.za)

Fax: +27 (0)86 622 8823 or +27 (0)31 268 4422

Website: [www.cao.ac.za](http://www.cao.ac.za)



**UNIVERSITY OF  
ZULULAND**



2022  
handbook  
**FACULTY OF  
EDUCATION**

**- Undergraduate -**



**UNIVERSITY OF  
ZULULAND**

# **YEARBOOK 2022**

FACULTY OF EDUCATION  
UNDERGRADUATE

## **Contact the Registrar's Unit**

Address all correspondence to:

The Registrar

University of Zululand

Private Bag X1001

KwaDlangezwa

3886

Tel: (035) 902-6000

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

PLEASE MENTION YOUR STUDENT/REFERENCE NUMBER IN ALL CORRESPONDENCE

The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at <http://www.unizulu.ac.za/calendar-2021-2/>

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

## **FACULTY OF EDUCATION**



### **UNIVERSITY OF ZULULAND**

#### **VISION**

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

#### **MISSION**

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

#### **VALUES**

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

## **UNIVERSITY OF ZULULAND (UNIZULU): OFFICE BEARERS**

### **CHANCELLOR**

Deputy Chief Justice RMM, Zondo

### **VICE-CHANCELLOR**

Prof X.A. Mtose

### **DEPUTY VICE-CHANCELLOR: RESEARCH AND INNOVATION**

Prof N.W. Kunene

### **DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING**

Prof V. Nomlomo

### **DEPUTY VICE-CHANCELLOR: INSTITUTIONAL SUPPORT**

Prof S. Seepe

### **EXECUTIVE DIRECTOR: RICHARDS BAY CAMPUS**

Vacant

### **EXECUTIVE DIRECTOR: INFRASTRUCTURE**

Mr T Mngcwango

### **EXECUTIVE DIRECTOR: HUMAN RESOURCES**

Mr R.T. Ngcobo

### **EXECUTIVE DIRECTOR: FINANCE**

Mr J Du Plessis

### **EXECUTIVE DIRECTOR: INSTITUTIONAL PLANNING**

Mr N. O. Cele

### **REGISTRAR**

Mr D Mothilall

## **UNIZULU DEANS**

### **Faculty of Arts**

Prof. MA Masoga

### **Faculty of Commerce, Administration and Law**

Prof L Greyling

### **Faculty of Education**

Prof SS Ntombela

### **Faculty of Science and Agriculture**

Prof K Lehloenya

### **Dean of Students**

Dr T. A. Ncokazi

## **FACULTY OF EDUCATION (FED) OFFICE BEARERS**

### **DEAN**

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

### **DEPUTY DEANS**

#### **Teaching and Learning - Acting**

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

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

**Vacant**

## **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 : Ms T Khumalo

Phone :                035-902 6348

Fax :                    086373242

e-mail :                [KhumaloTY@unizulu.ac.za](mailto:KhumaloTY@unizulu.ac.za)

## HEADS OF DEPARTMENTS

### **Arts and Language Education**

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

### **Curriculum and Instructional Studies**

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

### **Early childhood Education**

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

### **Educational Foundation and Management**

SI Kapueja, JSTC, PGDip, (Natal) B. Paed, B. Ed (UNIZULU), MEd (UFS), D.Ed. (UNIZULU).

### **Educational Professional Practice**

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

### **Educational Psychology and Special Education**

D Kent, PGDHE (UKZN), Adv. Dip (Clinical Child Neuropsych) (Jyvaskyla), FETC (University of Zimbabwe), BSc Hons (Psych) MSc (Ed Psych) (University of Zimbabwe), D. Ed (Ed Psych) (UNIZULU)

### **Mathematics, Science and Technology Education**

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**

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

## ACADEMIC STAFF

Bele, LLP Miss ..... Arts and Languages Education  
Hlatshwayo, ZV Ms. .... Arts and Languages Education  
Khumalo, NP Dr ..... HoD: Arts and Languages Education  
Magwaza, TF Mr ..... Arts and Languages Education  
Masuelele, OP Mr ..... Arts and Languages Education  
Mngomezulu, TF Miss ..... Arts and Languages Education  
Moyo, G Prof ..... Arts and Languages Education  
Msweli, ZP Ms. .... Arts and Languages Education  
Mthembu-Ngema, WNZ Dr ..... Arts and Languages Education  
Nyathikazi, CP Dr ..... Arts and Languages Education  
Pillay, P Prof. .... Arts and Languages Education

Dlamu, NP Dr ..... Curriculum and Instructional Studies  
Govender, SA Prof ..... Curriculum and Instructional Studies  
Khumalo, PN Ms ..... Curriculum and Instructional Studies  
Mhlongo, HR Dr ..... HoD: Curriculum and Instructional Studies  
Msimango, WN Ms ..... Curriculum and Instructional Studies  
Ngubane, PB Dr ..... Curriculum and Instructional Studies  
Ntshangase, TC Dr ..... Curriculum and Instructional Studies

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

Bender, CJG Prof. .... Educational Foundation and Management  
Buthelezi, AB Dr. .... Educational Foundation and Management  
Kapueja, IS Dr. .... HoD: Educational Foundation and Management  
Mthethwa, LC Mrs. .... Educational Foundation and Management

Ngidi, TZ Dr..... Educational Foundation and Management  
Xulu, VS Dr ..... Educational Foundation and Management

Luvuno, MD Ms ..... Education Professional Practice Unit  
Mkhasibe, RG Dr..... Education Professional Practice Unit  
Mngomezulu, MM Mr ..... HoD: Education Professional Practice Unit  
Mzimela, AM Dr..... Education Professional Practice Unit  
Ndaba, NH Mrs ..... Education Professional Practice Unit

Govender, S Prof ..... Educational Psychology and Special Education  
Gumede, GV Mr ..... Educational Psychology and Special Education  
Kent, CD Dr..... HoD: Educational Psychology and Special Education  
Makhonza, L Dr..... Educational Psychology and Special Education  
Makhubu, SS Ms..... Educational Psychology and Special Education  
Mngomezulu, TP Dr ..... Educational Psychology and Special Education  
Nzima, DR Prof. .... Educational Psychology and Special Education  
Sibisi, LP Miss..... Educational Psychology and Special Education  
Zwane, EXS Mr ..... Educational Psychology and Special Education

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

Brett, MR Mr.....	Social Sciences Education
Dube, MC Dr .....	Social Sciences Education
Gamede, BT Prof.....	HoD: Social Sciences Education
Khumatake, MR Mrs .....	Social Sciences Education
Kutame, AP Prof .....	Social Sciences Education
Mkhwanazi, KG Ms.....	Social Sciences Education
Mncube, DW Dr.....	Social Sciences Education
Mokoena, S Mr.....	Social Sciences Education

### **SUPPORT STAFF**

Feketshane, S Mr.....	Deans Office: Resource Centre
Gumede, S Mrs .....	Education Professional Practice Unit
Khanyile, V .....	Educational Psychology and Special Education
Maistry-Reddy, J Mrs .....	Arts and Languages Education
Manyoni, MP Mr.....	Education Professional Practice Unit
Mdlletshe, T Ms.....	Deans Office: Resource Centre
Khumalo, T Ms .....	Dean's Office: Faculty Secretary
Mkhonza, ZH Mrs.....	Mathematics Science and Technology Education
Mthembu, TK Mr .....	Dean's Office: Faculty Administration
Mtotywa, P Mrs. ....	Dean's Office: Faculty Office
Vacant.....	Dean's Office: Faculty Office
Viljoen, HL Mr.....	Education Professional Practice Unit
Zuma, N Mr .....	Educational Foundation and Management

## ACRONYMS

FED = Faculty of Education

3DED = Doctoral qualification codes

3MED = Masters qualification codes

C = Core: Major modules

A = Ancillary: Supporting modules, not in the curriculum

E = selective modules, flexible to choose

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

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

FT = Full time

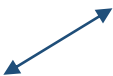

PT = Part time

NQFL = National Qualification Framework level

Cr=Credit module

## NB:

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

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



UNIVERSITY OF  
ZULULAND

## 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. **Full members**

- ✓ Dean
- ✓ Heads of departments of the faculty
- ✓ All Academic Staff
- ✓ Directors/General managers of institutes/centres of excellence/Centre's of service delivery
- ✓ Faculty Officer
- ✓ Faculty Research Officer
- ✓ Faculty Manager
- ✓ 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. **Associate members**

- ✓ 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 and 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) constitute 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. COMMITTEES OF FACULTY BOARDS

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

- ✓ Faculty Research Committee (FRC)
- ✓ Faculty Teaching and Learning Committee (FTLC)
- ✓ Executive of Faculty Board (FEXCO)

## 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

**FACULTY DEAN**

**DEPUTY DEAN**  
RESEARCH AND INTERNATIONALISATION

**DEPUTY DEAN**  
TEACHING AND LEARNING

#### DEPARTMENTS

**Early childhood  
Education**

**Arts and  
Language  
Education**

**Curriculum and  
Instructional  
Studies**

**Educational  
Foundation and  
Management**

**Educational  
Professional  
Practice**

**Social Science  
Education**

**Mathematics, Science and  
Technology Education**

**Educational Psychology  
and Special Education**

**ACADEMIC  
SUPPORT SERVICE**

**RESOURCE CENTRE**

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**FED.1.****RULES****FED 1.1.****FACULTY RULES AUTHORITY OF THE GENERAL RULES**

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

**FED 1.2.****FACULTY-SPECIFIC RULES**

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

***Below are the detailed Faculty Specific Rules: -*****FED.1.2.1****General rules supersede Faculty rules.****Therefore, the following applies:**

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

**FED.1.2.2****Admissions**

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

**FED.1.2.3****Registrations**

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

**FED.1.2.4****Modules**

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

**FED.1.2.5****Continuation of studies.**

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

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

#### **FED.1.2.6**

##### **International Students**

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

#### **FED.1.2.7**

##### **Examinations and Pass requirements**

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

#### **FED.1.2.8**

##### **Relation between notional hours, credits and examination papers**

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

#### **FED.1.2.9**

##### **Exclusion Rules** *(as shown on G20A (5); pg 86 of the General Calendar)*

A student, who have failed to obtain the minimum credits at the end of each semester, as detailed below, shall be excluded from the Faculty and University as per Rule G20A:

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

#### **FED.1.2.10**

##### **South African Council for Educators**

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

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

**FED.1.2.11**

**Professional status (SACE) and School Experience**

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

**FED.1.2.12**

**School Experience Modules**

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

**FED.1.2.13**

**Pre/Co requisites**

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

**FED.1.2.14**

**Module changes/ Modification of courses**

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

**FED.1.2.15**

**Leave of absence for student teachers**

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

**FED.1.2.16**

**Education Bursary Schemes (FUNZA LUSHAKA)**

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

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

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

## **FED.2.**

### **WARNING AGAINST PLAGIARISM**

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

## **FED.3.**

### **LANGUAGE MEDIUM**

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

## **FED.4.**

### **ADMISSION REQUIREMENTS FOR UNDERGRADUATE PROGRAMMES**

#### **FED 4.1.**

#### **GENERAL ADMISSION REQUIREMENTS**

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

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

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

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

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

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

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

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

Applicants who have achieved the required points for entry into Bachelor degrees may be admitted into main stream of Bachelor Degree programmes.

These applicants need a “Bachelors” matric pass with good APS points.

Bachelor of Education					
B. Ed (4 yrs.)					
Specialisation	Programme and Curriculum code	Required NSC Subjects Plus Selection Criteria	Required SC Subjects Plus Selection Criteria	APS	Selection Test
<b>Foundation Phase</b>					
B. Ed in Foundation Phase Teaching	3BFPT1	NSC endorsement with: - – IsiZulu HL4 and – Engl FAL4 – Maths 3 or Maths Literacy 4	Matric Exemption with: - – IsiZulu 1st Lang HG-D or SG-C – Engl HG-D or SG-C. – Maths HG-E or SG-D	26	No
<b>Intermediate Phase</b>					
B. Ed Intermediate Phase Teaching: Language & MSTE	3BDIP1	NSC endorsement with: - – IsiZulu 4 and – English 4 – Either Mathematics 4 – Physical Science 3 <b>OR</b> – Physical Science 4 – Mathematics 3	Matric exemption with: - – IsiZulu HG -D or SG-C – Engl HG -D or SG- C – Either Maths HG-D or SG-C Physical Sci HG - E or SG - D <b>OR</b> – Physical Sci HG-D or SG-C and Maths HG -E or SG -D	26	No
B.Ed. Inter. Phase Teaching: Lang & Humanities	3BDIP2	NSC endorsement with: - – IsiZulu 4 and – Engl 4 plus – Geog 4 and Hist 4	Matric exemption with: - – IsiZulu HG-D or SG-C – Engl HG-D or SG-C – Geography HG-D or SG-C – History HG-D or SG-C	26	No
<b>Senior Phase &amp; FET</b>					
B. Ed SP and FET Phase - NST	3BDSFT1	NSC endorsement with: - – Engl 4 – Either Mathematics 5 – Physical Science 4 <b>OR</b> – Physical Science 5 – Mathematics 4	Matric exemption with: - – Engl HG-D or SG-C – Either Maths HG-C or SG-B – Physical Science HG-D or SG-C <b>OR</b> – Physical Sci HG-C or SG-B	26	No

			– Mathematics HG-D or SG-C		
B. Ed SP and FET Phase -HSSE	3BDSFT2	NSC endorsement with: - – English 4; – Geography 4 – History 4	Matric exemption with: - – English HG-D or SG-C; – Geo HG- D or SG-C – History HG-D or SG-C	26	No
B. Ed SP and FET Phase -EMS	EBDSFT3	NSC endorsement with: - – English 4; – Accounting 4; – Business Studies 4 and – Economics 4	Matric exemption with: - – Engl HG-D or SG-C; – Acc HG- D or SG-C; – Bus Stud HG-D or SG-C – Econ HG-D or SG-C	26	No

### Importantly:

Please note the following: -

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

## FED.5.

### FACULTY DEPARTMENTS

#### FED.5.1.

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

Names of Departments	Departmental Abbreviations	Head of Department	Corporate Secretaries and contact numbers
Arts and Language Education	DALE	Dr NP Khumalo	Mrs Jerusha Maistry-Reddy <a href="mailto:ReddyJ@unizulu.ac.za">ReddyJ@unizulu.ac.za</a> Phone No.035902 6233
Curriculum and Instructional Studies	CIS	Dr HR Mhlongo	Mrs Jerusha Maistry-Reddy <a href="mailto:ReddyJ@unizulu.ac.za">ReddyJ@unizulu.ac.za</a> Phone No.035902 6233
Early childhood Education	ECE	Prof TA Mbatha	Ms Samkelisiwe M Gumede <a href="mailto:GumedeSA@unizulu.ac.za">GumedeSA@unizulu.ac.za</a> Phone No. 035902 6677
Educational Foundations and Management	EFM	Dr IS Kapueja	Mr Nhlanhla Zuma <a href="mailto:ZumaN@unizulu.ac.za">ZumaN@unizulu.ac.za</a> Phone No. 035902 6725
Education Professional Practice Unit	EPPU	Mr MM Mngomezulu	Ms Samkelisiwe M Gumede <a href="mailto:GumedeSA@unizulu.ac.za">GumedeSA@unizulu.ac.za</a> Phone No. 035902 6677
Educational Psychology and Special Education	EPSP	Dr CD Kent	Mrs Zamambo H. Mkhonza <a href="mailto:MkhonzaZ@unizulu.ac.za">MkhonzaZ@unizulu.ac.za</a> Phone No. 035902 6714

Mathematics, Science and Technology Education	MSTE	Dr BG Ndawonde	Mrs Zamambo H. Mkhonza <a href="mailto:MkhonzaZ@unizulu.ac.za">MkhonzaZ@unizulu.ac.za</a> Phone No. 035902 6714
Social Science Education	SSE	Prof BT Gamede	Mr Nhlanhla Zuma <a href="mailto:ZumaN@unizulu.ac.za">ZumaN@unizulu.ac.za</a> Phone No. 035902 6725

## FED.6. FACULTY OF EDUCATION QUALIFICATIONS

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

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

Qualification Name	Qual. Code	Specialization in	Campus	First Cohort (PQM Summary)	
				First year of Registration	First year of Graduation
BACHELOR OF EDUCATION: Foundation Phase Teaching (New Curriculum)					
B. Ed in Foundation Phase Teaching	3BFPT1	Foundation Phase	Main	2018	2022
BACHELOR OF EDUCATION: Intermediate Phase (New Curriculum)					
B. Ed in Intermediate Phase Teaching	3BDIP1	Language and MSTE	Main	2018	2022
B. Ed in intermediate Phase Teaching	3BDIP2	Language and Humanities	Main	2018	2022
BACHELOR OF EDUCATION: SP AND FET Band (New Curriculum)					
Bachelor of Education in SP and FET Teaching	3BDSF1	NST – Natural Science Technology	Main	2020	2024
Bachelor of Education in SP and FET Teaching	3BDSF2	HSSE – Humanities and Social Science Education	Main	2020	2024
Bachelor of Education in SP and FET Teaching	3BDSF3	EMS - Economics and Management Sciences	Main	2020	2024
POST GRADUATE CERTIFICATE IN EDUCATION (New curriculum)					
Post Graduate Certificate in Education	3PGFT1	Further Education and Training (FET)	Main	2018	2019

Post Graduate Certificate in Education	3PGSF2	Senior Phase and FET (SP&FET)	Main	2018	2019
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## FED.6.2. PROGRAMMES THAT ARE PHASING OUT AS OF 2018

Department	Qual. Code	Specialization in	Campus	Teach Out Plan Summary	
				Last intake	Last Graduation
BACHELOR OF EDUCATION: FET Band (Old Curriculum- Phasing Out)					
Bachelor of Education: Further Education and Training	EBDFT1	Life Orientation and Language Education	Main	2019	2025
Bachelor of Education: Further Education and Training	EBDFT2	History and Language	Main	2019	2025
Bachelor of Education: Further Education and Training	EBDFT3	Geography and Language	Main	2019	2025
Bachelor of Education: Further Education and Training	EBDFT4	Accounting, Business Economics and Economics	Main	2019	2025
Bachelor of Education: Further Education and Training	EBDFT5	History and Geography	Main	2019	2025
Bachelor of Education: Further Education and Training	EBDFT6	Computer Science and Mathematics	Main	2019	2025
Bachelor of Education: Further Education and Training	EBDFT7	Physical Science and Mathematics	Main	2019	2025
BACHELOR OF EDUCATION: Intermediate Phase (Old Curriculum – Phasing out)					
Bachelor of Education: Intermediate and Senior Phase	EBDIS1	EMS and Language Education	Main	2017	2023
Bachelor of Education: Intermediate and Senior Phase	EBDIS2	EMS and Life Orientation	Main	2017	2023
Bachelor of Education: Intermediate and Senior Phase	EBDIS3	Mathematics, Science and Technology Education	Main	2017	2023
Bachelor of Education: Intermediate and Senior Phase	EBDIS4	Life orientation and Language Education	Main	2017	2023
Bachelor of Education: Intermediate and Senior Phase	EBDIS5	Social Sciences and Language	Main	2017	2023
BACHELOR OF EDUCATION: Foundation Phase (Old Curriculum – Phasing out)					
Early Childhood Development	EBEDEF	Early Childhood	Main	2017	2023

**FED.7.****QUALIFICATIONS, PROGRAMMES AND CURRICULA**

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

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

**FED.8.****ACADEMIC STANDARDS FOLLOWED FOR OFFERED PROGRAMMES**

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

**FED.9.****BACHELOR OF EDUCATION NEW CURRICULUM**

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

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

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

#### **FED.10. RECOGNISED SCHOOL TEACHING SUBJECTS**

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

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

##### **Compulsory subjects**

*(These are also designated subjects excluding Life Orientation)*

Two official languages  
Mathematics and  
Mathematical Literacy  
Life Orientation

##### **Designated Subjects**

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

Accounting  
Agricultural Sciences  
Business Studies  
Consumer Studies  
Dramatic Arts  
Engineering Graphics & Design  
Physical Sciences  
Geography  
Information Technology  
Languages  
Life Sciences  
Mathematical Literacy  
Mathematics

##### **Recognised subjects**

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

Agricultural Management Practices  
Dance Studies  
Design  
Mechanical Technology  
Electrical Technology  
Tourism  
Agricultural Technology  
Languages  
Civil Technology  
Computer Applications  
Technology  
Hospitality Studies

FED.11.

**4 YEAR FT BACHELORS DEGREES: ACTIVE IN THE SYSTEM.**

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

FED.12.1.

**BACHELOR OF EDUCATION: FOUNDATION PHASE TEACHING – E/3BFPT1**

FED.12.1.1.

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

<b>B. Ed in Foundation Phase Teaching : Early Childhood Education</b>					
<b>Old Codes 2019 and before</b>	<b>New Codes 2019 and after</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>	<b>Pre/ Co requisites</b>
EEZU111	3EZU111	IsiZulu Home Language 1*	10	5	NONE
EENG112	3ENG112	English FAL 1	10	6	NONE
EELK111	3ELK111	Life Skills 1A*	10	5	NONE
EELK112	3ELK112	Life Skills 1B*	10	6	NONE
EEMA111	3EMA111	Basic Mathematics 1A*	10	5	NONE
EEMA112	3MA112	Basic Mathematics 1B*	10	6	NONE
EEDS111	3EDS111	Education Studies 1A: Child Development *	12	6	NONE
EEPS112	3EPS112	Pedagogical Studies 1B: Classroom Management	12	5	NONE
EECA100	3ECA100	Academic and Computer Literacy*	16	5	NONE
EEZU212	3EZU212	IsiZulu Home Language 2	10	6	NONE

EEGL211	3ELG211	Language Education (English FAL) 2A	10	6	EENG112 3ENG112
EEGL212	3ELG212	Language Education (isiZulu HL) 2B*	10	6	EEZU111 3EZU111
EELK211	3ELK211	Life Skills 2A	10	6	NONE
EELK212	3ELK212	Life Skills 2B	10	6	NONE
EEMA211	3EMA211	Mathematics Education 2A*	12	6	NONE
EEMA212	3EMA212	Mathematics Education 2B	12	6	EEMA111 3EMA111
EEPS211	3EPS211	Pedagogical Studies 2A: Curriculum Development	12	6	NONE
EEDS212	3EDS212	Education Studies 2B: Child Development	12	6	NONE
EECL200	3ECL200	Conversational Language Afrikaans	16	5	NONE
EENG311	3ENG311	English FAL 3	10	6	EENG112 3ENG112
EEZU312	3EZU312	isiZulu Home Language 3	10	7	EEZU111 3EZU111
EEGL311	3EGL311	Language Education (English FAL) 3A	10	6	EEGL211 3EGL211
EEGL312	3EGL312	Language Education (isiZulu HL) 3B	12	6	EEGL212 3EGL212
EEDS311	3EDS311	Education Studies 3A: Child Development	12	6	EEDS111 3EDS111
EELK312	3ELK312	Life Skills Education 3B	10	6	NONE
EEMA300	3EMA300	Mathematics Education 3	24	7	EEMA112 3EMA112
EEZU400	3EZU400	isiZulu Home Language 4	12	7	EEZU212 3EZU212
EENG400	3ENG400	English FAL 4	10	7	EENG211 3ENG211
EELK400	3ELK400	Life Skills Education 4 (Service Learning)	30	7	NONE
EEDS400	3EDS400	Education Studies: Educational Law and Systems	12	7	NONE
EEDS410	3EDS410	Education Studies: Sociology and Philosophy	12	7	NONE

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

## FED.12.1.2.

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

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

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

FOUNDATION PHASE TEACHING -SEMESTER COURSES				
Module code:-	Semester1: EEZU111/3EZU111	NQF level: 5	Semester2: EENG111/3ENG111	NQF level: 6
<b>Title:</b> ISIZULU (HL) 1			<b>Title:</b> English (FAL) 1	
<b>Content:</b> <ul style="list-style-type: none"> <li>– IsiZulu word Class grammar</li> <li>– IsiZulu linguistic skills (sentence analysis and construction of sentence types, phrases and clauses in creative writing)</li> <li>– IsiZulu phonetics and phonology</li> <li>– Note-taking and note-making in IsiZulu</li> <li>– Speaking and oral presentation in IsiZulu</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Spoken English</li> <li>– Written English.</li> <li>– Dictionary usage.</li> <li>– English morphemes.</li> <li>– English language communication skills for academic language use.</li> </ul>	
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– competence to apply word class grammar to written isiZulu.</li> <li>– competence to apply word class grammar to spoken isiZulu.</li> <li>– competence to apply isiZulu in various forms of communication in their future studies. -</li> </ul>			<b>Module outcomes:</b>  By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– competence to communicate effectively and competently in English.</li> <li>– Competence to use English language appropriately in a variety of contexts using both spoken and written forms.</li> </ul>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination			<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination	
Module code:-	Semester1: EELK111/3ELK111	NQF level: 5	Semester2: EELK112/ 3ELK112	NQF level: 6
<b>Title:</b> Life Skills 1A			<b>Title:</b> Life Skills 1B	
<b>Content</b> <ul style="list-style-type: none"> <li>– Terminology related to Life Skills, moral development and human rights for the analysis and discussion of case studies.</li> <li>– Curricula that supports a culture of human rights and democracy.</li> <li>– The value of moral development as a theoretical framework for human rights and value formation in learners in Grades R-3</li> <li>– A school health policy</li> <li>– Signs, symptoms and effects of child abuse</li> <li>– Procedure for reporting child abuse and supporting child abuse victims</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Key concepts in the nature and philosophy of science.</li> <li>– Scientific literacy</li> <li>– Classification of scientific knowledge.</li> <li>– Science process skills</li> <li>– Inquiry process</li> <li>– Science concept development in children</li> <li>– Technological literacy</li> <li>– Technological problem solving and the application of the design process</li> </ul>	
<b>Module outcomes</b>			<b>Module outcomes:</b>	

By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– an understanding self and interpersonal relationships</li> <li>– an understanding of the concept of human sexuality as an integral part of the total person which finds expression throughout the human life cycle.</li> <li>– competencies related to eating and fitness for an active healthy lifestyle</li> <li>– an understanding of the environmental threats to the health and wellbeing of learners, families, schools and communities.</li> </ul>			By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– competence to explain scientific and technological literacy</li> <li>– competence to apply science process skills to a scientific investigation</li> <li>– competence to apply the design process to a technological problem</li> <li>– competence to explain how children learn scientific concepts-</li> </ul>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination			<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination	
<b>Module code:-</b>	<b>Semester1:</b> EEMA111/3EMA111	<b>NQF level: 5</b>	<b>Semester2:</b> EEMA112/3EMA112	<b>NQF level: 6</b>
<b>Title:</b> Basic Mathematics 1A			<b>Title:</b> Basic Mathematics 1B	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Mathematical operations using whole number, fractions, decimals and percentages.</li> <li>– Fractions, decimals and percentages.</li> <li>– Problem solving involving exponents.</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Problem solving using geometric properties</li> <li>– Geometric constructions to complete simple proofs</li> <li>– Geometrical reasoning skills and argumentation</li> <li>– Construction of geometric diagrams from familiar and unfamiliar contexts</li> </ul>	
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>– understanding of key concepts in number theory</li> <li>– understanding and competence to conversions between fractions, decimals, ratio and percentages.</li> <li>– Understanding and competence to apply the laws of exponents</li> </ul>			<b>Module outcomes:</b> By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>– problem solving skills using properties of geometry</li> <li>– geometric reasoning from diagrams</li> <li>– use diagrams as an aid to writing rigorous proofs</li> <li>– ability to visualize geometric problems and represent them accurately in familiar and unfamiliar contexts</li> </ul>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination			<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination	
<b>Module code:-</b>	<b>Semester 1:</b> EEDS111/ 3EDS111	<b>NQF level: 5</b>	<b>Semester2:</b> EEPS112/3EPS112	<b>NQF level: 6</b>
<b>Title:</b> Education Studies 1A: Child Development			<b>Title:</b> Pedagogical Studies 1B: Classroom Management	
<b>Content:</b>			<b>Content:</b>	

Domains of child development Physical developmental stages Importance of play			<ul style="list-style-type: none"> <li>– Managing discipline in the Foundation Phase.</li> <li>– Managing health, safety and equipment in Foundation Phase classrooms.</li> <li>– Managing the classroom environment for learner participation.</li> <li>– Classroom administration.</li> <li>– Developing own classroom management plan and tasks.</li> <li>– Education law and the provisions regulating classroom management and administration.</li> </ul>	
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>– knowledge of the different domains of child development</li> <li>– an understanding of the physical development stages and know which activities are appropriate for each stage</li> <li>– an understanding of theories of child development and developmental milestones.</li> </ul>			<b>Module outcomes:</b>  By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– an understanding of general classroom management and administration issues and techniques</li> <li>– an understanding of how these issues and techniques apply to the Foundation Phase classroom</li> </ul>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination			<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination	
<b>Module code:-</b>	<b>Semester1:</b> EENG211/3ENG211	<b>NQF level: 6</b>	<b>Semester2:</b> EEZU212/3EZU212	<b>NQF level: 6</b>
<b>Title:</b> English (FAL) 2			<b>Title:</b> IsiZulu (HL) 2	
<b>Content:</b> <ul style="list-style-type: none"> <li>– English sentence structure and its analysis</li> <li>– Varieties of English.</li> <li>– Functional language for different communication purposes.</li> <li>– Graphical representation of English sentences (Tree Diagrams)</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– IsiZulu sentence structure and its analysis</li> <li>– Varieties of IsiZulu.</li> <li>– Functional language for communication in IsiZulu</li> <li>– Graphical representation of IsiZulu sentences (Tree Diagram)</li> </ul>	
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– competence to identify, construct and use different English sentences depending on structure</li> <li>– competence to analyse English sentences to identify meaning and purpose .</li> </ul>			<b>Module outcomes:</b>  By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– competence to communicate effectively in written isiZulu</li> <li>– competence to communicate effectively in spoken isiZulu</li> <li>– understanding of structure and analysis of isiZulu.</li> </ul>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination			<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination	

Module code:-	Semester1: EEGL211/3EGL211	NQF level: 6	Semester 2: EEGL212/ 3EGL212	NQF level: 6
<b>Title:</b> Language Education (English FAL) 2A			<b>Title:</b> Language Education (IsiZulu HL) 2	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Second Language Acquisition Theories</li> <li>– Teaching and learning aids for foundation phase classrooms for listening and speaking in English as a second language.</li> <li>– Incorporation of play in the teaching of literacy.</li> <li>– Environmental and biological influences on language acquisition.</li> <li>– Plan, teach and assess English as a second language in the Foundation Phase focussing on literacy skills</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– First Language Acquisition Theories</li> <li>– Teaching and learning aids for listening and speaking in IsiZulu in the foundation phase</li> <li>– Play in the teaching of listening and speaking IsiZulu as a home language</li> <li>– Environmental and biological influences on IsiZulu language acquisition.</li> <li>– Plan, teach and assess IsiZulu listening and speaking</li> </ul>	
<b>Module outcomes:</b> By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– competence to plan, teach, assess and develop resources for the teaching of listening and speaking of English.</li> <li>– competence to identify learners with barriers to listening and speaking of English and plan appropriate intervention strategies.</li> <li>– competence to apply a play-based approach to the teaching of listening and speaking.</li> </ul>			<b>Module outcomes:</b> By the end of the module, students should be equipped with <ul style="list-style-type: none"> <li>– competence to plan, teach, assess and develop resources for the teaching of listening and speaking of IsiZulu.</li> <li>– competence to identify learners with barriers to listening and speaking in IsiZulu</li> <li>– competence to plan appropriate interventions strategies for learners with barriers to listening and speaking in IsiZulu.</li> <li>– Competence to apply a play-based approach to the teaching of listening and speaking in isiZulu:-</li> </ul>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination			<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination	
Module code:-	Semester1: EELK211/ 3ELK211	NQF level: 6	Semester2: EELK212/3ELK212	NQF level: 6
<b>Title:</b> Life Skills 2A			<b>Title:</b> Life Skills 2B	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Theoretical aspects of the development of creativity and aesthetic appreciation</li> <li>– Barriers to the development of creativity in young learners</li> <li>– Design principles in visual art</li> <li>– Developing singing activities for the Foundation Phase.</li> <li>– Playing a selection of instruments suitable for the foundation phase</li> <li>– Listening to, analysing and describing music</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Major events in South African history</li> <li>– Physical geography, particularly soil formation, the solar system, the water cycle, the atmosphere</li> <li>– Concepts related to Ecosystems</li> <li>– Environmental issues (pollution, global warming, waste management, deforestation, desertification, biodiversity and extinction).</li> <li>– Current issues debated at the earth summits</li> </ul>	

<ul style="list-style-type: none"> <li>– Movement elements and skills in creative movement activities</li> <li>– Writing scripts for drama activities for foundation phase learners</li> <li>– Theoretical understanding of acting for foundation phase learners</li> </ul>				
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– understanding theoretical aspects of creativity and aesthetics in visual arts, music, dance and drama for young learners</li> <li>– competence to recognise barriers to the development of creativity in young learners</li> <li>– competence to assess and evaluate their own and others' visual arts, music, dance and drama performances:-</li> </ul>			<b>Module outcomes:</b>  By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– foundational knowledge of South African history</li> <li>– foundational knowledge of physical geography</li> <li>– an understanding of environmental issues such as pollution, global warming and waste management</li> <li>– competence to evaluate some of the important issues</li> <li>– competence to debate about the impact of human behaviour on the environment:-</li> </ul>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination			<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination	
<b>Module code:-</b>	<b>Semester1:</b> EEMA211/3EMA211	<b>NQF level: 6</b>	<b>Semester2:</b> EEMA212/3EMA212	<b>NQF level: 6</b>
<b>Title:</b> Mathematics Education 2A <b>Title:</b> Mathematics Education 2B				
<b>Content:</b> <ul style="list-style-type: none"> <li>– Theories on emergent numeracy.</li> <li>– Theories of and approaches to teaching Mathematics.</li> <li>– Teaching and learning Mathematics through play.</li> <li>– Ethno-mathematics in various cultures.</li> <li>– Barriers to the effective teaching and learning of Mathematics</li> <li>– Resources development related to theme planning in mathematics</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– How children learn to recognise, read and write numbers, basic number operations, concepts and skills</li> <li>– The specialized nature of the teaching of Mathematics as determined by the school curriculum.</li> <li>– Planning, teaching and assessing for the development of number sense, patterns, functions and algebra in the Foundation Phase.</li> <li>– Resources to teach numbers, patterns and functions</li> <li>– Identification of barriers to effective learning of number, operations and relationships.</li> <li>– Word sums: challenges for learners and its facilitation</li> <li>– Developing mathematical problem solving abilities in foundation phase learners (including modelling)</li> </ul>	
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>– competence to apply theories and approaches used in the teaching of Mathematics in the Foundation Phase</li> </ul>			<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>– understanding of the specialized nature of the teaching of Mathematics in the</li> </ul>	

			Foundation Phase as determined by the school curriculum-	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination			<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination	
<b>Module code:-</b>	<b>Semester1: EEPS211/3EPS211</b>	<b>NQF level: 6</b>	<b>Semester2: EEDS212/3EDS212</b>	<b>NQF level: 6</b>
<b>Title:</b> Pedagogical Studies 2A: Curriculum Development			<b>Title:</b> Education Studies 2B: Child development	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Theories of curriculum development</li> <li>– Levels of curriculum development</li> <li>– Principles underpinning curriculum design for the foundation phase</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Application of cognitive development theory to a teaching environment</li> <li>– Application of recent theories of how children learn to teaching in the foundation phase.</li> <li>– Application of how knowledge about development and learning of language should reflect in teaching of the foundation phase</li> <li>– Application of knowledge on how the development and learning of mathematical concepts should reflect in the teaching of foundation phase</li> <li>– Different kinds of barriers to learning and how to support a learner in the foundation phase classroom</li> </ul>	
<b>Module outcomes:</b> By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– understanding and application of theories of curriculum development in the teaching of Foundation Phase learners</li> <li>– the ability to distinguish between conventional, progressive, and liberation/ critical theory and use these theories accordingly</li> <li>– understanding, recognising and evaluating levels of curriculum development</li> <li>– understanding and adhering to principles underpinning curriculum design for foundation phase education</li> </ul>			<b>Module outcomes:</b> By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– Competence to explain the principles of cognitive development during childhood</li> <li>– knowledge of development in children's thinking</li> <li>– an understanding of language development from birth through childhood.</li> <li>– An understanding of literacy development from birth through childhood</li> <li>– Competence to recognize signs of developmental delays or impairments in children.</li> </ul>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination			<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination	
<b>Module code:-</b>	<b>Semester1: EENG311/3ENG311</b>	<b>NQF level: 6</b>	<b>Semester2: EEZU312/3EZU312</b>	<b>NQF level: 7</b>
<b>Title:</b> English ( English FAL)3A			<b>Title:</b> IsiZulu HL 3B	

<b>Content:</b> <ul style="list-style-type: none"> <li>– Differences between genres of modern literature.</li> <li>– Differences between genres of traditional literature.</li> <li>– visual literacy and dialogue</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Differences between genres of modern literature.</li> <li>– Differences between genres of traditional literature.</li> <li>– visual literacy and dialogue</li> </ul>		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>– Competence in understanding modern literature</li> <li>– Competence in familiarity of traditional literature</li> <li>– Competence in understanding dialogue and visual literacy</li> </ul>			<b>Module outcomes:</b> By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– Competence in understanding modern literature</li> <li>– Competence in familiarity with traditional literature</li> <li>– Competence in understanding dialogue and visual literacy</li> </ul>		
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> 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		
<b>Module code:-</b>	<b>Semester1:</b> EEGL311/3EGL311	<b>NQF level: 6</b>	<b>Semester 2:</b> EEL312/ 3ELG312	<b>NQF level: 6</b>	
<b>Title:</b> Language Education ( English FAL) 3A			<b>Title:</b> Language Education 3B (isiZulu HL) 3B		
<b>Content:</b> <ul style="list-style-type: none"> <li>– Identify children's literature and use them for the teaching of literacy</li> <li>– Materials for the teaching of literacy in the foundation phase.</li> <li>– Use resources for the teaching of literacy in the foundation phase.</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Modern and traditional literature genres</li> <li>– Materials for the teaching of modern and traditional literature for young children.</li> <li>– Teaching of traditional and modern literature for young children.</li> </ul>		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>– Competence in Identify and use appropriate children's' literature for the teaching</li> <li>– Competence in develop materials for the teaching of literacy, focussing on reading and writing.</li> <li>– Competence in Prepare resources for teaching, planning, assessing and for the development of resources</li> </ul>			<b>Module outcomes:</b> By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– Competence in analysing modern and traditional literature</li> <li>– Competence in Teaching of modern and traditional literature</li> <li>– Competence in The teaching and assessment of modern and traditional literature</li> </ul>		
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> 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		
<b>Module code:-</b>	<b>Semester1:</b> EEDS311/3EDS311	<b>NQF level: 6</b>	<b>Semester2:</b> EELK312/3ELK312	<b>NQF level: 6</b>	
<b>Title:</b> Education Studies 3A: Child Development			<b>Title:</b> Life Skills Education 3B		

<b>Content:</b> <ul style="list-style-type: none"> <li>– Emotional development in young children</li> <li>– Moral development in young children.</li> <li>– Social development in young children.</li> <li>– Skills in fostering child-parent relationships</li> </ul>	<b>Content:</b> <ul style="list-style-type: none"> <li>– terminology of physical development</li> <li>– one page report using academic language and referencing</li> </ul>
<b>Module Outcomes:</b> <ul style="list-style-type: none"> <li>– Competence in the emotional development of young children</li> <li>– Competence in understanding moral development in young children.</li> <li>– Competence in understanding social development in young children.</li> <li>– Competence in developing skills to foster child-parent relationships.</li> </ul>	<b>Module outcomes:</b> By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– Competence to understand the key concepts and skills</li> <li>– Competence to understand the role of indoor and outdoor activities</li> <li>– Competence to develop specific motor skills</li> </ul>
<b>Method of delivery:</b> Full Time	<b>Method of delivery:</b> Full Time
Assessment modes: This module is assessed by means of assignments, tests and examination	Assessment modes: This module is assessed by means of assignments, tests and examination

FED.12.1.4.

#### MODULE CONTENT & OUTCOMES FOR FOUNDATION PHASE TEACHING – E/3BFPT1

FOUNDATION PHASE TEACHING – YEAR COURSES		
<b>Module code:-</b>	<b>Year Level 1: EECA100/3ECA100</b>	<b>NQF level: 5</b>
<b>Title: Academic and Computer Literacy</b>		
<b>Content:</b> <ul style="list-style-type: none"> <li>– The role of language in learning and teaching</li> <li>– Academic vocabulary</li> <li>– Skills and strategies to read selectively</li> <li>– Plagiarism</li> <li>– Word processing skills needed for the writing process</li> <li>– Referencing skills</li> <li>– Developing a presentation</li> <li>– Spreadsheets for basic data processing</li> <li>– Emailing</li> <li>– Information gathering skills in the library</li> <li>– Internet search skills</li> <li>– The role of computers in Foundation Phase Classrooms</li> <li>– Developing teaching resources using computers</li> </ul>		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>– academic reading and writing skills</li> <li>– critical reading skills</li> <li>– academic language and skills in learning</li> <li>– presentation skills</li> <li>– skills to use information technology to plan, administer, develop teaching resources and collect information</li> <li>– skills needed to use computers in childhood education (5-9 year olds) classes</li> </ul>		
<b>Method of delivery:</b> Full Time		
Assessment modes: This module is assessed by means of assignments, tests and an examination		
<b>Module code:-</b>	<b>Year Level : EECL200/3ECL200</b>	<b>NQF level: 5</b>

<b>Title:</b> Conversational Language Afrikaans		
<b>Content:</b> <ul style="list-style-type: none"> <li>– Basic Afrikaans Language vocabulary,</li> <li>– Pronunciation and sentence structures in various contexts such as shopping, in the garden, at the hospital, at school, on the farm, sports</li> <li>– Speech acts: greetings; expressing emotions; opening and closing a conversation; responding to questions; using appropriate tone</li> </ul>		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– knowledge of basic Afrikaans vocabulary</li> <li>– basic conversation in Afrikaans</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination		
<b>Module code:-</b>	<b>Year Level 3: EEMA300/3EMA300</b>	<b>NQF level: 7</b>
<b>Title: Mathematics Education 3</b>		
<b>Content:</b> <ul style="list-style-type: none"> <li>– Facilitate problem solving</li> <li>– geometrical concepts during teaching</li> <li>– Develop problem-solving activities</li> </ul>		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>– Competence in understanding the learning theories</li> <li>– Competence in the ability to teach geometrical concepts</li> <li>– Competence in understanding the importance of measurement</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and examination		
<b>Module code:-</b>	<b>Year Level 4: EEZU400/3EZU400</b>	<b>NQF level: 7</b>
<b>Title: IsiZulu HL 4</b>		
<b>Content:</b> <ul style="list-style-type: none"> <li>– Syntactic structures of isiZulu language.</li> <li>– Semantic properties of isiZulu language.</li> <li>– Pragmatic use and form of isiZulu language.</li> <li>– Idiomatic use of isiZulu language for different purposes.</li> <li>– Ambiguities in written and spoken isiZulu language.</li> </ul>		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - <ol style="list-style-type: none"> <li>1. Competence in syntactic structures of isiZulu language.</li> <li>2. Competence of isiZulu language.</li> <li>3. Competence in practical application of IsiZulu</li> <li>4. Competence in the use of isiZulu idiom</li> <li>5. Competence in ambiguities in isiZulu.</li> <li>5. Competence on Home Language development</li> </ol>		

<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and examination		
<b>Module code:-</b>	<b>Year Level 4: EENG400/3ENG400</b>	<b>NQF level: 7</b>
Title: English FAL 4		
<b>Content:</b> <ul style="list-style-type: none"> <li>– Identify different syntactic structures of English language.</li> <li>– Analyse semantic properties of English language.</li> <li>– Pragmatic uses and forms of English language.</li> <li>– Construct idiomatic use of English language for different purposes.</li> <li>– Construct and analyse ambiguities in written and spoken language.</li> </ul>		
<b>Module outcomes:</b> <p>By the end of the module, students should be equipped with: -</p> <ul style="list-style-type: none"> <li>– Competence in understanding the syntactic structures of English language.</li> <li>– Competence in conducting a semantic analysis of English language.</li> <li>– Competence in applying English practically</li> <li>– Competence in the use of English idiom</li> <li>– Competence in identifying ambiguities in English.</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and exam,		
<b>Module code:-</b>	<b>Year Level 4: EELK400/3ELK400</b>	<b>NQF level: 7</b>
Title: Life Skills Education 4 (Service Learning)		
<b>Content:</b> <ul style="list-style-type: none"> <li>– integrated Life Skills theme plan</li> <li>– Service Learning project</li> <li>– school community development</li> </ul>		
<b>Module outcomes:</b> <p>By the end of the module, students should be equipped with: -</p> <ul style="list-style-type: none"> <li>– Competence in Life Skills</li> <li>– Competence in Life Skills components for inclusion in a possible Service Learning project</li> <li>– Competence in understanding of the concepts of community, community engagement, and the different types of community engagement, particularly Service Learning.</li> <li>– Competence in the acquisition of knowledge and strategies for identifying needs of the community.</li> <li>– Competence in the acquisition of knowledge and capacity to address the needs of the community by means of a Service Learning project.</li> <li>– Competence in the development of appropriate reflective skills.</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and exam		
<b>Module code:-</b>	<b>Year Level 4: EEDS400/3EDS400</b>	<b>NQF level: 7</b>
Title: Educational Law and Systems		
<b>Content:</b> <ul style="list-style-type: none"> <li>– Demonstrate an understanding of the South African education system</li> <li>– Apply laws governing children</li> <li>– Manage parent partnerships in childhood education</li> <li>– Critique and analyse educational policies e.g. EWP5,</li> </ul>		

– Issues around school governance		
<b>Module outcomes:</b>		
By the end of the module, students should be equipped with: -		
<ul style="list-style-type: none"> <li>– Competence in understanding the legal structure of the South African education system</li> <li>– Competence in understanding South African laws pertaining to children</li> <li>– Competence in managing parent partnerships</li> <li>– Competence in educational policies</li> <li>– Competence in school governance</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and examination		
<b>Module code:-</b>	<b>Year Level 4: EDS410/3EDS410</b>	<b>NQF level: 7</b>
<b>Title:</b> Education Studies: Sociology and Philosophy		
<b>Content:</b>		
<ul style="list-style-type: none"> <li>– Sociological and philosophical principles.</li> <li>– Teaching practices with reference to various philosophical principles.</li> </ul>		
<b>Module outcomes:</b>		
By the end of the module, students should be equipped with: -		
<ul style="list-style-type: none"> <li>– Competence in underpinning theories of sociology</li> <li>– Competence in underpinning theories of philosophy</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and examination		
<b>Module code:-</b>	<b>Year Level 4: EDS420/3EDS420</b>	<b>NQF level: 7</b>
<b>Title:</b> Education Studies: History and Comparative Education		
<b>Content:</b>		
<ul style="list-style-type: none"> <li>– History of Education in South African</li> <li>– International education systems</li> </ul>		
<b>Module outcomes:</b>		
By the end of the module, students should be equipped with: -		
<ul style="list-style-type: none"> <li>– Understanding history of education systems of selected countries.</li> <li>– Competence in Comparing education systems</li> <li>– Competence in comparing various journal articles on education systems.</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and examination		

FOUNDATION PHASE TEACHING PRACTICE – YEAR COURSES		
Module code:-	Year Level 1: EETP100/3ETP100	NQF level: 5
<b>Title:</b> School Experience 1		
<b>Content: In the context of a grade R classroom</b> <ul style="list-style-type: none"> <li>– School as an organization</li> <li>– Roles and functions of different school designates</li> <li>– Observation techniques – school functionality</li> <li>– Becoming a teacher: what inspired you?</li> <li>– The task of a teacher</li> <li>– Analysis of the qualities of an effective teacher</li> <li>– Writing a teaching philosophy statement</li> <li>– Reflecting on characteristics of a classroom</li> </ul>		
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– competence to account for the school experiences to which s/he has been introduced as a pre-service teacher</li> <li>– an initial understanding of themselves as pre-service teachers within the school as an organisation</li> <li>– skills to form part of the teacher-student mentorship relationship</li> <li>– observation skills to observe mentor teachers in the schools</li> <li>– reflection skills for developing reflexive practice of school based activities, observed and performed</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination		
Module code:-	Year Level : EETP200/3ETP200	NQF level: 6
<b>Title:</b> School Experience 2		
<b>Content:</b> <ul style="list-style-type: none"> <li>– Applying teaching methods to foundation phase classrooms (play and inquiry method).</li> <li>– Preparing, designing, developing and using classroom technologies – pictures, charts, flashcards, magazines and various audio-visual teaching and learning materials.</li> <li>– Reflecting on observation of teaching and learning practices</li> <li>– Completing the journal, writing with critical reflection</li> <li>– Working under supervision and assessment of school mentors</li> <li>– Organizing and developing a portfolio</li> <li>– Identifying, intervening and supporting learners with learning and developmental barriers</li> </ul>		
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– Competence to apply theoretical knowledge to teaching Grade R-3</li> <li>– Competence to execute teaching, learning and assessment as practically skilled student teachers</li> <li>– microteaching skills</li> <li>– skills to engage with workplace mentors and learners</li> </ul>		

<ul style="list-style-type: none"> <li>– competence to analyze and reflect on practical work based assignments, assessment tasks and activities in the prescribed observation journal -</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and an examination		
<b>Module code:-</b>	<b>Year Level 3: EETP300/3ETP300</b>	<b>NQF level: 6</b>
<b>Title: School Experience3</b>		
<b>Content:</b> <ul style="list-style-type: none"> <li>– Concepts and teaching strategies</li> <li>– Plan, prepare and present full lessons under guidance of lecturer and mentor as well as independently</li> <li>– Critique peer's lessons and presentations and improve quality of own work</li> <li>– Identify and assist learners with learning problems</li> </ul>		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>– Competence in integrating the teaching of Life Skills, Literacy and Mathematics</li> <li>– Competence in identifying learners with learning difficulties</li> <li>– Competence in assessing the learning area and context</li> <li>– Competence pf educational technologies for teaching and learning – ICT, instructional media</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and examination		
<b>Module code:-</b>	<b>Year Level 4: EETP400/3ETP400</b>	<b>NQF level: 7</b>
<b>Title: School Experience</b>		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: <ul style="list-style-type: none"> <li>– Competence in valuing others, listen to their wants and needs and empathize or identify with different cultures</li> <li>– Competence in undertaking case study</li> <li>– Competence in completing the student teacher's diary</li> <li>– Competence in completing the prescribed teaching</li> <li>– Competence on service learning and other related specialized tasks</li> <li>– Competence in presenting their thoughts and experiences of their teaching weeks orally</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and examination <ul style="list-style-type: none"> <li>– <i>Campus based:</i> Application of the seven roles of the educator through lesson presentation to peers</li> <li>– Engaging learners in extra-curricular activities</li> </ul>		

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

FED.12.2.

## BACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING –E/3BDIP1

FED.12.2.1.

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

B. Ed in Intermediate Phase Teaching : Language and MSTE					
Old Codes 2019 and before	New Codes 2019 and after	Descriptive name	Credits	NQFL	Pre/Co requisites
ELZL111	3LZL111	IsiZulu Language 1A (IP)	8	5	NONE
ELZL112	3LZL112	IsiZulu Language 1B	8	6	NONE
ELEL111	3LEL111	English Language 1A (IP)	8	5	NONE
ELEL112	3LEL112	English Language 1B	8	6	NONE
ESMA121	3SMA121	Mathematics 121A (IP)	8	5	NONE
ESMA122	3SMA122	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	NONE
ELZL212	3LZL212	IsiZulu Language 2A	8	6	NONE
ELEL211	3LEL211	English Language 2A	8	6	NONE
ELEL212	3LEL212	English Language 2A	8	6	NONE
ESMA221	3SMA221	Mathematics 2A	8	6	NONE
ESMA222	3SMA222	Mathematics 2B	8	6	NONE
ESNT211	3SNT211	Natural Science & Technology 2A	8	6	NONE
ESNT212	3SNT212	Natural Science & Technology 2B	8	6	NONE
EEBS211	3EBS211	Basic Social Science and Life Skills	8	5	NONE
EEBE211	3EBE212	Basic EMS	8	5	NONE
EDST211	3DST211	Education Studies 2A	12	7	NONE
EDST212	3DST212	Education Studies 2B	12	7	NONE
EGEP211	3GEP211	General Pedagogy 2A	12	6	NONE

EGEP212	3GEP212	General Pedagogy 2B	12	6	NONE
ELZL311	3LZL311	IsiZulu Language Education 3A	8	6	ELZL111 3LZL111 ELEL111 3LEL111 ESMA121
ELZL312	3LZL312	IsiZulu Language Education 3B	8	6	ELZL112 3LZL112 ELEL112 3LEL112 ESMA122 3SMA122 ESNT112 3SNT112
ELEL311	3LEL311	English Language Education 3A	8	6	ELZL111 3LZL111 ELEL111 3LEL111 ESMA121
ELEL312	3LEL312	English Language Education 3B	8	6	ELZL112 3LZL112 ELEL112 3LEL112 ESMA122 3SMA122 ESNT112 3SNT112
ESMA321	3SMA321	Mathematics Education 3A	8	6	ELZL111 3LZL111 ELEL111 3LEL111 ESMA121 3SMA121 ESNT111 3SNT111
ESMA322	3SMA322	Mathematics Education 3B	8	6	ELZL112 3LZL112 ELEL112 3LEL112 ESMA122 3SMA122

					ESNT112 3SNT112
ESNT311	3SNT311	Natural Science & Technology Education 3A	8	6	ELZL111 3LZL111 ELEL111 3LEL111 ESMA121 3SMA121 ESNT111 3SNT111
ESNT312	3SNT312	Natural Science & Technology Education 3B	8	6	ELZL112 3LZL112 ELEL112 3LEL112 ESMA122 3SMA122 ESNT112 3SNT112
EDST311	3DST311	Education Studies 3A	12	7	NONE
EDST312	3DST312	Education Studies 3B	12	7	NONE
ELZL400	3LZL400	IsiZulu Language Education 4	16	7	ELZL211 3LZL211
ELEL400	3LEL400	English Language Education 4	16	7	ELEL211 3LEL211
ESMA400	3SMA400	Mathematics Education 4	16	7	ESMA221 3SMA221
ESNT400	3SNT400	Natural Science & Technology Education 4	16	7	ESNT211 3SNT211
ELCL400	3LCL400	Conversational Language for Teachers	8	5	NONE
EPTE100	3PTE100	Teaching Practice 1	8	5	NONE
EPTE200	3PTE200	Teaching Practice 2	16	6	EPTE100 3PTE100
EPTE300	3PTE300	Teaching Practice 3	24	6	EPTE200 3PTE200 ELEL212 3LEL212 ESMA222 3SMA222

					EDST212 3DST212 ELZL212 3LZL212 ESNT212 3SNT212 EGEP212 3GEP212
EPTE400	3PTE400	Teaching Practice 4	48	7	EPTE300 3PTE300 ELZL211 3LZL211 ELEL211 3LEL211 ESMA221 3SMA221 ESNT211 3SNT211 EDST211 3DST211 EDST311 3DST311 EGEP211 3GEP211
NONE	UZUL100	UNIZULU101	16	5	NONE

Year Level 1				Year level 2				Year level 3				Year level 4			
First semester				First semester				First semester				First semester			
Old Codes	New Codes	Core/ Ancillary/	Cr	Old Codes	New Codes	Core/ Ancillary/El	Cr	Old Codes	New Codes	Core/ Ancillary/	Cr	Old Codes	New Codes	Core/ Ancillary/	Cr
2019 and	2019 and			2019 and	2019 and			2019 and	2019 and			2019 and			
ELZL111	3LZL111	C	08	ELZL211	3LZL211	C	08	ELZL311	3LZL311	C	08				
ELEL111	3LEL111	C	08	ELEL211	3LEL211	C	08	ELEL311	3LEL311	C	08				
ESMA121	3SMA121	C	08	ESMA221	3SMA221	C	08	ESMA321	3SMA321	C	08				
ESNT111	3SNT111	C	08	ESNT211	3SNT211	C	08	ESNT311	3SNT311	C	08				
EDST111	3DST111	C	12	EEBS211	3EBS211	C	08	EDST311	3DST311	C	12				
EGEP111	3GEP111	C	12	EDST211	3DST211	C	12								
				EGEP211	3GEP211	C	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 semester				Second semester				Second semester				Second semester			
Old	New	Core/	Cr	Old	New	Core/	Cr	Old	New	Core/	Cr	Old	New	Core/	Cr
ELZL112	3LZL112	C	08	ELZL212	3LZL212	C	08	ELZL312	3LZL312	C	08				
ELEL112	3LEL112	C	08	ELEL212	3LEL212	C	08	ELEL312	3LEL312	C	08				
ESMA122	3SMA122	C	08	ESMA222	3SMA222	C	08	ESMA322	3SMA322	C	08				
ESNT112	3SNT112	C	08	ESNT212	3SNT212	C	08	ESNT312	3SNT312	C	08				
EGEP112	3GEP112	C	12	EDST212	3DST212	C	12	EDST312	3DST312	C	12				
EDST112	3DST112	C	12	EGEP212	3GEP212	C	12								
				EEBE212	3EBE212	C	08								
Total 2 <sup>nd</sup> semester			56	Total 2 <sup>nd</sup> semester			64	Total 2 <sup>nd</sup> semester			44	Total 2 <sup>nd</sup> semester			
Year Modules				Year Modules				Year Modules				Year Modules			
Year Level 1				Year level 2				Year level 3				Year level 4			
EDSL100	3DSL100	C	08	EPTE200	3PTE200	C	16	EPTE300	3PTE300	C	24	ELZL400	3LZL400	C	16
EPTE100	3PTE100	C	08									ELEL400	3LEL400	C	16
UZUL100	NONE	C	16									ESMA400	3SMA400	C	16
												ESNT400	3SNT400	C	16
												ELCT400	3LCL400	C	08
												EPTE400	3PTE400	C	48
Total Year credit			32	Total Year credit			16	Total Year credit			24	Total Year credit			120
Overall Total year level 1			144	Overall Total year level 2			144	Overall Total year level 3			112	Overall Total year level 4			120
Total credits for the curriculum															520

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

**MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE  
TEACHING – E/3BDIP1**

<b>INTERMEDIATE PHASE TEACHING ( LANGUAGE AND MSTE) - SEMESTER COURSES</b>			
<b>Module code:-</b>	<b>Semester1:</b> <b>ELZL111/3LZL111</b>	<b>Semester2:</b> <b>ELZL112/3LZL112</b>	
<b>Title:</b> IsiZulu Language 1A (IP)		<b>Title:</b> IsiZulu Language 1B	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Phonetics.</li> <li>– Phonology.</li> <li>– Morphology.</li> <li>– Lexicology.</li> <li>– Semantics.</li> <li>– Semiotics.</li> </ul>		<b>Content:</b> <ul style="list-style-type: none"> <li>– Literary theories and criticism of prose, drama and media texts.</li> <li>– Literary analysis of prose, drama and media texts.</li> <li>– Creation of prose, drama and media texts.</li> </ul>	
<b>Module outcomes:</b>  By the end of the module, students should be able to: <ul style="list-style-type: none"> <li>– Demonstrate basic understanding of IsiZulu Home Language linguistics.</li> <li>– Apply isiZulu Home Language linguistic skills in texts.</li> </ul>		<b>Module outcomes:</b>  By the end of the module, students should be able to: <ul style="list-style-type: none"> <li>– Demonstrate integrative understanding of literary theories and the criticism of prose, drama and media.</li> <li>– Critically analyse and interpret prose, drama and media texts.</li> <li>– Create and evaluate meaningful literary and media texts.</li> </ul>	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This modules is assessed by means of examination...Formative assessments 50% and summative assessment 50%....		<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%.....	
<b>Module code:-</b>	<b>Semester 1:</b> <b>ELEL111/3LEL111</b>	<b>Semester2:</b> <b>ELEL112/3LEL112</b>	<b>NQF level: 5</b>
<b>Title:</b> English Language 1A (IP)		<b>Title:</b> English Language 1B	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Language categories: (verbal and non-verbal language).</li> <li>– Introduction to linguistic concepts.</li> <li>– Introduction to discourse competence.</li> </ul>		<b>Content:</b> <ul style="list-style-type: none"> <li>– Differentiate between various genres.</li> <li>– Demonstrate the skills needed to analyse various genres.</li> <li>– Analyse, interpret and design various non-literary texts.</li> </ul>	
<b>Module outcomes:</b>		<b>Module outcomes:</b>	

<p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of language categories.</li> <li>– Demonstrate an understanding of the scientific study of language as a system for human communication.</li> <li>– Demonstrate language and grammatical competence by applying language and grammatical rules and analytical skills in various contexts.</li> <li>– Demonstrate discourse competence in language skills.</li> </ul>		<p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>– Text genres: Literary and Non-literary texts.</li> <li>– Analysing literature genres.</li> <li>– Analysis of non-literary texts: written and/or visual</li> <li>– Analysis of literary texts.</li> </ul>	
<b>Method of delivery: Full Time</b>		<b>Method of delivery: Full Time</b>	
<p><b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%.....</p>		<p><b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%.....</p>	
<b>Module code:-</b>	<b>Semester1:</b> <b>ESNT111/3SNT111</b>	<b>Semester2:</b> <b>ESNT112/3SNT112</b>	<b>NQF level: 5</b>
<b>Title:</b> Natural Science & Technology 1A		<b>Title:</b> Natural Science & Technology 1B	
<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>1) Kinematics and dynamics</li> <li>2) The heat transfer</li> <li>3) Thermodynamics</li> <li>4) Matter</li> <li>5) Periodic table</li> <li>6) Atomic structure</li> <li>7) Electron configuration</li> <li>8) The Solar system</li> <li>9) Moons and smaller solar system bodies</li> </ol>		<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>1) Waves, sound and light</li> <li>2) Geometrical optics</li> <li>3) Electricity and magnetism</li> <li>4) Intermolecular forces</li> <li>5) Acids and bases</li> <li>6) Electrochemistry</li> <li>7) Organic chemistry</li> </ol>	
<p><b>Module outcomes:</b></p> <p>By the end of the module, students should be able to: -</p> <ul style="list-style-type: none"> <li>– identify and apply concepts in different contexts across all topics covered</li> <li>– demonstrate critical reasoning and problem solving skills through the application of chemical concepts.</li> <li>– demonstrate proficiency in the laboratory in manipulative, planning, data processing and data communication skills.</li> </ul>		<p><b>Module outcomes:</b></p> <p>By the end of the module, students should be equipped with:</p> <ul style="list-style-type: none"> <li>– demonstrate critical reasoning and problem solving skills through the application of chemical concepts.</li> <li>– demonstrate proficiency in the laboratory in manipulative, planning, data processing and data communication skills</li> </ul>	

		– identify and apply concepts in different contexts across all topics covered																																	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time																																	
<b>Assessment modes:</b> This module is coursework/research which is assessed by means of:		<b>Assessment modes:</b> This module is coursework/research which is assessed by means of:																																	
<table border="1"> <tr> <td>SUMMATIVE: Formal end of Module Exam</td><td>50</td><td></td></tr> <tr> <td>Test 1</td><td>15</td><td></td></tr> <tr> <td>Test 2</td><td>15</td><td></td></tr> <tr> <td>Test 3</td><td>10</td><td></td></tr> <tr> <td>Practs</td><td>10</td><td></td></tr> <tr> <td>Total</td><td>100</td><td></td></tr> </table>		SUMMATIVE: Formal end of Module Exam	50		Test 1	15		Test 2	15		Test 3	10		Practs	10		Total	100		<table border="1"> <tr> <td>SUMMATIVE: Formal end of Module Exam</td><td>50</td><td></td></tr> <tr> <td>CASS:</td><td></td><td></td></tr> <tr> <td>Test 1</td><td>25</td><td></td></tr> <tr> <td>Test 2</td><td>25</td><td></td></tr> <tr> <td>Total</td><td>100</td><td></td></tr> </table>	SUMMATIVE: Formal end of Module Exam	50		CASS:			Test 1	25		Test 2	25		Total	100	
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CASS:																																			
Test 1	25																																		
Test 2	25																																		
Total	100																																		
<b>Module code:-</b>	<b>Semester1: EDST111/3DST111</b>	<b>Semester2: EDST112/3DST112</b>																																	
<b>Title:</b> Education Studies 1A		<b>Title:</b> Education Studies 1B																																	
<b>Content:</b> 1: Conceptions of education <ul style="list-style-type: none"> <li>– Sociological understanding of education</li> <li>– Institutional understanding of education</li> <li>– Enlightenment period of understanding education</li> </ul> 2: Ethics and values in education <ul style="list-style-type: none"> <li>– The nature of ethical thinking, conceptual analysis, and the evaluation of arguments</li> <li>– Morality, etiquette and law</li> <li>– Cultural relativism</li> <li>– Morality and religion</li> <li>– Personal relativism and existentialism</li> <li>– Utilitarianism</li> <li>– Moral Rights</li> </ul> 3: History of education <ul style="list-style-type: none"> <li>– History of education</li> <li>– Historiography of South African education</li> <li>– Influence of economic, social and political trends on education</li> </ul> 4: Education provisioning during the period of National Party rule <ul style="list-style-type: none"> <li>– Christian National Education</li> <li>– Bantu Education Act of 1953</li> <li>– Separate education for whites, Indians, blacks and coloureds</li> <li>– Resistance to Bantu Education</li> <li>– June 1976 Soweto uprisings</li> <li>– The De Lange Commission</li> </ul>		<b>Content</b> <ul style="list-style-type: none"> <li>– Sociological Theories in Education</li> <li>– Functionalism</li> <li>– Conflict theory</li> <li>– Symbolic Interactionism</li> </ul> 2. Sociology of Education in school practice <ul style="list-style-type: none"> <li>– Ecology of the school</li> <li>– The role of the school in society</li> </ul> 3. Diversity in education <ul style="list-style-type: none"> <li>– Culture</li> <li>– Race</li> <li>– Gender</li> <li>– Socialisation</li> <li>– Stratification</li> <li>– Norms and Values</li> <li>– Status and role</li> </ul> 4. Citizenship education <ul style="list-style-type: none"> <li>– Ancient and modern concepts of citizenship</li> <li>– History of South African citizenship</li> <li>– Future of citizenship education in South African schools</li> </ul>																																	
		<b>Module outcomes:</b> On successful completion of the module, students should be able to <ul style="list-style-type: none"> <li>– Demonstrate a knowledge and understanding of sociological theories of education.</li> </ul>																																	

<ul style="list-style-type: none"> <li>– People's education</li> </ul> <p>5: Post – apartheid education</p> <ul style="list-style-type: none"> <li>– Single national education department</li> <li>– Principles of a new educational dispensation (democratisation, desegregation, equal educational opportunities)</li> <li>– Outcomes-based education</li> <li>– National curriculum statement</li> <li>– Curriculum and assessment policy statement.</li> </ul>		<ul style="list-style-type: none"> <li>– Demonstrate an understanding of the sociology of education in school practice.</li> <li>– Demonstrate an understanding of diversity in education.</li> <li>– Demonstrate an understanding of the trends in citizenship education.</li> </ul> <p>Critically analyse the relationship between education and society to make informed decisions.</p>	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of continuous formative assessment through assignments, presentations and tests. Summative assessment through examinations		<b>Assessment modes:</b> This module is assessed by means of assignments	
<b>Module code:-</b>	<b>Semester1: EGEP111/3GEP111</b>	<b>Semester 2: EGEP112/3GEP112</b>	<b>NQF level: 6</b>
<b>Title:</b> General Pedagogy 1A		<b>Title:</b> General Pedagogy 1B	
<b>Content:</b> <ol style="list-style-type: none"> <li>1) Introduction to teaching and learning processes <ul style="list-style-type: none"> <li>– Curriculum</li> <li>– Content</li> <li>– Context</li> <li>– Teaching</li> <li>– Learning</li> </ul> </li> <li>2) Classroom management <ul style="list-style-type: none"> <li>– Principles of classroom management</li> <li>– Classroom climate</li> <li>– Approaches to classroom management</li> <li>– Coping with large classes</li> <li>– Classroom discipline</li> <li>– Observation techniques</li> <li>– Reflection modalities</li> </ul> </li> <li>3) Curriculum differentiation <ul style="list-style-type: none"> <li>– Multi-grade teaching and assessment</li> <li>– Multi-level teaching and assessment</li> </ul> </li> <li>4) Service learning <ul style="list-style-type: none"> <li>– Theoretical conceptions of service learning</li> <li>– Service learning as pedagogy, evaluation and teaching style</li> <li>– Service learning in the curriculum: reflection, assessment and evaluation</li> </ul> </li> <li>5) Understanding the Intermediate Phase (IP) Curriculum <ul style="list-style-type: none"> <li>– Background and overview of the IP curriculum</li> </ul> </li> </ol>		<b>Content:</b> <ol style="list-style-type: none"> <li>1) Introduction to teaching as a profession <ul style="list-style-type: none"> <li>– Definition of educational terms</li> <li>– Characteristics of teaching as a profession</li> </ul> </li> <li>2) Professional development of educators <ul style="list-style-type: none"> <li>– Staff induction</li> <li>– Professional development (journal)</li> <li>– Staff appraisal</li> <li>– Staff development</li> <li>– SACE</li> </ul> </li> <li>3) The role of teacher unions in education <ul style="list-style-type: none"> <li>– Freedom of association</li> <li>– Organisational rights of unions</li> <li>– Collective bargaining in education</li> <li>– Managing strike action</li> <li>– Establishing and implementing workplace forums</li> </ul> </li> </ol>	

<ul style="list-style-type: none"> <li>– Purpose and general aims of the IP curriculum</li> <li>– Requirements and roles of all subjects in the IP curriculum</li> </ul>			
<b>Module outcomes:</b>  On successful completion of the module, students should be able to <ul style="list-style-type: none"> <li>– Demonstrate basic knowledge and understanding of teaching and learning processes and curriculum differentiation</li> <li>– Demonstrate competence in managing the classroom and the learning environment to support teaching and learning</li> <li>– Demonstrate basic knowledge and understanding of service learning theories and concepts</li> <li>– Demonstrate sufficient broad background knowledge of the requirements and roles of all subjects in the Intermediate Phase curriculum.</li> </ul>		<b>Module outcomes:</b>  On successful completion of the module, students should be able to ... <ul style="list-style-type: none"> <li>– Demonstrate a knowledge and understanding of teaching as a profession</li> <li>– Demonstrate a knowledge and understanding of the professional development of educators</li> <li>– Demonstrate a knowledge and understanding of the role of teacher unions in education</li> <li>– Critically reflect on the professional development of educators</li> </ul>	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination...		<b>Assessment modes:</b> This module is assessed by means of examination	
<b>Module code:-</b>	<b>Semester 1:ELZL211/3LZL211</b>	<b>Semester2: ELZL212/3LZL212</b>	<b>NQF level: 6</b>
<b>Title:</b> IsiZulu Home Language 2A		<b>Title:</b>	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Syntax</li> <li>– Sociolinguistics and Pragmatics</li> </ul>		<b>Content:</b> <ul style="list-style-type: none"> <li>– Poetry.</li> <li>– Folklore.</li> <li>– Critical analysis and interpretation of poetry and folklore.</li> </ul>	
<b>Module outcomes:</b>  By the end of the module, students should be able to: <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of isiZulu Home Language syntax.</li> <li>– Apply isiZulu Home Language sociolinguistics and pragmatics skills in texts.</li> </ul>		<b>Module outcomes:</b>  By the end of the module, students should be able to: <ul style="list-style-type: none"> <li>– Demonstrate a knowledge and understanding of poetry and folklore.</li> <li>– Critically analyse and interpret poetry and folklore.</li> <li>– Create and evaluate poetry and folklore.</li> </ul>	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%.....		<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%	

<b>Module code:-</b>	<b>Semester1: ELEL211/3LEL211</b>	<b>Semester2: ELEL212/3LEL212</b>	<b>NQF level: 6</b>
<b>Title: English First Additional Language 2A</b>		<b>Title: English First Additional Language 2B</b>	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Language structures and conventions.</li> <li>– Construction and communication of thoughts and ideas.</li> <li>– Application of grammatical structures and conventions.</li> </ul>		<b>Content:</b> <ul style="list-style-type: none"> <li>– Analysis of written and visual texts.</li> <li>– Analysis and interpretation of non-literary texts.</li> <li>– Producing written texts.</li> </ul>	
<b>Module outcomes:</b>		<b>Module outcomes:</b>	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination...Formative assessments 50% and summative assessment 50%....		<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination...Formative assessments 50% and summative assessment 50%.	
<b>Module code:-</b>	<b>Semester1: ESMA221/3SMA221</b>	<b>Semester2: ESMA222/3SMA222</b>	<b>NQF level: 6</b>
<b>Title:</b> Mathematics 2A (Set, theory and functions)		<b>Title:</b> Mathematics 2B (Vector, Algebra and Matrices)	
<b>Content:</b> Number system and exercises, sets and subsets, Algebra of sets, Assignment on history of Venn diagrams Cartesian product of sets, Denumerable sets, Set theory introduction Relations Functions.		<b>Content:</b> Instructional methods include lectures, group discussions, independent learning and research/study projects	
<b>Module outcomes:</b> 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.		<b>Module outcomes:</b> To develop students understanding of matrices and vectors algebra.  Solving systems of equations, matrices, Cramer's rule, vectors in 2D and 3D.	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....		<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester1: ESNT211/3SNT211</b>	<b>Semester 2: ESNT212/3SNT212</b>	<b>NQF level: 6</b>
<b>Title:</b> Natural Science & Technology 2A		<b>Title:</b> Natural Science & Technology 2B	
<b>Content:</b>  Brief description of subject		<b>Content:</b>  Brief description of subject	

<p>(List concepts)</p> <ol style="list-style-type: none"> <li>1. The Technological Process <ul style="list-style-type: none"> <li>– Investigation</li> <li>– Designing</li> <li>– Manufacturing</li> <li>– Evaluating</li> </ul> </li> <li>2. Graphic communication and design <ul style="list-style-type: none"> <li>– Two-dimensional drawing</li> <li>– Three-dimensional drawing</li> </ul> </li> <li>3. Structures <ul style="list-style-type: none"> <li>– Classification and purpose</li> <li>– Strength, rigidity and stability</li> <li>– Assembly</li> <li>– Design of structures</li> </ul> </li> <li>4. Processing of materials <ul style="list-style-type: none"> <li>– Types of materials for manufacturing</li> <li>– Properties of materials for manufacturing</li> <li>– Processes of manufacturing</li> </ul> </li> <li>5. Systems and control -Mechanical systems <ul style="list-style-type: none"> <li>– Types of motion</li> <li>– Function of mechanical systems and sub-systems</li> <li>– Design of mechanical systems</li> </ul> </li> <li>6. Systems and control – Electrical systems <ul style="list-style-type: none"> <li>– Components of electrical circuits</li> <li>– Control in electrical circuits</li> <li>– Design of electrical circuits</li> </ul> </li> </ol>	<p>(List concepts)</p> <ol style="list-style-type: none"> <li>1. Life processes in plants and animals <ul style="list-style-type: none"> <li>– Support and transport systems in plants</li> <li>– Support systems in animals</li> <li>– Transport systems in mammals</li> </ul> </li> <li>1. Energy transformations to support life <ul style="list-style-type: none"> <li>– Photosynthesis</li> <li>– Animal nutrition</li> </ul> </li> <li>2. Energy transformations <ul style="list-style-type: none"> <li>– Respiration</li> <li>– Gas exchange</li> <li>– Excretion</li> <li>– Reproduction in vertebrates</li> <li>– Human reproduction</li> <li>– Nervous system</li> <li>– Senses</li> <li>– Endocrine system</li> </ul> </li> <li>3. Diversity, Change and Continuity <ul style="list-style-type: none"> <li>– Biodiversity and classification</li> <li>– History of life on earth</li> <li>– Biodiversity – classification of microorganisms</li> <li>– Biodiversity – plants</li> <li>– Reproduction – plants</li> <li>– Biodiversity – animals</li> <li>– Darwinism and Natural Selection</li> <li>– Human evolution</li> </ul> </li> <li>4. Environmental Studies <ul style="list-style-type: none"> <li>– Biosphere to ecosystems</li> <li>– Population ecology</li> </ul> </li> <li>5. Human impact on environment <ul style="list-style-type: none"> <li>– Current crises</li> </ul> </li> </ol>
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>– Demonstrate a knowledge and understanding of the technological process as the basis for design in Technology</li> <li>– Demonstrate a knowledge and understanding of two-and-three dimensional drawing methods</li> <li>– Demonstrate a knowledge and understanding of structures in technology</li> <li>– Demonstrate a knowledge and understanding of processing materials into products</li> <li>– Demonstrate a knowledge and understanding of mechanical and electrical systems</li> </ul>	<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>– Demonstrate a knowledge and understanding of the concepts related to life processes in plants and animals</li> <li>– Demonstrate a knowledge and understanding of the concepts related to Environmental Studies and the human impact on the environment</li> <li>– Apply a knowledge and understanding of diversity, change and continuity to problem-solving activities.</li> <li>– Design, plan and conduct scientific investigations related to anatomy and physiology</li> </ul>

<ul style="list-style-type: none"> <li>– Apply the knowledge of technology acquired to designing and solving problems</li> </ul>			
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....		<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester1: EEBS211/3EBS211</b>	<b>Semester2: EEBS212/3EBS212</b>	<b>NQF level: 6</b>
<b>Title:</b> Basic Social Sciences and Life Skills		<b>Title:</b> Basic EMS	
<b>Content:</b> Brief description of subject (List concepts) <ol style="list-style-type: none"> <li>1. Social sciences <ul style="list-style-type: none"> <li>– Meaning and scope of social science</li> <li>– Disciplines of social sciences</li> <li>– Methods of social sciences</li> </ul> </li> <li>2. Human development <ul style="list-style-type: none"> <li>– The origin of human beings</li> <li>– Nature versus nurture</li> <li>– Aspects of human development</li> <li>– Explanations of behaviour</li> </ul> </li> <li>3. Development of human civilization <ul style="list-style-type: none"> <li>– From Stone Age to Iron Age</li> <li>– The Middle Ages and the Renaissance</li> <li>– Modern economic, political and social institutions</li> </ul> </li> <li>4. Society, culture and cultural change <ul style="list-style-type: none"> <li>– The elements of culture</li> <li>– Factors causing cultural change</li> <li>– Patterns, forms and functions of family</li> <li>– The role of religion in society</li> </ul> </li> <li>5. Demography, Ecology and Society <ul style="list-style-type: none"> <li>– Population dynamics</li> <li>– The ecological balance</li> <li>– Impact of ecology on society</li> </ul> </li> <li>6. Psycho-social Life Skills <ul style="list-style-type: none"> <li>– Self-awareness and empathy skills</li> <li>– Communication and interpersonal relationship skills</li> <li>– Coping with emotions and stress skills</li> <li>– Decision-making and problem solving skills</li> <li>– Creative thinking and critical thinking skills</li> </ul> </li> <li>7. Functions and forms of government <ul style="list-style-type: none"> <li>– Functions of government</li> <li>– Roles of citizens</li> <li>– Political theories</li> </ul> </li> </ol>		<b>Content:</b> Brief description of subject (List concepts) <ol style="list-style-type: none"> <li>1. The Economic and Management Sciences as a field of study</li> <li>2. The economy <ul style="list-style-type: none"> <li>– History of money</li> <li>– Goods and services</li> <li>– Production process</li> <li>– Inequality and poverty</li> <li>– Modern economic systems</li> </ul> </li> <li>3. Financial literacy <ul style="list-style-type: none"> <li>– The role of Accounting</li> <li>– Accounting concepts</li> <li>– Income and expenditure</li> <li>– The Accounting Equation</li> <li>– The Accounting system</li> </ul> </li> <li>4. Entrepreneurship <ul style="list-style-type: none"> <li>– The entrepreneur</li> <li>– Starting a business</li> <li>– Different types of businesses</li> </ul> </li> <li>5. Teaching and learning strategies in Economic and Management Sciences.</li> </ol>	
<b>Module outcomes:</b>		<b>Module outcomes:</b>	

<ul style="list-style-type: none"> <li>– Demonstrate a knowledge and understanding of social sciences and life skills.</li> <li>– Explain the nature of human development.</li> <li>– Trace the development of human civilization.</li> <li>– Demonstrate knowledge and understanding of the inter-relationships between society and culture.</li> <li>– Explain how population and natural environment interact and affect the ecology.</li> <li>– Identify and use life skills to deal with challenges of life.</li> <li>– Demonstrate a basic understanding of the functions and forms of government.</li> </ul>		<ul style="list-style-type: none"> <li>– Demonstrate a knowledge and understanding of Economic and Management Sciences concepts.</li> <li>– Demonstrate an integrative knowledge and understanding of economics, accounting and business studies.</li> <li>– Apply knowledge and skills to solve defined and routine problems in Economic and Management Sciences.</li> <li>– Apply strategies of teaching and assessing Economic and Management Sciences.</li> </ul>
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time
<b>Assessment modes:</b> This module is assessed by means of examination.....		<b>Assessment modes:</b> This module is assessed by means of examination.....
<b>Module code:-</b>	<b>Semester1: EDST211/3DST211</b>	<b>Semester 2: EDST212/3DST212</b>
<b>Title:</b> Education Studies 2A		<b>Title:</b> Education Studies 2B
<b>Content:</b>  <b>1: Understanding child and adolescence development</b> <ul style="list-style-type: none"> <li>– Theories of development</li> <li>– Principles of development</li> </ul> <b>2: Early childhood development</b> <ul style="list-style-type: none"> <li>– The context of early childhood development</li> <li>– Physical development in early childhood</li> <li>– Cognitive and language development in early childhood</li> <li>– Social and emotional development in early childhood</li> </ul> <b>3: Middle childhood development</b> <ul style="list-style-type: none"> <li>– The context of middle childhood development</li> <li>– Physical development in middle childhood</li> <li>– Cognitive and language development in middle childhood</li> <li>– Social and emotional development in middle childhood</li> </ul> <b>4: Adolescence development</b> <ul style="list-style-type: none"> <li>– The context of adolescent development</li> <li>– Physical development in adolescence</li> <li>– Cognitive and language development in adolescence</li> </ul>		<b>Content: -</b>  <b>1. Study of learning</b> <ul style="list-style-type: none"> <li>– Learning theories and philosophies</li> <li>– Relation of learning and instruction</li> </ul> <b>2.Neuroscience of learning</b> <ul style="list-style-type: none"> <li>– Neurophysiology of learning</li> <li>– Brain functions and learning</li> <li>– Motivation and emotions</li> </ul> <b>3.Theories of learning</b> <ul style="list-style-type: none"> <li>– Behavioural</li> <li>– Social Cognitive</li> <li>– Information Processing</li> <li>– Constructivist</li> </ul> <b>4. Complex Cognitive learning processes.</b> <ul style="list-style-type: none"> <li>– Metacognition and learning</li> <li>– Concept learning</li> <li>– Problem solving transfer of learning</li> </ul> <b>5. Motivation</b> <ul style="list-style-type: none"> <li>– Theoretical approaches to motivation</li> <li>– Models of motivation</li> <li>– Achievements and motivation</li> </ul>

<ul style="list-style-type: none"> <li>– Social and emotional development in adolescence</li> </ul>		<ul style="list-style-type: none"> <li>– Goals, motives, and interest in motivation</li> </ul>	
<b>On successful completion of the module, students should be able to:</b> <ul style="list-style-type: none"> <li>– Demonstrate a knowledge and understanding of childhood and adolescent development.</li> <li>– Use critical thinking and problem solving skills in relation to the childhood and adolescent developmental issues that occur during professional practice</li> </ul>		<b>Module outcomes:</b>  <b>On successful completion of the module, students should be able to ...</b> <ul style="list-style-type: none"> <li>– Demonstrate a knowledge and understanding of the different learning theories and their implications for teaching and learning.</li> <li>– Demonstrate a knowledge and understanding of the Neuroscience of learning.</li> <li>– Demonstrate knowledge and an integrative understanding of complex learning processes.</li> <li>– Analyse, compare and contrast types of motivation.</li> <li>– Critique and justify which theories are best suited for learners' individual needs.</li> </ul>	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of assignments		<b>Assessment modes:</b> This module is assessed by means of assignments.	
<b>Module Code:</b>	<b>Semester1:</b> ELZL311/3LZL311	<b>Semester2:</b> ELZL312/3LZL312	<b>NQF level:</b> 6
<b>Title:</b> IsiZulu Home Language Education 3A		<b>Title:</b> IsiZulu Home Language Education 3B	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Foundations of teaching and learning in IsiZulu Home Language.</li> <li>– IsiZulu Home Language subject policy documents.</li> <li>– Teaching and learning strategies in IsiZulu Home Language.</li> <li>– Assessment strategies in IsiZulu Home Language.</li> <li>– Learning and Teaching Support Materials in IsiZulu Home Language.</li> </ul>		<b>Content:</b> <ul style="list-style-type: none"> <li>– IsiZulu Home Language teaching and learning in school.</li> <li>– Curriculum differentiation and adaptive teaching in IsiZulu Home Language.</li> <li>– Classroom research in IsiZulu Home Language.</li> <li>– Develop pedagogical content knowledge in IsiZulu Home Language.</li> <li>– ICT in IsiZulu Home Language.</li> </ul>	
<b>Module outcomes:</b>  By the end of the module, students should be able to: <ul style="list-style-type: none"> <li>– Demonstrate a knowledge and understanding of the foundations of teaching and learning in IsiZulu Home Language.</li> <li>– Demonstrate a knowledge and understanding of the relevant policies in</li> </ul>		<b>Module outcomes:</b>  By the end of the module, students should be able to: <ul style="list-style-type: none"> <li>– Use elementary statistical information to manage teaching, learning and assessment in IsiZulu Home Language.</li> <li>– Demonstrate competence in assessing and monitoring learner</li> </ul>	

<p>IsiZulu Home Language teaching and learning.</p> <ul style="list-style-type: none"> <li>– Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home Language.</li> <li>– Design appropriate lesson plans in IsiZulu Home Language taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>– Design appropriate assessment strategies in IsiZulu Home Language.</li> <li>– Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home Language.</li> <li>– Demonstrate an understanding of the use of ICT in facilitating IsiZulu Home Language.</li> </ul>		<p>progress and achievement in IsiZulu Home Language.</p> <ul style="list-style-type: none"> <li>– Use the results of assessment to improve the teaching and learning of IsiZulu Home Language.</li> <li>– Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home Language.</li> <li>– Demonstrate the competence needed to learn from available research in order to improve teaching in the IsiZulu Home Language classroom and to enhance their own academic learning.</li> <li>– Develop content knowledge to plan, implement and assess effective teaching and learning experiences.</li> <li>– Evaluate curriculum policies for the teaching of IsiZulu Home Language.</li> <li>– Demonstrate understanding of the use of ICT in facilitating IsiZulu Home Language.</li> </ul>	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%.....		<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination Formative assessments 50% and summative assessment 50%.	
<b>Module Code</b>	<b>Semester1: ELEL311/3LEL311</b>	<b>Semester2: ELEL312/3LEL312</b>	<b>NQF level: 6</b>
<b>Title:</b> English First Additional Language Education 3A		<b>Title:</b> English First Additional Language Education 3B	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Foundations of teaching and learning in English.</li> <li>– English First Additional Language policy documents.</li> <li>– Teaching and learning strategies in English First Additional Language.</li> <li>– Assessment strategies in English First Additional Language.</li> <li>– Lesson design in English First Additional Language.</li> <li>– Learning and Teaching Support Materials in English First Additional Language.</li> </ul>		<b>Content:</b> <ul style="list-style-type: none"> <li>– English First Additional Language teaching and learning in school.</li> <li>– Curriculum differentiation and adaptive teaching in English First Additional Language.</li> <li>– Classroom research in English First Additional Language.</li> <li>– Develop pedagogical content knowledge in English First Additional Language.</li> <li>– ICT in English First Additional Language.</li> </ul>	
<b>Module outcomes:</b>		<b>Module outcomes:</b>	

<p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>- Demonstrate a knowledge and understanding of the foundations of teaching and learning in English First Additional Language.</li> <li>- Demonstrate a knowledge and understanding of the relevant policies in English First Additional Language teaching and learning.</li> <li>- Select and use appropriate strategies, methods and techniques in the teaching and learning of English First Additional Language.</li> <li>- Design appropriate lesson plans in English taking into account theories of teaching, learning, child development and curriculum needs</li> <li>- Design appropriate assessment strategies in English First Additional Language.</li> <li>- Design, select and adapt appropriate teaching and learning support materials for English First Additional Language.</li> <li>- Demonstrate understanding of the use of ICT in facilitating English First Additional Language.</li> </ul>		<p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>- Use elementary statistical information to manage teaching, learning and assessment in English First Additional Language.</li> <li>- Demonstrate competence in assessing and monitoring learner progress and achievement in English First Additional Language.</li> <li>- Use the results of assessment to improve teaching and learning of English First Additional Language.</li> <li>- Adapt lessons and assessment tasks to accommodate learners with different learning problems in English First Additional Language.</li> <li>- Demonstrate competence to learn from available research in order to improve teaching in the English First Additional Language classroom and to enhance their own academic learning.</li> <li>- Develop content knowledge to plan, implement and assess effective teaching and learning experiences.</li> <li>- Evaluate curriculum policies for English First Additional Language teaching.</li> <li>- Demonstrate understanding of the use of ICT in facilitating English First Additional Language.</li> </ul>	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%.....		<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%.....	
<b>Module code:-</b>	<b>Semester1:</b> ESMT311/ESMT311	<b>Semester2:</b> ESMT312/ESMT312	<b>NQF level: 6</b>
<b>Title:</b> Mathematics Method		<b>Title:</b> Mathematics Method	
<b>Content:</b> Mathematics: definitions, purpose and scope, planning for mathematics lesson, types of assessment in mathematics		<b>Content:</b> Generics of teaching, classroom practice, Strategies for teaching Mathematics, Knowledge for Teaching Mathematics and Designing Learning Programmes for Mathematics	

<b>Module outcomes:</b> To demonstrate the understanding of the fields of knowledge which underpin Mathematics		<b>Module outcomes:</b> 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.	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of		<b>Assessment modes:</b> This module is assessed by	
<b>Module code:-</b>	<b>Semester1:</b> <b>ESNT311/3SNT311</b>	<b>Semester2:</b> <b>ESNT312/3SNT312</b>	<b>NQF level: 6</b>
<b>Title:</b> Natural Science & Technology Education 3A		<b>Title:</b> Natural Science & Technology Education 3B	
<b>Content:</b> Brief description of subject (List concepts) <ol style="list-style-type: none"> <li>Foundations of teaching and learning in Natural Science and Technology <ul style="list-style-type: none"> <li>History of Natural Science and Technology teaching and learning</li> </ul> </li> <li>Natural Science and Technology policy documents <ul style="list-style-type: none"> <li>Teaching and learning strategies in Natural Science and Technology</li> <li>Teaching and learning theories</li> <li>Teaching and learning strategies</li> </ul> </li> <li>assessment strategies in Natural Science and Technology</li> <li>Lesson design in Natural Science and Technology</li> <li>Learning and Teaching Support Materials in Natural Science and Technology <ul style="list-style-type: none"> <li>Improvisation in Intermediate Phase science</li> </ul> </li> <li>Experiments, demonstrations and investigations in Natural Science and Technology</li> <li>ICT in Natural Science and Technology</li> </ol>		<b>Content:</b> Brief description of subject (List concepts) <ol style="list-style-type: none"> <li>Natural Science and Technology teaching and learning in school <ul style="list-style-type: none"> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> </ul> </li> <li>Curriculum differentiation and adaptive teaching in Natural Science and Technology <ul style="list-style-type: none"> <li>Barriers to learning and development</li> <li>Designing differentiated learning activities</li> </ul> </li> <li>Classroom research in Natural Science and Technology <ul style="list-style-type: none"> <li>Use existing research literature in Natural Science and Technology to improve classroom practice</li> </ul> </li> <li>Develop pedagogical content knowledge in Natural Science and Technology <ul style="list-style-type: none"> <li>Epistemology of Science</li> <li>Addressing alternative pre- and misconceptions</li> </ul> </li> <li>ICT in Natural Science and Technology</li> <li>Experiments, demonstrations and investigations in Natural Science and Technology</li> </ol>	
<b>Module outcomes:</b> On successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>Demonstrate a knowledge and understanding of the foundations of</li> </ul>		<b>Module outcomes:</b> On successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>Use elementary statistical information to manage teaching,</li> </ul>	

<p>teaching and learning in Natural Science and Technology.</p> <ul style="list-style-type: none"> <li>– Demonstrate a knowledge and understanding of the relevant policies in Natural Science and Technology teaching and learning.</li> <li>– Select and use appropriate strategies, methods and techniques in the teaching and learning of Natural Science and Technology.</li> <li>– Design appropriate lesson plans in Natural Science and Technology, taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>– Design appropriate assessment strategies in Natural Science and Technology.</li> <li>– Design, select and adapt appropriate teaching and learning support materials for Natural Science and Technology.</li> <li>– Demonstrate understanding of the use of ICT in facilitating Natural Science and Technology.</li> <li>– Conduct experiments, demonstrations and investigations in Natural Science and Technology.</li> </ul>		<p>learning and assessment in Natural Science and Technology</p> <ul style="list-style-type: none"> <li>– Demonstrate competence in assessing and monitoring learner progress and achievement in Natural Science and Technology</li> <li>– Use the results of assessment to improve teaching and learning of Natural Science and Technology</li> <li>– Adapt lessons and assessment tasks to accommodate learners with different learning problems in Natural Science and Technology</li> <li>– Demonstrate the competence needed to learn from the available research in order to improve teaching in the Natural Science and Technology classroom and to enhance their own academic learning</li> <li>– Develop content knowledge in Natural Science and Technology</li> <li>– Demonstrate understanding of the use of ICT in facilitating Natural Science and Technology</li> <li>– Conduct experiments, demonstrations and investigations in Natural Science and Technology</li> </ul>	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....		<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester1: EDST311/3DST311</b>	<b>Semester2: EDST312/3DST312</b>	<b>NQF level: 7</b>
<b>Title:</b> Education Studies 3A		<b>Title:</b> Education Studies 3B	
<p><b>Content:</b></p> <ol style="list-style-type: none"> <li><b>Administration as it relates to school administration and school management.</b> <ul style="list-style-type: none"> <li>– School administration</li> <li>– School management</li> <li>– School administration and effectiveness</li> </ul> </li> <li><b>Education management theories</b> <ul style="list-style-type: none"> <li>– Collegial management theories</li> <li>– Bureaucratic management theories</li> <li>– Political management theories</li> </ul> </li> <li><b>The nature and the purpose of school management and leadership both</b></li> </ol>		<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>– Common law practices in education</li> <li>– Legislation impacting on education</li> <li>– The Constitution of the Republic of South Africa, Act 108 of 1996</li> <li>– The South African Schools Act</li> <li>– The Employment of Educators Act</li> <li>– The Labour Relations Act</li> <li>– Legal foundations for school practice</li> <li>– Rules and interpretation of statutes</li> <li>– Court cases that impact on school practice</li> <li>– The legal status of the</li> </ul>	

<p><b>generally and in the context of a changing South Africa.</b></p> <ul style="list-style-type: none"> <li>– School leadership and management practice for the changing South African context</li> <li>– School management teams</li> <li>– Embracing alternative ways of managing and leading</li> </ul> <p><b>4. Management of resources</b></p> <ul style="list-style-type: none"> <li>– Management of human resources</li> <li>– Management of physical resources</li> <li>– Financial resources</li> </ul>	<ul style="list-style-type: none"> <li>✓ educator</li> <li>✓ learner</li> <li>✓ school</li> </ul>
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>– Demonstrate knowledge of and insight into school administration and management.</li> <li>– Apply a knowledge and understanding of educational management theories to solve school management problems.</li> <li>– Demonstrate an understanding of the school administrative duties required for the effective management of learning environments.</li> <li>– Demonstrate knowledge of the management theories which impact on educational practice.</li> </ul>	<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>– Demonstrate a knowledge and understanding of the legislation and policies that impact on school practice</li> <li>– Apply their knowledge and skills to classroom and school management in ways that demonstrate their ability to interpret the legislation and policies</li> <li>– Analyse and critique court cases that impact on school practice</li> </ul>
<p><b>Method of delivery:</b> Full Time</p>	<p><b>Method of delivery:</b> Full Time</p>
<p><b>Assessment modes:</b> This module is assessed by means of assignments</p>	<p><b>Assessment modes:</b> This module is assessed by means of examination.....</p>

## MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – E/3BDIP1

INTERMEDIATE PHASE TEACHING (LANGUAGE AND MSTe) – YEAR COURSES			
Module code:-	Year Level 1: EDSL100/3DSL100		NQF level: 5
<b>Title:</b>			
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			
<b>Module outcomes:</b> 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			
<b>Method of delivery: Full Time</b>			
<b>Assessment modes:</b> This module is assessed by means of assignments, tests and examination.			
Module code:-	Year Level 1: ELZL400	3LZL400	NQF level: 5
<b>Title:</b> IsiZulu Home Language Education 4			
<b>Content:</b> 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.			
<b>Module outcomes:</b>  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.			
<b>Method of delivery: Full Time</b>			
<b>Assessment modes:</b> 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
<b>Title:</b> English First Additional Language Education 4		
<b>Content:</b>  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		
<b>Module outcomes:</b>  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.		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%.....		
Module code:-	Year Level 4: ESMT400/3SMA400	NQF level: 7
<b>Title:</b> MATHEMATICS EDUCATION 4		
<b>Content:</b>  <b>Mathematics teaching and learning in school</b> Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence-based solutions <b>Classroom research in Mathematics</b> 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 <b>Advanced development of pedagogical content knowledge in Mathematics</b> Link the epistemology of Mathematics with Mathematics practice Addressing alternative pre- and misconceptions <b>Curriculum policies in Mathematics</b> Critique curriculum policies in Mathematics 5. Reflection on teaching and learning experiences in Mathematics		
<b>Module outcomes:</b>  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		

<p>Critique curriculum policies in Mathematics Demonstrate the competence needed to link the epistemology of Mathematics to Mathematics practice.</p>		
<b>Method of delivery: Full Time</b>		
<p>Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques). Tutorials: individual groups of 30 or less</p> <p>Syndicate groups. Practical workplace experience (experiential learning/work-based learning etc.)</p> <p>Other (specify): Tests and Examination</p>		
<b>Module code:-</b>	<b>Year Level 4: ESNT400/ 3SNT400</b>	<b>NQF level: 7</b>
<b>Title:</b> Natural Science & Technology Education 4		
<p><b>Content:</b>  <b>Natural Science and Technology teaching and learning in school</b>            Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence based solutions</p> <p><b>Classroom research in Natural Science and Technology</b>            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</p> <p><b>Advanced development of pedagogical content knowledge in Natural Science and Technology</b>            Link epistemology of science with science practices            Addressing alternative pre- and misconceptions</p> <p><b>Curriculum policies in Natural Science and Technology</b>            Critique curriculum policies in Natural Science and Technology</p> <p><b>Reflection on teaching and learning experiences in Natural Science and Technology Experiments, demonstrations and investigations in Natural Science and Technology</b></p>		
<p><b>Module outcomes:</b>            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</p>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Year Level 4: ELCL400/3LCL400</b>	<b>NQF level: 5</b>

<b>Title:</b> Conversational Language for Teachers - Afrikaans		
<b>Content:</b> Basic functional use of Afrikaans. Listening in Afrikaans. Basic reading in Afrikaans. Basic written text in Afrikaans.		
<b>Module outcomes:</b> 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		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%		
<b>Module code:-</b>	<b>Year Level 4: ELCL400/3LCL400</b>	<b>NQF level: 5</b>
<b>Title:</b> Conversational Language for Teachers - Sesotho		
<b>Content:</b> 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.		
<b>Module outcomes:</b> 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.		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination.....		

FED.12.3.

**BACHELOR OF EDUCATION: INTERMEDIATE PHASE TEACHING –  
E/3BDIP2**

FED.12.3.1.

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

<b>B. Ed in intermediate Phase Teaching: Language and Humanities</b>					
Old Codes 2019 and	New Codes 2019 and	Descriptive name	Credits	NQF Level	Pre/Co requisites
ELZL111	3LZL111	IsiZulu Language 1A	8	5	NONE
ELZL112	3LZL112	IsiZulu Language 1B	8	6	NONE
ELEL111	3LEL111	English Language	8	5	NONE
ELEL112	3LEL112	English Language	8	6	NONE
EESS111	3ESS111	Social Sciences 1A	8	5	NONE
EESS112	3ESS112	Social Sciences 1B	8	6	NONE
EPPS111	3PPS111	Life Skills 1A	8	5	NONE
EPPS112	3PPS112	Life Skills 1B	8	6	NONE
EDST111	3DST111	Education Studies	12	5	NONE
EDST112	3DST112	Education Studies	12	6	NONE
EGEP111	3GEP111	General Pedagogy	12	5	NONE
EGEP112	3GEP112	General Pedagogy	12	6	NONE
EDSL100	3DSL100	Academic skills for	8	5	NONE
ELZL211	3LZL211	IsiZulu Language 2A	8	6	NONE
ELZL212	3LZL212	IsiZulu Language 2A	8	6	NONE
ELEL211	3LEL211	English Language	8	6	NONE
ELEL212	3LEL212	English Language	8	6	NONE
EESS211	3ESS211	Social Sciences 2A	8	6	NONE
EESS212	3ESS212	Social Sciences 2B	8	6	NONE
EPPS211	3PPS211	Life Skills 2A	8	6	NONE
EPPS212	3PPS212	Life Skills 2B	8	6	NONE
ESBM211	3SBM211	Basic Mathematics	8	5	NONE
EEBE212	3EBE212	Basic EMS	8	5	NONE
EDST211	3DST211	Education Studies	12	7	NONE
EDST212	3DST212	Education Studies	12	7	NONE
EGEP211	3GEP211	General Pedagogy	12	6	NONE
EGEP212	3GEP212	General Pedagogy	12	6	NONE
ELZL311	3LZL311	IsiZulu Language Education 3A	8	6	ELZL111 3LZL111 ELEL111 3LEL111 EESS111
ELZL312	3LZL312	IsiZulu Language Education 3B	8	6	ELZL112 3LZL112 EPPS112 3PPS112 ELEL112

ELEL311	3LEL311	English Language Education 3A	8	6	EESS111 3ESS111 ELZL111 3LZL111 EEL111
ELEL312	3LEL312	English Language Education 3B	8	6	ELZL112 3LZL112 EPPS112 3PPS112 EEL112
EESS311	3ESS311	Social Sciences Education 3A	8	6	ELZL111 3LZL111 EEL111 3LEL111 EESS111
EESS312	3ESS312	Social Sciences Education 3B	8	6	ELZL112 3LZL112 EPPS112 3PPS112 EEL112
EPPS311	3PPS311	Life Skills Education 3A	8	6	ELZL111 3LZL111 EEL111 3LEL111 EESS111
EPPS312	3PPS312	Life Skills Education 3B	8	6	ELZL112 3LZL112 EPPS112 3PPS112 EEL112
EDST311	3DST311	Education Studies	12	7	NONE
EDST312	3DST312	Education Studies	12	7	NONE
ELZL400	3LZL400	IsiZulu Language Education 4	16	7	ELZL211 3LZL211
ELEL400	3LEL400	English Language Education 4	16	7	EEL211
EESS400	3ESS400	Social Sciences Education 4	16	7	EESS211
EPPS400	3PPS400	Life Skills Education 4	16	7	EPPS211
ELCL400	3LCL400	Conversational	8	5	NONE
EPTE100	3PTE100	Teaching Practice 1	8	5	NONE
EPTE200	3PTE200	Teaching Practice 2	16	6	EPTE100 3PTE100

EPTE300	3PTE300	Teaching Practice 3	24	6	EPTE200 3PTE200 ELZL212 3LZL212 ELEL212 3LEL212 EPPS212 3PPS212
EPTE400	3PTE400	Teaching Practice 4	48	7	EPTE300 3PTE300 ELZL211 3LZL211 ELEL211 3LEL211 EPPS211 3PPS211 EDST211

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

Year Level 1				Year level 2				Year level 3				Year level 4			
First semester				First semester				First semester				First semester			
Old Codes	New Codes	Core/ Ancillary/ Elective	Cr	Old Codes	New Codes	Core/ Ancillary/ Elective	Cr	Old Codes	New Codes	Core/ Ancillary/ Elective	Cr	Old Codes	New Codes	Core/ Ancillary/ Elective	Cr
2019 and before	2019 and after			2019 and before	2019 and after			2019 and before	2019 and after			2019 and before	2019		
ELZL111	3LZL111	C	08	ELZL211	3LZL211	C	08	ELZL311	3LZL311	C	08				
ELEL111	3LEL111	C	08	ELEL211	3LEL211	C	08	ELEL311	3LEL311	C	08				
EESS111	3ESS111	C	08	EESS211	3ESS211	C	08	EESS311	3ESS311	C	08				
EPPS111	3PPS111	C	08	EPPS211	3PPS211	C	08	EPPS311	3PPS311	C	08				
EDST111	3DST111	C	12	ESBM211	3SBM211	C	08	EDST311	3DST311	C	12				
EGEP111	3GEP111	C	12	EDST211	3DST211	C	12								
				EGEP211	3GEP211	C	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 semester				Second semester				Second semester				Second semester			
Old Module	New	Core/ Ancillary/ Elective	Cr	Old	New	Core/ Ancillary/ Elective	Cr	Old	New	Core/ Ancillary/ Elective	Cr	Old	New	Core/ Ancillary/ Elective	Cr
ELZL112	3LZL112	C	08	ELZL212	3LZL212	C	08	ELZL312	3LZL312	C	08				
ELEL112	3LEL112	C	08	ELEL212	3LEL212	C	08	ELEL312	3LEL312	C	08				
EESS112	3ESS112	C	08	EESS212	3ESS212	C	08	EESS312	3ESS312	C	08				
EPPS112	3PPS112	C	08	EPPS212	3PPS212	C	08	EPPS312	3PPS312	C	08				
EDST112	3DST112	C	12	EEBE212	3EBE212	C	08	EDST312	3DST312	C	12				
EGEP112	3GEP112	C	12	EDST212	3DST212	C	12								
				EGEP212	3GEP212	C	12								
Total 2 <sup>nd</sup> semester			56	Total 2 <sup>nd</sup> semester			64	Total 2 <sup>nd</sup> semester			44	Total 2 <sup>nd</sup> semester			
Year Modules															
Year Level 1				Year level 2				Year level 3				Year level 4			
EDSL100	3DSL100	C	08	EPTE200	3PTE200	C	16	EPTE300	3PTE300	C	24	ELZL400	3LZL4	C	16
EPTE100	3PTE100	C	08									ELEL400	3LEL	C	16
												EESS400	3ESS	C	16
												EPPS400	3PPS	C	16
												ELCT400	3LCL	C	08
												EPTE400	3PTE	C	48
Total Year level credit			16	Total Year Level			16	Total Year Level			24	Total Year Level			120
Overall Total year level 1			128	Overall Total year level 2			144	Overall Total year level 3			112	Overall Total year level 4			120
Total credits for the curriculum															504

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

## MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING – E/3BDIP2

INTERMEDIATE PHASE TEACHING (LANGUAGES AND HUMANITIES) - SEMESTER COURSES				
Module code:-	Semester1: ELZL111/3LZL111	NQF level: 5	Semester2: ELZL112/3LZL112	NQF level: 6
<b>Title: IsiZulu Language 1A (IP)</b>			<b>Title: IsiZulu Language 1B</b>	
Content:  Phonetics.  Phonology.  Morphology.  Lexicology.  Semantics.  Semiotics.			Content:  Literary theories and criticism of prose, drama and media texts.  Literary analysis of prose, drama and media texts.  Creation of prose, drama and media texts.	
Module outcomes:  By the end of the module, students should be able to:  Demonstrate basic understanding of IsiZulu Home Language linguistics.  Apply isiZulu Home Language linguistic skills in texts.			Module outcomes:  By the end of the module, students should be able to:  Demonstrate integrative understanding of literary theories and the criticism of prose, drama and media.  Critically analyse and interpret prose, drama and media texts.  Create and evaluate meaningful literary and media texts.	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
Assessment modes: This modules is assessed by means of examination...Formative assessments 50% and summative assessment 50%.			Assessment modes: This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%.	
Module code:-	Semester1: ELEL111/3LEL111	NQF level: 5	Semester2: ELEL112/3LEL112	NQF level: 6
<b>Title: English Language 1A (IP)</b>			<b>Title: English Language 1B</b>	
Content:  Language categories: (verbal and non-verbal language).  Introduction to linguistic concepts.  Introduction to discourse competence.			Content:  Differentiate between various genres.  Demonstrate the skills needed to analyse various genres.	

			Analyse, interpret and design various non-literary texts.	
<p>Module outcomes:</p> <p>By the end of the module, students should be able to:</p> <p>Demonstrate knowledge and understanding of language categories.</p> <p>Demonstrate an understanding of the scientific study of language as a system for human communication.</p> <p>Demonstrate language and grammatical competence by applying language and grammatical rules and analytical skills in various contexts.</p> <p>Demonstrate discourse competence in language skills.</p>			<p>Module outcomes:</p> <p>By the end of the module, students should be able to:</p> <p>Text genres: Literary and Non-literary texts.</p> <p>Analysing literature genres.</p> <p>Analysis of non-literary texts: written and/or visual</p> <p>Analysis of literary texts.</p>	
Method of delivery: Full Time			Method of delivery: Full Time	
<p>Assessment modes: This module is assessed by means of examination... Formative assessments 50% and summative assessment 50%.....</p>			<p>Assessment modes: This module is assessed by means of examination... Formative assessments 50% and summative assessment 50%....</p>	
<b>Module code:-</b>	<b>Semester1: EESS111/3ESS111</b>	<b>NQF level: 5</b>	<b>Semester 2: EESS112/3ESS112</b>	<b>NQF level:6</b>
<b>Title: Social Sciences A</b>			<b>Title: Social Sciences B</b>	
<p>Content:</p> <p>Social Sciences as a subject.</p> <p>Geography as a component of Social Science.</p> <p>Global Population growth and distribution.</p> <p>Map work skills</p> <p>History as a component of Social Science</p>			<p>Content:</p> <p>Physical Geography.</p> <p>Physical Features and landscape of South Africa.</p> <p>Weather climate and vegetation of South Africa</p> <p>Resources in South Africa</p> <p>Map work</p> <p>British colonialism in South Africa</p> <p>South Africa Kingdom</p> <p>Local history</p>	
Module outcomes:			Module outcomes:	

<p>By the end of the module, students should be equipped with: -</p> <p>Demonstrate a basic understanding of Social Science as a subject.</p> <p>Demonstrate a basic understanding of basic History and Geography concepts</p> <p>Demonstrate a basic understanding of global population growth and distribution</p> <p>Demonstrate a basic understanding of Map work skills Chronicle Palaeolithic Ages in South Africa</p> <p>Demonstrate a basic knowledge and understanding of early inhabitants and European settlement in South Africa</p> <p>Demonstrate and understanding of sources and their importance in the interpretation of Historical knowledge</p>			<p>By the end of the module, students should be equipped with: -</p> <p>Demonstrate an understanding of physical Geography</p> <p>Demonstrate an understanding and interpretation of Map work.</p> <p>Demonstrate an understanding of the impact of British Colonialism on the political and socio-economic landscape in South Africa</p> <p>Demonstrate an understanding of process of interaction of different racial groups in South Africa.</p> <p>Demonstrate an understanding of the development of South African Kingdom.</p>	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations			Assessment modes: This module is assessed by means of Tests, Assignments, Presentations and Examinations.	
<b>Module code:-</b>	<b>Semester1:</b> EPPS111/3PPS111	<b>NQF level: 5</b>	<b>Semester2:</b> EPPS112/3PPS112	<b>NQF level: 6</b>
<b>Title: LIFE SKILLS 1A (Social and personal development)</b>			<b>Title: LIFE SKILLS 1B (Physical Education)</b>	
<p>Content:</p> <p>Personal growth and development</p> <p>Aspects of development</p> <p>Self-awareness</p> <p>Self-esteem</p> <p>Self-confidence</p> <p>Coping with the challenges of development</p> <p>Human relationships</p> <p>Building and maintaining relationships</p> <p>Developing potentials and self-identity</p> <p>Coping with peer pressure and competition</p> <p>Family life</p> <p>Family structure</p> <p>The roles and functions of family members</p>			<p>Content:</p> <p>Physical education</p> <p>The value of physical education</p> <p>Movements concepts (spatial awareness, body awareness and qualitative awareness)</p> <p>Fundamental skills (loco-motor, non-loco-motor and manipulative)</p> <p>Educational gymnastics</p> <p>Rolls; jumping; balances; transfer of weights; and vaults</p> <p>Games</p> <p>Territorial games; Net/Wall games; Line games</p> <p>Athletic /track field</p> <p>Eating plan for the athletes</p>	

<p>Enhancement of family life</p> <p>Harmonious family relationships</p> <p>Culture and diversity</p> <p>Economic and social class differences</p> <p>Cultural differences</p> <p>Ethnicity and race</p> <p>Gender issues</p> <p>Moral values and citizenship</p> <p>Core values of citizens</p> <p>Rights and responsibilities</p> <p>Political systems</p> <p>Consciousness of global citizenship.</p>	<p>Swimming</p> <p>Recognized strokes</p> <p>Water safety</p> <p>Water confidence</p> <p>Swimming survival techniques</p> <p>Health and physical fitness</p> <p>Healthy lifestyle</p> <p>Components of fitness</p> <p>Physical fitness tests</p> <p>Nutrition</p> <p>Body composition</p> <p>The relationship between physical activity and body composition</p> <p>Methods used to assess body mass index</p> <p>Health risks associated with obesity</p> <p>Health risks associated with being underweight</p> <p>Ways to be active</p> <p>Safe stretching and warm-up techniques</p> <p>Skill development activities</p> <p>Skill practice in minor games</p> <p>Dance and movement with high levels of participation</p> <p>The effects of physical activity</p>
<p><b>Module outcomes:</b></p> <p>On completion of this module students will be able to:</p> <p>Demonstrate knowledge and understanding of personal growth and development</p> <p>Demonstrate the skills needed to initiate and maintain human relationships</p> <p>Demonstrate an understanding of the different forms of family structures</p> <p>Demonstrate and understanding and appreciation of human values and attitudes</p> <p>Demonstrate a knowledge and understanding of culture and diversity</p>	<p><b>Module outcomes:</b></p> <p>On successful completion of this module, students will be able to:</p> <p>Demonstrate a knowledge and understanding of physical education concepts</p> <p>Apply physical education concepts to the execution and teaching of various skills</p> <p>Confidently use the acquired concepts to engage in the successful application of physical education skills</p> <p>Design a safe and appropriate healthy lifestyle management programme</p>

Demonstrate a knowledge and understanding of moral values and citizenship.			incorporating elements of physical activity and nutrition	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
Assessment modes: This module is assessed by means of			Assessment modes: This module is assessed by means of	
<b>Module code:-</b>	<b>Semester1: EDST111/3DST111</b>	<b>NQF level: 5</b>	<b>Semester2: EDST112/3DST112</b>	<b>NQF level: 6</b>
<b>Title: Education Studies 1A</b>			<b>Title: Education Studies 1B</b>	
<p>Content:</p> <p>1: Conceptions of education</p> <p>Sociological understanding of education</p> <p>Institutional understanding of education</p> <p>Enlightenment period of understanding education</p> <p>2: Ethics and values in education</p> <p>The nature of ethical thinking, conceptual analysis, and the evaluation of arguments</p> <p>Morality, etiquette and law</p> <p>Cultural relativism</p> <p>Morality and religion</p> <p>Personal relativism and existentialism</p> <p>Utilitarianism</p> <p>Moral Rights</p> <p>3: History of education</p> <p>History of education</p> <p>Historiography of South African education</p> <p>Influence of economic, social and political trends on education</p> <p>4: Education provisioning during the period of National Party rule</p> <p>Christian National Education</p> <p>Bantu Education Act of 1953</p> <p>Separate education for whites, Indians, blacks and coloureds</p> <p>Resistance to Bantu Education</p> <p>June 1976 Soweto uprisings</p> <p>The De Lange Commission</p>			<p>Content</p> <p>Sociological Theories in Education</p> <p>Functionalism</p> <p>Conflict theory</p> <p>Symbolic Interactionism</p> <p>Sociology of Education in school practice</p> <p>Ecology of the school</p> <p>The role of the school in society</p> <p>Diversity in education</p> <p>Culture</p> <p>Race</p> <p>Gender</p> <p>Socialisation</p> <p>Stratification</p> <p>Norms and Values</p> <p>Status and role</p> <p>Citizenship education</p> <p>Ancient and modern concepts of citizenship</p> <p>History of South African citizenship</p> <p>Future of citizenship education in South African schools</p>	

People's education  5: Post – apartheid education  Single national education department  Principles of a new educational dispensation (democratisation, desegregation, equal educational opportunities)  Outcomes-based education  National curriculum statement  Curriculum and assessment policy statement.				
Module outcomes:			Module outcomes:  On successful completion of the module, students should be able to ...  Demonstrate a knowledge and understanding of sociological theories of education.  Demonstrate an understanding of the sociology of education in school practice.  Demonstrate an understanding of diversity in education.  Demonstrate an understanding of the trends in citizenship education.  Critically analyse the relationship between education and society to make informed decisions.	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
Assessment modes: This module is assessed by means of assignments			Assessment modes: This module is assessed by means of assignments	
<b>Module code:-</b>	<b>Semester1: EGEP211/3GEP211</b>	<b>NQF level: 6</b>	<b>Semester2: EGEP212/3GEP212</b>	<b>NQF level: 6</b>
<b>Title: General Pedagogy 2A</b>			<b>Title: General Pedagogy 2B</b>	
Content:  A framework for understanding inclusion for South African school communities  What is inclusion?  Changing paradigms  Inclusion in the South African context  Barriers to learning.  Types of barriers			Content:  Foundations of teaching and learning  Philosophies and perspectives of pedagogical content knowledge  Principles underpinning the process of teaching and learning  Approaches to knowledge structuring and models for quality teaching  The learner and the learning process	

Current school reforms and addressing barriers to student learning	Important factors a teacher should know about the learner
Identification and assessment of learners with barriers to learning.	Perspectives on learning process and learning styles
Purpose of assessment	Teaching and learning strategies
Assessment strategies	Cooperative teaching and learning strategies
Learning support	Problem-based teaching and learning strategies
Learning support in South Africa	Expository teaching and learning strategies
Principles of Universal Design for Learning (UDL)	Indirect teaching and learning strategies
Differentiated instructional strategies	Education Technologies (Teaching Medias)
Designing a learner support programme.	Orientation into assessment
Collaboration	Understanding key issues in assessment
Collaboration	Theories on the nature of learners' needs in assessment (Gardner and Maslow' theories)
Collaboration with teachers, families, education	Purposes, procedures in continuous assessment
Professional development portfolio	Organising, planning and designing activities for baseline assessment
support services, and community members.	Understanding formative assessment and its implication for teachers in practice
	Diagnostic assessment and its value in effective teaching and learning
	Understanding summative assessment
	Assessment grading models
	Implication of assessment on teachers' professionalism and responsibilities
	Programming models
	Management of assessment in schools
	Marking and grading
	Recording and filing
	Reporting learners' performance

<p>Module outcomes:</p> <p>On successful completion of the module, students should be able to ...</p> <p>Demonstrate a knowledge and understanding of the practical implications of inclusion for South African school communities</p> <p>Identify and assess learners with various barriers to learning</p> <p>Design effective differentiated teaching, learning and assessment tasks</p> <p>Demonstrate a knowledge and understanding of the principles of Universal Design for Learning (UDL) to support the learning of all students</p> <p>Demonstrate a knowledge and understanding of differentiated instructional strategies to support learning in inclusive classrooms</p> <p>Demonstrate the collaborative skills needed for working with peer professionals, support staff, parents, and community members</p> <p>Demonstrate a knowledge and understanding of preparing a professional development portfolio</p>			<p>Module outcomes:</p> <p>On successful completion of the module, students should be able to ...</p> <p>Demonstrate a knowledge and understanding of the various methods of teaching and their application in their teaching and learning contexts</p> <p>Critically evaluate learning and teaching activities against the knowledge acquired on principles and approaches to teaching and learning</p> <p>Demonstrate a knowledge and understanding of the purpose of various learning styles in a class with diverse learning needs</p> <p>Demonstrate a knowledge and understanding of the various concepts and contexts in assessment</p> <p>Demonstrate the ability to produce assessment plans and activities</p>	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
Assessment modes: This module is assessed by means of examination.....			Assessment modes: This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester1:</b> <b>ELZL211/3LZL211</b>	<b>NQF level: 6</b>	<b>Semester2:</b> <b>ELZL212/3LZL212</b>	<b>NQF level: 6</b>
<b>Title: IsiZulu Home Language 2A</b>			<b>Title:</b>	
<p><b>Content:</b></p> <p>Syntax</p> <p>Sociolinguistics and Pragmatics</p>			<p><b>Content:</b></p> <p>Poetry.</p> <p>Folklore.</p> <p>Critical analysis and interpretation of poetry and folklore.</p>	
<p>Module outcomes:</p> <p>By the end of the module, students should be able to:</p> <p>Demonstrate knowledge and understanding of isiZulu Home Language syntax.</p>			<p>Module outcomes:</p> <p>By the end of the module, students should be able to:</p> <p>Demonstrate a knowledge and understanding of poetry and folklore.</p>	

Apply isiZulu Home Language sociolinguistics and pragmatics skills in texts.			Critically analyse and interpret poetry and folklore.  Create and evaluate poetry and folklore.	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
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%....	
<b>Module code:-</b>	<b>Semester1: ELEL211/3LEL211</b>	<b>NQF level: 6</b>	<b>Semester2: ELEL212/3LEL212</b>	<b>NQF level: 6</b>
<b>Title: English First Additional Language 2A</b>			<b>Title: English First Additional Language 2B</b>	
<b>Content:</b>  Language structures and conventions.  Construction and communication of thoughts and ideas.  Application of grammatical structures and conventions.			<b>Content:</b>  Analysis of written and visual texts.  Analysis and interpretation of non-literary texts.  Producing written texts.	
Module outcomes:  By the end of the module, students should be able to:			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.	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
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%....	
<b>Module code:-</b>	<b>Semester1: EESS211/3ESS211</b>	<b>NQF level: 6</b>	<b>Semester2: EESS212/3ESS212</b>	<b>NQF level: 6</b>
<b>Title: Social Sciences 2A (History)</b>			<b>Title: Social Sciences 2B (Geography)</b>	
<b>Content:</b>  Early Southern African Kingdoms  Pr-post-independence periods of African States.			<b>Content:</b>  Human Geography  Climatology	

South African history			Geomorphology Water resources management	
<p>Module outcomes:</p> <p>By the end of the module, students should be able to:</p> <p>Demonstrate a deep understanding of early Southern African Kingdoms</p> <p>Demonstrate an integrative understanding of political and social-economic dispensation in pre- and post-independence periods of African states</p>			<p>Module outcomes:</p> <p>By the end of the module, students should be able to:</p> <p>Demonstrate a knowledge and understanding of human and physical geography</p> <p>Evaluate the impact of population growth and distribution on health and sustainable development</p> <p>Analyse the influence of urban environment and economic development in African</p> <p>Demonstrate integrative understanding of climatology and geomorphology</p> <p>Interpret weather patterns to predicts climatic weather conditions</p> <p>Embrace responsibility for water resources utilisation in South Africa</p> <p>Appreciate the challenges of water resources management in South Africa</p>	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
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	
<b>Module code:-</b>	<b>Semester1: EESE211/3ES211</b>	<b>NQF level: 6</b>	<b>Semester2: EESE212/3ESE212</b>	<b>NQF level: 6</b>
<b>Title: Economic and Management sciences 2A</b>			<b>Title: Economic and Management Sciences 2B</b>	
<p>Content:</p> <p>Accounting equation</p> <p>Value Added Tax (VAT)</p> <p>Salaries and wages</p> <p>Non-Current Assets</p> <p>Year-end adjustments</p>			<p>Content:</p> <p>Partnership</p> <p>Sole Trader AFS (profits and loss, income statement and Balance sheet)</p> <p>GAAP principles</p> <p>Cash transactions and Bank reconciliation</p> <p>Credit transactions</p>	

<b>Module outcomes:</b>  By the end of the module, students should be equipped with:			<b>Module outcomes:</b>  By the end of the module, students should be equipped with:	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
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	
<b>Module code:-</b>	<b>Semester1:</b> <b>EPPS211/3PPS211</b>	<b>NQF level: 6</b>	<b>Semester2:</b> <b>EPPS212/3PPS212</b>	<b>NQF level: 6</b>
<b>Title: LIFE SKILLS 2A (Health Education)</b>			<b>Title: Life Skills 2B (Creative Arts)</b>	
<b>Content:</b>  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			<b>Content:</b>  1. Creative Art forms Historical background of the creative art forms Elements and principles of creative art forms Creative arts genres 2.Visual Arts Developing visual literacy Creating 2-dimensional techniques Creating 3-dimensional techniques The art world 3.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 Dance composition	

<p>endocrine system</p> <p>respiratory system</p> <p>circulatory system</p> <p>5. Sexuality education</p> <p>purpose and implications of sexuality education</p> <p>guidelines for comprehensive sexuality education</p> <p>family living and sexuality education</p> <p>relationships and pregnancy</p> <p>child abuse</p> <p>6. Substance use and abuse</p> <p>alcohol use and abuse</p> <p>cigarette smoking</p> <p>drug use and abuse</p> <p>medication abuse</p> <p>7. Environmental health</p> <p>safety first (preventing accidents)</p> <p>safe from illness and diseases (germs and diseases)</p> <p>pollution (water pollution; air pollution)</p> <p>waste management</p>	<p>Dance performance</p>
<p><b>Module outcomes:</b></p> <p>On successful completion of this module, students will be able to:</p> <p>Demonstrate an understanding of the concepts related to health promotion and disease prevention</p> <p>Analyse the influence of family, peers, culture, media, technology and other factors on health behaviours</p> <p>Search and access valid health information, and health-promoting products, and services</p> <p>Practice health-enhancing behaviours and reduce health-related risks</p> <p>Advocate for personal, family, and environmental health.</p>	<p><b>Module outcomes:</b></p> <p>On completion of the module, students will be able to:</p> <p>Demonstrate a knowledge and understanding of the various Creative Art disciplines</p> <p>Apply a variety of skills in creative arts</p> <p>Demonstrate creativity in a variety of different art forms</p> <p>Value and appreciate their own and others' artistic processes and/or products.</p>
<p><b>Method of delivery: Full Time</b></p>	<p><b>Method of delivery: Full Time</b></p>
<p><b>Assessment modes:</b> This module is assessed by means of</p>	<p><b>Assessment modes:</b> This module is assessed by</p>

Module code:-	Semester1: ESBM211/3SBM211	NQF level: 5	Semester2: EEBE212/3EBE212	NQF level: 5
<b>Title: Basic Mathematics</b>			<b>Title: Basic EMS</b>	
<b>Content:</b> Measurements Conversion of units Perimeter, area and volume Two and three dimensional figures Basic Financial literacy Cost price and selling price Profit margins Taxation Currency fluctuations Financial and other indices Simple and compound growth Budgeting Bond repayments Inflation Investments and loans Exchange rates Data Pictographs and circle graphs Stem and leaf plots Scatter plots Histograms and frequency polygons Statistical measures Probability Probability of single event Independent events Two way diagrams Number Sequences Percentages Ratio and proportion			Content: The Economic and Management Sciences as a field of study The economy History of money Goods and services Production process Inequality and poverty Modern economic systems The market Financial literacy The role of Accounting Accounting concepts Income and expenditure The Accounting Equation The Accounting system Entrepreneurship The entrepreneur Starting a business Different types of businesses Teaching and learning strategies in Economic and Management Sciences.	

<b>Module outcomes:</b>  On successful completion of the module, students should be able to: -  Demonstrate a minimal understanding of mathematics concepts  Demonstrate general understanding of mathematics concepts  Demonstrate a basic application of mathematics concepts.			<b>Module outcomes:</b>  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		
<b>Assessment modes:</b> This module is assessed by means of			<b>Assessment modes:</b> This module is assessed by		
<b>Module code:-</b>	<b>Semester 1: EDST211/3DST211</b>	<b>NQF level: 7</b>	<b>Semester 2: EDST212/3DST212</b>	<b>NQF level: 7</b>	
<b>Title:</b> Education Studies 2A			<b>Title:</b> Education Studies 2B		
<b>Content:</b>  Understanding child and adolescence development  Theories of development  Principles of development  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  Middle childhood development  The context of middle childhood development  Physical development in middle childhood  Cognitive and language development in middle childhood			<b>Content: -</b>  Study of learning  Learning theories and philosophies  Relation of learning and instruction  Neuroscience of learning  Neurophysiology of learning  Brain functions and learning  Motivation and emotions  Theories of learning  Behavioural  Social Cognitive  Information Processing  Constructivist  Complex Cognitive learning processes.  Metacognition and learning  Concept learning		

<p>Social and emotional development in middle childhood</p> <p>Adolescence development</p> <p>The context of adolescent development</p> <p>Physical development in adolescence</p> <p>Cognitive and language development in adolescence</p> <p>Social and emotional development in adolescence</p>			<p>Problem solving transfer of learning</p> <p>Motivation</p> <p>Theoretical approaches to motivation</p> <p>Models of motivation</p> <p>Achievements and motivation</p> <p>Goals, motives, and interest in motivation</p>	
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students should be able to:</p> <p>Demonstrate a knowledge and understanding of childhood and adolescent development.</p> <p>Use critical thinking and problem solving skills in relation to the childhood and adolescent developmental issues that occur during professional practice</p>			<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students should be able to ...</p> <p>Demonstrate a knowledge and understanding of the different learning theories and their implications for teaching and learning.</p> <p>Demonstrate a knowledge and understanding of the Neuroscience of learning.</p> <p>Demonstrate knowledge and an integrative understanding of complex learning processes.</p> <p>Analyse, compare and contrast types of motivation.</p> <p>Critique and justify which theories are best suited for learners' individual needs.</p>	
<p><b>Method of delivery:</b> Full Time</p>			<p><b>Method of delivery:</b> Full Time</p>	
<p><b>Assessment modes:</b> This module is assessed by means of assignments</p>			<p><b>Assessment modes:</b> This module is assessed by means of assignments.</p>	
<p><b>Module code:-</b></p>	<p><b>Semester1:</b> EGEP211/3GEP211</p>	<p><b>NQF level: 6</b></p>	<p><b>Semester2:</b> EGEP212/3GEP212</p>	<p><b>NQF level: 6</b></p>
<p><b>Title:</b> General Pedagogy 2A</p>			<p><b>Title:</b> General Pedagogy 2B</p>	
<p>Content:</p> <p>A framework for understanding inclusion for South African school communities</p> <p>What is inclusion?</p> <p>Changing paradigms</p> <p>Inclusion in the South African context</p> <p>Barriers to learning.</p> <p>Types of barriers</p>			<p>Content:</p> <p>Foundations of teaching and learning</p> <p>Philosophies and perspectives of pedagogical content knowledge</p> <p>Principles underpinning the process of teaching and learning</p> <p>Approaches to knowledge structuring and models for quality teaching</p> <p>The learner and the learning process</p>	

Current school reforms and addressing barriers to student learning	Important factors a teacher should know about the learner
Identification and assessment of learners with barriers to learning.	Perspectives on learning process and learning styles
Purpose of assessment	Teaching and learning strategies
Assessment strategies	Cooperative teaching and learning strategies
Learning support	Problem-based teaching and learning strategies
Learning support in South Africa	Expository teaching and learning strategies
Principles of Universal Design for Learning (UDL)	Indirect teaching and learning strategies
Differentiated instructional strategies	Education Technologies (Teaching Medias)
Designing a learner support programme.	Orientation into assessment
Collaboration	Understanding key issues in assessment
Collaboration with teachers, families, education support services, and community members.	Theories on the nature of learners' needs in assessment (Gardner and Maslow' theories)
Professional development portfolio	Purposes, procedures in continuous assessment
	Organising, planning and designing activities for baseline assessment
	Understanding formative assessment and its implication for teachers in practice
	Diagnostic assessment and its value in effective teaching and learning
	Understanding summative assessment
	Assessment grading models
	Implication of assessment on teachers' professionalism and responsibilities
	Programming models
	Management of assessment in schools
	Marking and grading
	Recording and filing
	Reporting learners' performance

<b>Module outcomes:</b>  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			<b>Module outcomes:</b>  On successful completion of the module, students should be able to ...  Demonstrate a knowledge and understanding of the various methods of teaching and their application in their teaching and learning contexts  Critically evaluate learning and teaching activities against the knowledge acquired on principles and approaches to teaching and learning  Demonstrate a knowledge and understanding of the purpose of 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	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester1:</b> ELZL311/3LZL311	<b>NQF level:</b> 6	<b>Semester2:</b> ELZL312/3LZL312	<b>NQF level:</b> 6
<b>Title:</b> IsiZulu Home Language Education 3A			<b>Title:</b> IsiZulu Home Language Education 3B	
<b>Content:</b>  Foundations of teaching and learning in IsiZulu Home Language.  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.			<b>Content:</b>  IsiZulu Home Language teaching and learning in school.  Curriculum differentiation and adaptive teaching in IsiZulu Home Language.  Classroom research in IsiZulu Home Language.  Develop pedagogical content knowledge in IsiZulu Home Language.  ICT in IsiZulu Home Language.	
<b>Module outcomes:</b>			<b>Module outcomes:</b>	

<p>By the end of the module, students should be able to:</p> <p>Demonstrate a knowledge and understanding of the foundations of teaching and learning in IsiZulu Home Language.</p> <p>Demonstrate a knowledge and understanding of the relevant policies in IsiZulu Home Language teaching and learning.</p> <p>Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home Language.</p> <p>Design appropriate lesson plans in IsiZulu Home Language taking into account theories of teaching, learning, child development and curriculum needs.</p> <p>Design appropriate assessment strategies in IsiZulu Home Language.</p> <p>Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home Language.</p> <p>Demonstrate an understanding of the use of ICT in facilitating IsiZulu Home Language.</p>			<p>By the end of the module, students should be able to:</p> <p>Use elementary statistical information to manage teaching, learning and assessment in IsiZulu Home Language.</p> <p>Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu Home Language.</p> <p>Use the results of assessment to improve the teaching and learning of IsiZulu Home Language.</p> <p>Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home Language.</p> <p>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.</p> <p>Develop content knowledge to plan, implement and assess effective teaching and learning experiences.</p> <p>Evaluate curriculum policies for the teaching of IsiZulu Home Language.</p> <p>Demonstrate understanding of the use of ICT in facilitating IsiZulu Home Language.</p>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> 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%	
<b>Module code:-</b>	<b>Semester1:</b> ELEL311/3LEL311	<b>NQF level:</b> 6	<b>Semester2:</b> ELEL312/3LEL312	<b>NQF level:</b> 6
<b>Title:</b> English First Additional Language Education 3A			<b>Title:</b> English First Additional Language Education 3B	
<b>Content:</b>			<b>Content:</b>	
<p>Foundations of teaching and learning in English.</p> <p>English First Additional Language policy documents.</p>			<p>English First Additional Language teaching and learning in school.</p> <p>Curriculum differentiation and adaptive teaching in English First Additional Language.</p>	

<p>Teaching and learning strategies in English First Additional Language.</p> <p>Assessment strategies in English First Additional Language.</p> <p>Lesson design in English First Additional Language.</p> <p>Learning and Teaching Support Materials in English First Additional Language.</p>	<p>Classroom research in English First Additional Language.</p> <p>Develop pedagogical content knowledge in English First Additional Language.</p> <p>ICT in English First Additional Language.</p>
<p><b>Module outcomes:</b></p> <p>By the end of the module, students should be able to:</p> <p>Demonstrate a knowledge and understanding of the foundations of teaching and learning in English First Additional Language.</p> <p>Demonstrate a knowledge and understanding of the relevant policies in English First Additional Language teaching and learning.</p> <p>Select and use appropriate strategies, methods and techniques in the teaching and learning of English First Additional Language.</p> <p>Design appropriate lesson plans in English taking into account theories of teaching, learning, child development and curriculum needs</p> <p>Design appropriate assessment strategies in English First Additional Language.</p> <p>Design, select and adapt appropriate teaching and learning support materials for English First Additional Language.</p> <p>Demonstrate understanding of the use of ICT in facilitating English First Additional Language.</p>	<p><b>Module outcomes:</b></p> <p>By the end of the module, students should be able to:</p> <p>Use elementary statistical information to manage teaching, learning and assessment in English First Additional Language.</p> <p>Demonstrate competence in assessing and monitoring learner progress and achievement in English First Additional Language.</p> <p>Use the results of assessment to improve teaching and learning of English First Additional Language.</p> <p>Adapt lessons and assessment tasks to accommodate learners with different learning problems in English First Additional Language.</p> <p>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.</p> <p>Develop content knowledge to plan, implement and assess effective teaching and learning experiences.</p> <p>Evaluate curriculum policies for English First Additional Language teaching.</p> <p>Demonstrate understanding of the use of ICT in facilitating English First Additional Language.</p>
<p><b>Method of delivery:</b> Full Time</p>	<p><b>Method of delivery:</b> Full Time</p>
<p>Assessment modes: This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%.</p>	<p>Assessment modes: This modules is coursework/research which is assessed by means of examination...</p>

			Formative assessments 50% and summative assessment 50%....	
<b>Module code:-</b>	<b>Semester1: EESS311/3ESS311</b>	<b>NQF level: 6</b>	<b>Semester2: EESS312/3ESS312</b>	<b>NQF level: 6</b>
<b>Title: Social Sciences Education 3A</b>			<b>Title: Social Sciences Education 3B</b>	
<p>Content:</p> <p>Foundations of teaching and learning in Social Sciences</p> <p>Teaching and Learning strategies in Social Sciences</p> <p>Assessment strategies in Social Sciences</p> <p>Lesson design in Social sciences</p> <p>Learning and Teaching Support Materials in Social Sciences</p>			<p>Content:</p> <p>Social sciences teaching and learning in School</p> <p>Curriculum differentiation and adaptive teaching in social Sciences</p> <p>Classroom research in social sciences</p> <p>Develop pedagogical content knowledge in Social Sciences</p> <p>ITC in Social Sciences</p>	
<p><b>Module outcomes:</b></p> <p>By the end of the module, students should be able to:</p> <p>Demonstrate a knowledge and understanding of the foundations of teaching and learning in social science</p> <p>Demonstrate a knowledge and understanding of the relevant policies in social sciences teaching and learning</p> <p>Select and use appropriate strategies, methods and techniques in the teaching and learning of social sciences</p> <p>Design appropriate lesson plans in social sciences taking into account theories of teaching, learning, child development and curriculum needs.</p> <p>Design appropriate assessment strategies for social sciences</p> <p>Design, select and adapt appropriate teaching and learning support materials for social sciences</p> <p>Demonstrate an understanding of the use of ICT in facilitating Social Sciences</p>			<p><b>Module outcomes:</b></p> <p>By the end of the module, students should be able to:</p> <p>Use elementary statistical information to manage teaching, learning and assessment in Social Sciences</p> <p>Demonstrate competence in assessing and monitoring learner progress and achievement in Social Sciences</p> <p>Use the results of assessment to improve teaching and learning of Social Sciences</p> <p>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Social Sciences</p> <p>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</p> <p>Develop the content knowledge needed to plan, implement and assess effective teaching and learning experience</p> <p>Evaluating curriculum policies in Social Sciences</p>	

			Demonstrate an understanding of the use of ITC in facilitating Social Sciences	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of This module is assessed by means of Tests, Assignments, Presentations and Examinations			<b>Assessment modes:</b> This module is assessed by means of This module is assessed by means of Tests, Assignments, Presentations and Examinations	
<b>Module code:-</b>	<b>Semester1:</b> <b>EPPS311/3PPS311</b>	<b>NQF level: 6</b>	<b>Semester 2:</b> <b>EPPS312/ 3PPS312</b>	<b>NQF level: 6</b>
<b>Title:</b> Life Skills Education 3A			<b>Title:</b> Life Skills Education 3B	
<p>Content: -</p> <p>Foundations of teaching and learning in Life Skills</p> <p>History of Life Skills teaching and learning</p> <p>Life Skills policy documents</p> <p>Subject policy documents</p> <p>Teaching and learning strategies in Life Skills</p> <p>Teaching and learning theories</p> <p>Teaching and learning strategies</p> <p>Assessment strategies in Life Skills</p> <p>Lesson design in Life Skills</p> <p>Learning and Teaching Support Materials in Life Skills</p> <p>Improvisation in Intermediate Phase Life Skills</p>			<p>Content: -</p> <p>Life Skills teaching and learning in school</p> <p>Use elementary statistical information to manage teaching, learning and assessment activities</p> <p>Curriculum differentiation and adaptive teaching in Life Skills</p> <p>Barriers to learning and development</p> <p>Designing differentiated learning activities</p> <p>Classroom research in Life Skills</p> <p>Use existing research literature in Life Skills to improve classroom practice</p> <p>Develop pedagogical content knowledge in Life Skills</p> <p>Addressing alternative – pre- and misconceptions</p> <p>ICT in Life Skills</p>	
<p><b>Module outcomes:</b></p> <p>On successful completion of the module students will be able to:</p> <p>Demonstrate a knowledge and understanding of the foundations of teaching and learning in Life Skills.</p> <p>Demonstrate a knowledge and understanding of the relevant policies in Life Skills teaching and learning.</p> <p>Select and use appropriate strategies, methods and techniques in the teaching and learning of Life Skills.</p>			<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <p>Use elementary statistical information to manage teaching, learning and assessment in Life Skills.</p> <p>Demonstrate competence in assessing and monitoring learner progress and achievement in Life Skills.</p>	

<p>Design appropriate lesson plans for Life Skills taking into account theories of teaching, learning, child development and curriculum needs.</p> <p>Design appropriate assessment strategies in Life Skills.</p> <p>Design, select and adapt appropriate teaching and learning support materials for Life Skills.</p> <p>Demonstrate an understanding of the use of ICT in facilitating Life Skills.</p>			<p>Use the results of assessment to improve teaching and learning of Life Skills.</p> <p>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Skills.</p> <p>Demonstrate the competence to learn from available research in order to improve teaching in the Life Skills classroom and to enhance their own academic learning.</p> <p>Develop the content knowledge needed to plan, implement and assess effective teaching and learning experiences.</p> <p>Evaluate curriculum policies for Life Skills.</p> <p>Demonstrate an understanding of the use of ICT in facilitating Life Skills..</p>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of			<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of	
<b>Module code:-</b>	<b>Semester 1:</b> EDST311/3DST311	<b>NQF level: 7</b>	<b>Semester 2:</b> EDST312/3DST312	<b>NQF level: 7</b>
<b>Title:</b> Education Studies 3A			<b>Title:</b> Education Studies 3B	
<p>Content:</p> <p>Administration as it relates to school administration and school management.</p> <p>School administration</p> <p>School management</p> <p>School administration and effectiveness</p> <p>Education management theories</p> <p>Collegial management theories</p> <p>Bureaucratic management theories</p> <p>Political management theories</p> <p>The nature and the purpose of school management and leadership both generally and in the context of a changing South Africa.</p> <p>School leadership and management practice for the changing South African context</p> <p>School management teams</p>			<p>Content:</p> <p>Common law practices in education</p> <p>Legislation impacting on education</p> <p>The Constitution of the Republic of South Africa, Act 108 of 1996</p> <p>The South African Schools Act</p> <p>The Employment of Educators Act</p> <p>The Labour Relations Act</p> <p>3 Legal foundations for school practice</p> <p>Rules and interpretation of statutes</p> <p>Court cases that impact on school practice</p> <p>4 The legal status of the educator</p>	

<p>Embracing alternative ways of managing and leading</p> <p>Management of resources</p> <p>Management of human resources</p> <p>Management of physical resources</p> <p>Financial resources</p>	<p>learner</p> <p>school</p>
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students should be able to:</p> <p>Demonstrate knowledge of and insight into school administration and management.</p> <p>Apply a knowledge and understanding of educational management theories to solve school management problems.</p> <p>Demonstrate an understanding of the school administrative duties required for the effective management of learning environments.</p> <p>Demonstrate knowledge of the management theories which impact on educational practice.</p>	<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <p>Demonstrate a knowledge and understanding of the legislation and policies that impact on school practice</p> <p>Apply their knowledge and skills to classroom and school management in ways that demonstrate their ability to interpret the legislation and policies</p> <p>Analyse and critique court cases that impact on school practice</p> <p>.</p>
<p><b>Method of delivery:</b> Full Time</p>	<p><b>Method of delivery:</b> Full Time</p>
<p><b>Assessment modes:</b> This modules is coursework/research which is assessed by means of</p>	<p><b>Assessment modes:</b> This modules is coursework/research which is assessed by means of</p>

## MODULE CONTENT AND OUTCOMES FOR INTERMEDIATE PHASE TEACHING - EBDIP2

INTERMEDIATE PHASE TEACHING (LANGUAGE AND HUMANITIES) – YEAR COURSES		
<b>Module code:-</b>	<b>Year Level 1: EDSL100/3DSL100</b>	<b>NQF level: 5</b>
<b>Title:</b> Academic skills for Educators		
<b>Content: -</b> <ul style="list-style-type: none"> <li>– Communicative competence.</li> <li>– Reading and writing for academic purposes.</li> <li>– Information literacy skills.</li> <li>– Planning as an important component of academic writing process.</li> <li>– Computing Fundamentals.</li> <li>– Key Applications.</li> <li>– Living online.</li> </ul>		
<b>Module outcomes:</b> <ul style="list-style-type: none"> <li>– By the end of the module, students should be able to:</li> <li>– Apply the academic reading and writing skills acquired to their learning.</li> <li>– Demonstrate the use of critical reading skills in the pursuit of their studies.</li> <li>– Use presentation skills.</li> <li>– Use information technology to plan, administer, develop teaching resources and collect information.</li> <li>– Apply the skills needed to use computers in intermediate phase classes.</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination...Formative assessments 50% and summative assessment 50%		
<b>Module code:-</b>	<b>Year Level 4: ELZL400/3LZL400</b>	<b>NQF level: 7</b>
<b>Title:</b> IsiZulu Home Language Education 4		
<b>Content:</b> <ul style="list-style-type: none"> <li>– IsiZulu Home Language teaching and learning in school.</li> <li>– Classroom research in IsiZulu Home Language.</li> <li>– Advanced development of pedagogical content knowledge in IsiZulu Home Language.</li> <li>– Advanced development of pedagogical content knowledge in IsiZulu Home Language.</li> <li>– Curriculum policies in IsiZulu Home Language.</li> <li>– Reflection on teaching and learning experiences in IsiZulu Home Language.</li> </ul>		
<b>Module outcomes:</b> <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>– Use elementary statistical information to critically reflect on teaching and learning, and assessment processes in IsiZulu Home Language.</li> <li>– Demonstrate competence to use action research in IsiZulu Home Language.</li> <li>– Reflect on teaching and learning experiences in IsiZulu Home Language.</li> <li>– Critique curriculum policies in IsiZulu Home Language.</li> <li>– Demonstrate competence to link epistemology of IsiZulu with IsiZulu Home Language practices.</li> </ul>		

Method of delivery: Full Time		
<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%.		
<b>Module code:-</b>	<b>Year Level 4: ELEL400/3LEL400</b>	<b>NQF level: 7</b>
<b>Title:</b> English First Additional Language Education 4		
<b>Content:</b> <ul style="list-style-type: none"> <li>– English First Additional Language teaching and learning in school.</li> <li>– Classroom research in English First Additional Language.</li> <li>– Advanced development of pedagogical content knowledge in English First Additional Language.</li> <li>– Curriculum policies in English First Additional Language.</li> <li>– Reflection on teaching and learning experiences in English First Additional Language.</li> </ul>		
<b>Module outcomes:</b> <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>– Use elementary statistical information to critically reflect on teaching, learning and assessment processes in English First Additional Language.</li> <li>– Demonstrate the competence needed to use action research in English First Additional Language.</li> <li>– Reflect on teaching and learning experiences in English First Additional Language.</li> <li>– Critique curriculum policies for English First Additional Language.</li> <li>– Demonstrate competence to link epistemology in English First Additional Language with English practice.</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%.		
<b>Module code:-</b>	<b>Year Level 4: EESS400/3ESS400</b>	<b>NQF level: 7</b>
<b>Title:</b> Social Sciences Education 4		
<b>Content: -</b> <ol style="list-style-type: none"> <li>1. Social Sciences teaching and learning in school <ul style="list-style-type: none"> <li>– Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence based solutions</li> </ul> </li> <li>2. Classroom research in Social Sciences <ul style="list-style-type: none"> <li>– Use Action research in Social Sciences to : <ul style="list-style-type: none"> <li>✓ gather and process information</li> <li>✓ validate sources of information</li> <li>✓ address complex problems applying evidence based solutions and theory driven arguments</li> </ul> </li> </ul> </li> <li>3. Advanced development of pedagogical content knowledge in Social Sciences <ul style="list-style-type: none"> <li>– Link the epistemology of the Social Sciences with Social Sciences practice</li> <li>– Addressing alternative pre- and misconceptions</li> </ul> </li> <li>4. Curriculum policies in Social Sciences <ul style="list-style-type: none"> <li>– Critique curriculum policies in Social Sciences</li> </ul> </li> <li>5. <u>Reflection on teaching and learning experiences in Social Sciences</u></li> </ol>		
<b>Module outcomes:</b> <p>On successful completion of the module, students will be able to:</p>		

<ul style="list-style-type: none"> <li>– Use elementary statistical information to critically reflect on teaching, learning and assessment processes in Social Sciences</li> <li>– Demonstrate the competence needed to use action research in the Social Sciences</li> <li>– Reflect on teaching and learning experiences in Social Sciences</li> <li>– Critique curriculum policies in Social Sciences</li> <li>– Demonstrate the competence needed to link the epistemology of the Social Sciences with Social Sciences practice.</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of		
<b>Module code:-</b>	<b>Year Level 4: EPPS400/ 3PPS400</b>	<b>NQF level: 7</b>
<b>Title:</b> Life Skills Education 4		
<b>Content: -</b> <ol style="list-style-type: none"> <li>1. Life Skills teaching and learning in school <ul style="list-style-type: none"> <li>– Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence-based solutions</li> </ul> </li> <li>2. Classroom research in Life Skills <ul style="list-style-type: none"> <li>– Use Action research in Life Skills to : <ul style="list-style-type: none"> <li>✓ gather and process information</li> <li>✓ validate sources of information</li> <li>✓ address complex problems applying evidence based solutions and theory driven arguments</li> </ul> </li> </ul> </li> <li>3. Advanced development of pedagogical content knowledge in Life Skills <ul style="list-style-type: none"> <li>– Link epistemology of Life Skills with Life Skills practices</li> <li>– Addressing alternative pre- and misconceptions</li> </ul> </li> <li>4. Curriculum policies in Life Skills <ul style="list-style-type: none"> <li>– Critique curriculum policies in Life Skills</li> </ul> </li> <li>5. Reflection on teaching and learning experiences in Life Skills</li> </ol>		
<b>Module outcomes:</b>  On successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>– Use elementary statistical information to reflect critically on teaching, learning and assessment processes in Life Skills.</li> <li>– Demonstrate competence in the use of action research for Life Skills.</li> <li>– Reflect on teaching and learning experiences in Life Skills.</li> <li>– Critique curriculum policies for Life Skills.</li> <li>– Demonstrate the competence needed to link the epistemology of Life Skills to Life Skills practices.</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This modules is coursework/research which is assessed by means		
<b>Module code:-</b>	<b>Year Level 4: ELCL400/3LCL400</b>	<b>NQF level: 5</b>
<b>Title:</b> Conversational Language for Teachers - Afrikaans		
<b>Content:</b> <ul style="list-style-type: none"> <li>– Basic functional use of Afrikaans.</li> <li>– Listening in Afrikaans.</li> <li>– Basic reading in Afrikaans.</li> <li>– Basic written text in Afrikaans.</li> </ul>		
<b>Module outcomes:</b>		

By the end of the module, students should be able to:		
<ul style="list-style-type: none"> <li>– Demonstrate functional use of basic Afrikaans</li> <li>– Listen and respond to multi modal texts in Afrikaans</li> <li>– Read and view various texts in Afrikaans</li> <li>– Write basic texts in Afrikaans</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This modules is coursework/research which is assessed by means of examination... Formative assessments 50% and summative assessment 50%....		
<b>Module code:-</b>	<b>Year Level 4: ELCL400/3LCL400</b>	<b>NQF level: 5</b>
<b>Title:</b> Conversational Language for Teachers - Sesotho		
<b>Content:</b> <ul style="list-style-type: none"> <li>– Greetings, friendly exchange and farewell.</li> <li>– Home and family: Poems and songs.</li> <li>– School and university: Contrasts in town and country life.</li> <li>– Respect: Basic values for royal family.</li> <li>– Radio and television programmes.</li> </ul>		
<b>Module outcomes:</b> By the end of the module, students should be able to: <ul style="list-style-type: none"> <li>– Demonstrate functional use of basic Sesotho.</li> <li>– Listen and respond to multi modal texts in Sesotho.</li> <li>– Read and review various texts in Sesotho.</li> <li>– Write basic texts in Sesotho.</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is coursework/research which is assessed by means of examination.....		

#### FED.12.3.4.

#### TEACHING PRACTICE MODULE CONTENT AND OUTCOME (E/3BDIP1 AND E/3BDIP2)

INTERMEDIATE PHASE TEACHING PRACTICE MODULES – YEAR COURSES		
<b>Module code:-</b>	<b>Year Level 1: EPTE100/3PTE100</b>	<b>NQF Level 5</b>
<b>Title:</b> School Experience 1		
<b>Content:</b> (Campus based, Semester 1) <ul style="list-style-type: none"> <li>– Design an observation tool</li> <li>– Write their teaching philosophy statement</li> </ul> (Campus based, Semester 1&2) <ul style="list-style-type: none"> <li>– Becoming an IP teacher –watching video clips</li> </ul> (School based, Semester 2, 1 week) <ul style="list-style-type: none"> <li>– School observation – school functionality</li> <li>– Complete the journal, write with critical reflection</li> </ul> (Campus based, Semester 2)		

<ul style="list-style-type: none"> <li>– Reflect on characteristics of a classroom</li> <li>– Reflect on school and classroom management</li> </ul>		
<b>Module outcomes:</b>  On successful completion of the module, students should be able to <ul style="list-style-type: none"> <li>– Observe and document the classroom management strategies used by teachers</li> <li>– Design and implement the observation tools learned</li> <li>– Reflect on their school-based activities, observed and performed</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of examination...		
<b>Module code:-</b>	<b>Year Level : EPTE200/3PTE200</b>	<b>NQF level: 6</b>
<b>Title:</b> School Experience 2		
<b>Content:</b> <ul style="list-style-type: none"> <li>– Observe, reflect and document teaching, learning and assessment practices.</li> <li>– Critically analyse various teaching and learning practices across a variety of contexts</li> <li>– Present information using a journal and portfolio of evidence</li> <li>– Identify and document observed barriers to learning</li> </ul>		
<b>Module outcomes:</b>  On successful completion of the module, students should be able to ... <ul style="list-style-type: none"> <li>– Observe, document and reflect on the teaching and learning strategies used by the teacher</li> <li>– Critically analyse various teaching and learning practices across a variety of contexts</li> <li>– Identify learners with learning and developmental barriers and reflect on the teaching and learning strategies employed in the classroom</li> </ul>		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Year Level 3: EPTE300/3PTE300</b>	<b>NQF level: 6</b>
<b>Title:</b> School Experience 3		
<b>Content:</b> <ol style="list-style-type: none"> <li>1. Use of Educational technology for teaching and learning <ul style="list-style-type: none"> <li>– Preparing, designing, developing and using classroom technologies – pictures, charts, flashcards, magazines and various audio-visual teaching and learning materials</li> <li>– Use educational technologies for teaching and learning – ICT, instructional media involving multiple senses of learners and instructional material selection</li> </ul> </li> <li>2. Use of Micro teaching centre to develop teaching and learning skills. <ul style="list-style-type: none"> <li>– Presenting lessons</li> <li>– Reflecting on lessons presented by peers</li> </ul> </li> <li>3. Work integrated learning in school under supervision (mentors and a university supervisor) in partnership schools <ul style="list-style-type: none"> <li>– Lesson presentation</li> <li>– Demonstrate classroom management skills</li> <li>– Designing teaching and learning activities that are informed by the focus area</li> <li>– Developing a professional development portfolio</li> </ul> </li> </ol>		

– Engage in post-observation conferencing and support		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Year Level 4: EPTE400/3PTE400</b>	<b>NQF level: 7</b>
<b>Title:</b> School Experience 4		
<b>Content:</b> <ol style="list-style-type: none"> <li>1. Curriculum differentiation <ul style="list-style-type: none"> <li>– Manage barriers to learning and development in practice</li> <li>– Design differentiated learning activities</li> <li>– Use strategies for differentiating teaching to meet the specific learning needs of learners, across the full range of abilities</li> <li>– Design activities that are informed by the area of specialisation</li> <li>– Develop and design intermediate phase lesson plans and daily preparations</li> <li>– Assess and report on learner performance</li> </ul> </li> <li>2. Developing a professional portfolio of evidence <ul style="list-style-type: none"> <li>– Evidence of all teaching experiences</li> </ul> </li> <li>3. Application of appropriate classroom management strategies to promote safe and supportive learning environments.</li> <li>4. Educational technologies for teaching and learning <ul style="list-style-type: none"> <li>– Use visual and audio-visual resources in lesson presentation.</li> </ul> </li> <li>5. Post- practice teaching conferencing <ul style="list-style-type: none"> <li>– Remediation of challenges experienced during classroom practice</li> <li>– Dealing with issues from reflections</li> <li>– Peer reviews</li> <li>– Challenges categories (learners, methods, classroom, LTSMs, extramural activities or other engagement in the school.</li> </ul> </li> <li>6. Service-learning community projects</li> </ol>		

FED.12.4.

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

FED.12.4.1.

**PRE /CO REQUISITES TABLE: 3BDSF1,2,3**

<b>B. Ed in Senior Phase and FET Teaching</b>		
<b>Module code (HEQSf aligned)</b>	<b>Descriptive name</b>	<b>Pre/Co requisite</b>
<b>3DST211</b>	Education Studies 2A	3DST111
<b>3GEP211</b>	General pedagogy 2A	3GEP111
<b>3DST212</b>	Educational Studies 2B	<b>3DST112</b>
<b>3GEP212</b>	General pedagogy 2B	3GEP112
<b>3SCS311</b>	Computer Science Education 3A	4CPS111 4CPS112 4CPS212 4CPS242
<b>3SLS311</b>	Life Science Education 3A	4BOT111 4BOT112 4BOT212 4ZOL111 4ZOL112 4ZOL212
<b>3SML311</b>	Mathematic Literacy Education 3A	4MTH111 4MTH112
<b>3MM311</b>	Mathematical Literacy Education4 (FET)	4MTH111 4MTH112 4MTH222
<b>3SMS311</b>	Mathematics Literacy Education 3A (SP)	4MTH111 4MTH112
<b>3SMT311</b>	Technology Education #A	4PHY111 4PHY112

<b>3SNE311</b>	Natural Sciences Education 3A	4BOT111 4BOT112 4CHM111 4CHM112 4PHY111 4PHY112 4ZOL111 4ZOL112
<b>3SPS311</b>	Physical Science Education 3A	4CHM111 4CHM112 4CHM212 4PHY111 4PHY112
<b>3SCS312</b>	Computer Science #B	4CPS111 4CPS112 4CPS212 4CPS242
<b>3SLS312</b>	Life Science Education 3A	4BOT111 4BOT112 4BOT212 4ZOL111 4ZOL112 4ZOL212
<b>3SML312</b>	Mathematics Literacy Education 3B	4MTH111 4MTH112
<b>3SMM312</b>	Mathematics Education 3B (FET)	4MTH111 4MTH112 4MTH222
<b>3SMS312</b>	Mathematics Literacy Education 3B (SP)	4MTH111 4MTH112
<b>3SMT312</b>	Technology Education 3B	4PHY111 4PHY112

<b>3SNE312</b>	Natural Sciences Education 3B	4BOT111 4BOT112 4CHM111 4CHM112 4PHY111 4PHY112 4ZOL111 4ZOL112
<b>3SPS312</b>	Physical Science Education 3B	4CHM111 4CHM112 4CHM212 4PHY111 4PHY112 4PHY212
<b>3SCS400</b>	Computer Science Education 4	3SCS311 4CPS211 4CPS231
<b>3SLS400</b>	Life Science Education 4	3SLS311 4BOT211 4ZOL211
<b>3SML400</b>	Mathematical Education 3A (FET)	3SML311
<b>3SMS400</b>	Mathematical Education4 (SP)	3SMS31
<b>3SMT400</b>	Technology Education 4	3SMT311
<b>3SNE400</b>	Natural Science Education 4	3SNE311
<b>3SPS400</b>	Physical Science Education 4	4PHY112
<b>3HMH311</b>	History Education 3A	1HIS111 1HIS112
<b>3HMS311</b>	Social Sciences Education 3A	3ESS111 3ESS112
<b>3HMH312</b>	History Education 3B	1HIS111 1HIS112
<b>3HMS312</b>	Social Sciences Education 3B	3ESS111 3ESS112

<b>3HAC311</b>	Accounting Education 3A	2ACC101
		2ACC102
<b>3HBE311</b>	Business Studies Education 3A	2BMG101
		2BMG102
<b>3HEC311</b>	Economics Education 3A	2ECN101
		2ECN102
<b>3HEM311</b>	EMS Education 3A	2ACC101
		2ACC102
		2BMG101
		2BMG102
		2ECN101
<b>3HAC312</b>	Accounting Education 3B	2ACC101
		2ACC102
<b>3HBE312</b>	Business Studies Education 3B	2BMG101
		2BMG102
<b>3HEC312</b>	Economics Education 3B	2ECN101
		2ECN102
<b>3HEM312</b>	EMS Education 3B	2ACC101
		2ACC102
		2BMG101
		2BMG102
		2ECN101
<b>3PTE200</b>	School Experience 2	3PTE100
		3PTE200
<b>3PTE300</b>	School Experience 3	3PTE200
		3PTE300
<b>3PTE400</b>	School Experience 4	3PTE300
		3PTE400

#### **FED.12.4.2.**

#### **SUMMARY OF PROGRAMME STRUCTURE**

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

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

#### FED.12.4.3.

#### **SELECTING MODULES IN THE STRUCTURE BELOW**

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

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

#### FED.12.4.4.

#### **Registration Rules: Intermediate (IP) Programmes in MSTE department**

##### **Year 1**

Register all the modules

##### **Year 2**

If you have passed all year one modules, register all second-year modules

If you have failed ONE module in a semester in year 1, register the failed module first and then register all second-year modules

If you have failed more than ONE module in a semester in year 1, register the failed modules first in each semester and then add modules of the current year up to a maximum of 8 modules per semester including teaching practice module/school experience.

##### **Year 3**

If you have failed One module in the first semester of year 2, register the failed module first and then register all year 3 modules.

**If YOU HAVE FAILED ANY SEMESTER 2 MODULE IN YEAR 2, DO NOT REGISTER THE FAILED MODULE(S).** you will register this/these module(s) in your final year (year 4)

##### **Year 4**

If you have failed any semester 1 module in year 3, DO NOT register the failed module(s). Register ONLY year 4 modules and any modules you may have failed in semester 2 in year 2.

#### **Registration Rules: Senior and Further Education and Training (SP & FET) Programmes in MSTE department**

##### **Year 1**

Register all the compulsory modules in both semesters

Register 6 elective modules in total i.e. three (3) elective modules per semester

Register mathematics in both semesters (i.e. 4MTH111 – Calculus I & 4MTH112 – Calculus II)

If you want to be a **Physical Science teacher register Chemistry and Physics (i.e. 4CHM111, 4CHM112, 4PHY111 and 4PHY112)** in both semesters

If you want to be a **Life Science teacher register Botany and Zoology (i.e. 4BOT111, 4BOT112, 4ZOL111 and 4ZOL112)** in both semesters

If you want to be a **Computer and Applications Technology (CAT) teacher register computer modules (i.e. 4CPS111, 4CPS112)** in both semesters add two (2) more modules from either Physics (4PHY111 and 4PHY112), or Chemistry (4CHM111 and 4CHM112) or botany (BOT111 and BOT112) or Zoology (4ZOL111 and 4ZOL112) to make a total of 6 modules per year

### **Year 2**

If you are going to teach Computer Applications Technology (CAT) register all four computer modules (i.e. 4CPS211, 4CPS212, 4CPS231 and 4CPS242)

**IF YOU WANT TO TEACH NATURAL SCIENCE, YOU SHOULD HAVE PASSED PHYSICS, CHEMISTRY, ZOOLOGY AND BOTANY AT YEAR LEVEL ONE BEFORE REGISTERING FOR YOUR YEAR 3 MODULES.**

### **Year 3**

If you have failed ONE module in the first semester of year 2, register the failed module first and then register all year 3 modules.

**If YOU HAVE FAILED ANY SEMESTER 2 MODULE IN YEAR 2, DO NOT REGISTER THE FAILED MODULE(S).** you will register this/these module(s) in your final year (year 4)

### **THERE ARE TWO WAYS OF BECOMING AN SP & FET TEACHER**

You can be a teacher of two (2) Further Education and Training (FET) subjects and one (1) senior phase (SP) subject

**OR**

You can be a teacher of one (1) Further Education and Training (FET) subject and two (2) Senior phase (SP) subjects

If you have passed a subject (for example, you passed mathematics) in year 1, you qualify to take the corresponding subject education (in this case, mathematics education (SP)).

If you have passed a subject (s) (for example, you passed Physics and Chemistry) in year 2, you qualify to take the corresponding subject education (in this case, Physical Science education)

If you want to teach Mathematical Literacy (this is offered at FET only) you should have passed mathematics at year level 1.

#### **Year 4**

If you failed any semester 1 module in year 3, DO NOT register the failed module. Register ONLY year 4 modules and any modules you may have failed in the second year, semester 2.

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
EDST111	C	12	EDST211	C	12	3DST311	C	12			
EGEP111	C	12	EGEP211	C	12	3LTC311	C	08			
Group A: Choose one module specialisation			Group A: Choose one module specialisation			3SCS311	C	08			
4ZOL111	E	16	4ZOL211	E	16	3SLS311	C	08			
4MTH111	E	16	4MTH211	E	16	3SML311	C	08			
Group B: Choose one module specialisation			Group B: Choose one module specialisation			3MM311	C	08			
4PHY111	E	16	4PHY211	E	16	3SMS311	C	08			
4BOT111	E	16	4BOT211	E	16	3SMT311	C	08			
4MTH111	E	16	4MTH211	E	16	3SNE311	C	08			
Group C: Choose one module specialisation			Group C: Choose one module specialisation			3SPS311	C	08			
4CHM111	E	16	4CHM211	E	16						
4CPS111	E	16	4CPS211	E	16						
			4CPS231								
4MTH111	E	16	4MTH211	E	16						
Total 1st		72	Total 1st			Total 1st		84	Total 1st		
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second semester			Second semester		
Module	Core/Ancillary/ Elective	Cr	Module code	Core/Ancillary/Elective	Cr	Module code	Core/Ancillary/ Elective	Cr	Module code	Core/Ancillary/ Elective	Cr
EDST112	C	12	EDST212	C	12	3DST312	C	12			
EGEP112	C	12	EGEP212	C	12	3LTC312	C	08			
Group A: Choose one module specialisation			Group A: Choose one module specialisation			3SCS312	C	08			
4ZOL112	E	16	4ZOL212	E	16	3SLS312	C	08			
4MTH112	E	16	4MTH212	E	16	3SML312	C	08			
Group B: Choose one module specialisation			Group B: Choose one module specialisation			3SMM312	C	08			
4PHY112	E	16	4PHY212	E	16	3SMS312	C	08			
4BOT112	E	16	4BOT212	E	16	3SMT312	C	08			
4MTH112	E	16	4MTH212	E	16	3SNE312	C	08			
Group C: Choose one module specialisation			Group C: Choose one module specialisation			3SPS312	C	08			
4CHM112	E	16	4CHM212	E	16						
4CPS112	E	16	4CPS212	E	16						
			4CPS242	E	16						

4MTH112	E	16	4MTH212	E	16						
Total 2 <sup>nd</sup>		72	Total 2 <sup>nd</sup>		72	Total 2 <sup>nd</sup>		84	Total 2 <sup>nd</sup>		
Year Modules			Year Modules			Year Modules					
Year Level 1			Year level 2			Year level 3			Year level 4		
3DSL100	C	08	3PTE200	C	16	3PTE200	C	32	3SCL400	C	12
3PTE100	C	08							3SCS400	C	20
									3SLS400	C	20
									3SML400	C	20
									3SMM400	C	20
									3SMS400	C	20
									3SMt400	C	20
									3SNE400	C	20
									3SPS400	C	20
									3PTE400	c	48
Year module		16	Year module		16	Year module			Year module		
Overall Total year level 1		88	Overall Total year level 2		88	Overall Total year level 3		116	Overall Total year level 4		220
Total credits for the curriculum										512	

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
3DST111	C	12	3DST211	C	12	3HGE311	C	12			
3GEP111	C	12	3GEP211	C	12	3HMH311	C	12			
Group A: Choose one module specialisation			Group A: Choose one module specialisation			3HMS311	C	12			
4GES111	E	16	4GES211	E	16	3LEL311	C	08			
1RTO111	E	16	1RTO211	E	16	3LES311	C	12			
1ENG111	E	16	1ENG211	E	16	3LTC311	C	08			
Group B: Choose one module specialisation			Group B: Choose one module specialisation			3LZM311	C	12			
1HIS111	E	16	1HIS111	E	16	3LZN311	C	12			
1ZUL151	E	16	1ZUL241	E	16	3PTO311	C	12			
1ENG111	E	16	1ENG211	E	16						
Group C: Choose one module specialisation			Group C: Choose one module specialisation								
1ENG111	E	16	1ENG211	E	16						
1RTO111	E	16	1RTO211	E	16						
Total 1st		72	Total 1st		72	Total 1st		100	Total		
Year Level 1			Year level 2			Year level 3			Year level 4		
Second 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
3DST112	C	12	3DST212	C	12	3DST312	C	12			
3GEP112	C	12	3GEP212	C	12	3HGE312	C	12			
Group A: Choose one module specialisation			Group A: Choose one module specialisation			3HMH312	C	12			
4GES112	E	16	4GE2112	E	16	3HMS312	C	12			
1RTO112	E	16	1RTO212	E	16	3LEL312	C	08			
1ENG112	E	16	1ENG122	E	16	3LES312	C	12			
Group B: Choose one module specialisation			Group B: Choose one module specialisation			3LTC312	C	08			
1HIS112	E	16	1HIS212	E	16	3LZM312	C	12			
1ZUL152	E	16	1ZUL242	E	16	3LZN312	C	12			
1ENG112	E	16	1ENG212	E	16	3MTO312	C	12			
Group C: Choose one module specialisation			Group C: Choose one module specialisation								
1ENG112	E	16	1ENG212	E	16						

1RTO112	E	16	1RTO112	E	16						
Total 2 <sup>nd</sup> semester		72	Total 2 <sup>nd</sup> semester		72	Total 2 <sup>nd</sup> semester		112	Total 2 <sup>nd</sup>		
Year Modules			Year Modules			Year Modules					
Year Level 1			Year level 2			Year level 3			Year level 4		
EDSL100	C	08	3PTE200	C	16	3PTE300	C	32	3HGE4	C	20
EPTE100	C	08							3HMH4	C	20
									3HMS4	C	20
									3LCL40	C	12
									3LEL40	C	16
									3LES40	C	12
									3LZL40	C	16
									3LZM40	C	12
									3LZN40	C	12
									3MTO4	c	20
									3PTE40	C	48
Year module		16	Year module		16	Year module		32	Year		208
Overall Total year level 1		88	Overall Total year level 2		88	Overall Total year level 3		144	Overall Total		208
Total credits for the curriculum											528

FED.12.4.7.

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

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

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

***(Compulsory Modules.)***

<b>SENIOR PHASE AND FET TEACHING – SEMESTER COURSES</b>				
<b>Module code:-</b>	<b>Semester1: 3DST111</b>	<b>NQF level: 5</b>	<b>Semester 2: 3DST112</b>	<b>NQF level: 5</b>
<b>Title:</b> Education studies 1A (IP)			<b>Title:</b> Education studies 1B (IP)	
<b>Content:</b>  To provide students with basic knowledge and understanding of philosophy and history of education. <b>1.</b> Conceptions of education – Sociological understanding of education – Institutional understanding of education – Enlightenment period of understanding education <b>2.</b> Ethics and values in education – The nature of ethical thinking, conceptual analysis, and the evaluation of arguments – Morality, etiquette and law – Cultural relativism – Morality and religion – Personal relativism and existentialism – Utilitarianism – Moral Rights <b>3.</b> History of education – History of education – Historiography of South African education – Influence of economic, social and political trends on education <b>4.</b> 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 <b>5.</b> Post – apartheid education – Single national education department – Principles of a new educational dispensation			<b>Content:</b>  To provide students with sound knowledge of sociology of education. <b>1.</b> Sociological Theories in Education – Functionalism – Conflict theory – Symbolic Interactionism <b>2.</b> Sociology of Education in school practice – Ecology of the school – The role of the school in society <b>3.</b> Diversity in education – Culture – Race – Gender – Socialisation – Stratification – Norms and Values – Status and role <b>4.</b> Citizenship education – Ancient and modern concepts of citizenship – History of South African citizenship – Future of citizenship education in South African schools	

<ul style="list-style-type: none"> <li>Curriculum transformation in South Africa</li> </ul>				
<b>Module outcomes:</b>  On successful completion of the module, students should be able to: <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the relationship between education changes and various external social, political, ideological and economic factors.</li> <li>Demonstrate the ability to distinguish between traditional and contemporary ways of conceptualising education.</li> <li>Demonstrate an understanding of philosophical underpinnings of ethics in education.</li> <li>Demonstrate an understanding of the different education systems in the history of South African education.</li> <li>Demonstrate the ability to identify, analyse and critically reflect on philosophy, sociology and history of education to address complex problems in education</li> </ul>			<b>Module outcomes:</b>  On successful completion of the module, students should be able to ... <ul style="list-style-type: none"> <li>Demonstrate a knowledge and understanding of sociological theories of education.</li> <li>Demonstrate an understanding of the sociology of education in school practice.</li> <li>Demonstrate an understanding of diversity in education.</li> <li>Demonstrate an understanding of the trends in citizenship education.</li> <li>Critically analyse the relationship between education and society to make informed decisions.</li> </ul>	
<b>Method of delivery:</b> Full Time <ul style="list-style-type: none"> <li>Lectures (face to face, limited interaction or technologically mediated)</li> <li>Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)</li> <li>Tutorials: individual groups of 30 or less</li> <li>Syndicate groups</li> <li>Practical workplace experience (experiential learning/work-based learning etc.)</li> </ul>			<b>Method of delivery:</b> Full Time <ul style="list-style-type: none"> <li>Lectures (face to face, limited interaction or technologically mediated)</li> <li>Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)</li> <li>Tutorials: individual groups of 30 or less</li> <li>Syndicate groups</li> <li>Practical workplace experience (experiential learning/work-based learning etc.)</li> </ul>	
<b>Assessment modes:</b> <ul style="list-style-type: none"> <li>Other (specify)-Assessment</li> </ul>			<b>Assessment modes:</b> <ul style="list-style-type: none"> <li>Other (specify)-Assessment</li> </ul>	
<b>Module code:-</b>	<b>Semester1:</b> <b>3GEP111</b>	<b>NQF level: 5</b>	<b>Semester 2:</b> <b>3GEP112</b>	<b>NQF level: 6</b>
<b>Title: General Pedagogy 1A (IP)</b>			<b>Title: General Pedagogy 1B (IP)</b>	

<p><b>Content:</b></p> <p>To provide students with a basic understanding of teaching and learning processes, classroom management, curriculum differentiation and service learning.</p> <ol style="list-style-type: none"> <li>1. Introduction to teaching and learning processes <ul style="list-style-type: none"> <li>– Curriculum</li> <li>– Content</li> <li>– Context</li> <li>– Teaching</li> <li>– Learning</li> </ul> </li> <li>2. Classroom management <ul style="list-style-type: none"> <li>– Principles of classroom management</li> <li>– Classroom climate</li> <li>– Approaches to classroom management</li> <li>– Coping with large classes</li> <li>– Classroom discipline</li> <li>– Observation techniques</li> <li>– Reflection modalities</li> </ul> </li> <li>3. Curriculum differentiation <ul style="list-style-type: none"> <li>– Multi-grade teaching and assessment</li> <li>– Multi-level teaching and assessment</li> </ul> </li> <li>4. Service learning <ul style="list-style-type: none"> <li>– Theoretical conceptions of service learning</li> <li>– Service learning as pedagogy, evaluation and teaching style</li> <li>– Service learning in the curriculum: reflection, assessment and evaluation</li> </ul> </li> </ol>	<p><b>Content:</b></p> <p>To provide students with sound knowledge of teaching as a professional practice.</p> <ol style="list-style-type: none"> <li>1. Introduction to teaching as a profession <ul style="list-style-type: none"> <li>– Definition of educational terms</li> <li>– Characteristics of teaching as a profession</li> </ul> </li> <li>2. Professional development of educators <ul style="list-style-type: none"> <li>– Staff induction</li> <li>– Professional development (journal)</li> <li>– Staff appraisal</li> <li>– Staff development</li> <li>– SACE</li> </ul> </li> <li>3. The role of teacher unions in education <ul style="list-style-type: none"> <li>– Freedom of association</li> <li>– Organisational rights of unions</li> <li>– Collective bargaining in education</li> <li>– Managing strike action</li> <li>– Establishing and implementing workplace forums</li> </ul> </li> </ol>
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, the student will:</p> <ul style="list-style-type: none"> <li>– Demonstrate basic knowledge and understanding of teaching and learning processes, curriculum differentiation and service learning.</li> <li>– Demonstrate competence in managing the classroom and the learning environment to support teaching and learning.</li> </ul>	<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students should be able to ...</p> <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of teaching as a profession.</li> <li>– Demonstrate knowledge and understanding of the professional development of educators.</li> <li>– Demonstrate knowledge and understanding of the role of teacher unions in education.</li> <li>– Critically reflect on the professional development of educators.</li> </ul>
<p><b>Method of delivery:</b> Full Time</p>	<p><b>Method of delivery:</b> Full Time</p>

<ul style="list-style-type: none"> <li>– Lectures (face to face, limited interaction or technologically mediated)</li> <li>– Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)</li> <li>– Tutorials: individual groups of 30 or less</li> <li>– Syndicate groups</li> <li>– Practical workplace experience (experiential learning/work-based learning etc.)</li> </ul>	<ul style="list-style-type: none"> <li>– Lectures (face to face, limited interaction or technologically mediated)</li> <li>– Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)</li> <li>– Tutorials: individual groups of 30 or less</li> <li>– Syndicate groups</li> <li>– Practical workplace experience (experiential learning/work-based learning etc.)</li> </ul>
<b>Assessment modes:</b> <ul style="list-style-type: none"> <li>– Other (specify)-Assessment</li> </ul>	<b>Assessment modes:</b> <p>Other (specify)-Assessment</p>

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

SENIOR PHASE AND FET TEACHING – YEAR COURSES		
Module code:-	Year Level 1: 3DSL100	NQF level: 5
<b>Title:</b> Academic skills for Educators		
<b>Content: -</b>  To enable students to communicate effectively, in general as well as in relation to their teaching subjects in order to mediate learning using technology. <ol style="list-style-type: none"> <li>1. Academic literacy               <ul style="list-style-type: none"> <li>– Communicative competence</li> <li>– Reading and writing for academic purposes</li> <li>– Information literacy skills</li> <li>– Planning as an important component of academic writing process</li> </ul> </li> <li>2. Computer Literacy               <ul style="list-style-type: none"> <li>– Computing Fundamentals</li> <li>– Key Applications</li> <li>– Living online</li> </ul> </li> </ol>		
<b>Module outcomes:</b>  On successful completion of the module, students should be able to <ul style="list-style-type: none"> <li>– Demonstrate the use of critical reading skills in the pursuit of their studies.</li> <li>– Apply the academic reading and writing skills acquired to their area of study.</li> <li>– Demonstrate understanding of the use of information technology to plan, administer and develop teaching resources and collect information.</li> <li>– Apply the skills needed to use computers in teaching and learning.</li> </ul>		
<b>Method of delivery:</b> Full Time <ul style="list-style-type: none"> <li>– Lectures (face to face, limited interaction or technologically mediated)</li> <li>– Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)</li> <li>– Tutorials: individual groups of 30 or less</li> <li>– Syndicate groups</li> <li>– Practical workplace experience (experiential learning/work-based learning etc.)</li> </ul>		
<b>Assessment modes:</b> <ul style="list-style-type: none"> <li>– Other (specify): Tests and Examination</li> </ul>		

## TEACHING PRACTICE MODULE CONTENT AND OUTCOME

### 3BDSF1, 3BDSF2, 3BDSF3

SENIOR PHASE AND FET TEACHING PRACTICE MODULES – YEAR COURSES		
<b>Module code:-</b>	<b>Year Level 1: 3PTE100</b>	<b>NQF level: 5</b>
<b>Title:</b> School Experience 1		
<p><b>Content:</b></p> <p>To provide students with opportunities to observe and learn in and from authentic and simulated classroom situations.</p> <p>NOTE: Skills and competences in this module are informed by pedagogical knowledge of General Pedagogy 1A (EGEP111) and 1B (EGEP112)</p> <ol style="list-style-type: none"> <li>1. (Campus based, Semester 1) <ul style="list-style-type: none"> <li>– Design an observation tool</li> <li>– Write their teaching philosophy statement</li> </ul> </li> <li>2. (Campus based, Semester 1&amp;2) <ul style="list-style-type: none"> <li>– Simulated activities</li> </ul> </li> <li>3. (School based, Semester 2, 1 week) <ul style="list-style-type: none"> <li>– School observation – school functionality</li> <li>– Complete the journal, write with critical reflection</li> </ul> </li> <li>4. (Campus based, Semester 2) <ul style="list-style-type: none"> <li>– Reflect on characteristics of a classroom</li> <li>– Reflect on school and classroom management</li> </ul> </li> </ol>		
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students should be able to ...</p> <ul style="list-style-type: none"> <li>– Observe and document the classroom management strategies used by teachers.</li> <li>– Design and implement the observation tools learned.</li> <li>– Reflect on their school-based activities, observed and performed.</li> </ul>		
<p><b>Method of delivery:</b> Full Time</p> <ul style="list-style-type: none"> <li>– Lectures (face to face, limited interaction or technologically mediated)</li> <li>– Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)</li> <li>– Tutorials: individual groups of 30 or less</li> <li>– Syndicate groups</li> <li>– Practical workplace experience (experiential learning/work-based learning etc.)</li> </ul>		
<p><b>Assessment modes:</b> This module is assessed by means of examination</p> <ul style="list-style-type: none"> <li>– Other (specify) Assessment</li> </ul>		

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

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

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

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

FED.13.1.

**BACHELOR OF EDUCATION FET PROGRAMMES**

FED.13.1.1.

**LIFE ORIENTATION AND LANGUAGE – EBDFT1**

FED.13.1.1.1.

**MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES**

<b>Bachelor of Education: Further Education and Training - Life Orientation and Language</b>				
<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>	<b>Co/Pre requisites</b>
ELLL111	Academic Literacy 1A (Language)	08	5	NONE
EFIT111	Ideologies & Trends in Education	08	6	NONE
APSY111	Introduction to Psychology	15	5	NONE
SHMS01A	Games in Physical Education	15	5	NONE
AENG111	English 1 Part A	15	6	NONE
AZUL151	Sound, words, and their dynamics and terminology A (IsiZulu)	15	6	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
APSY112	Applied Psychology	15	5	NONE
EFCS112	Citizenship Education	15	6	NONE
AENG112	English 1 Part B	15	6	NONE
AZUL152	Translation, interpreting, Traditional and Modern Literature	15	6	NONE
EPDL211	Human Development & Learning	08	6	NONE
APSY221	Personality Psychology	15	6	APSY111
SHMS02A	Physical & Motor Development	15	6	SHMS01A
AENG211	English 2 Part A: Language 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 AENG112
AZUL242	Translation, Sociolinguistics, Heritage and Literature	15	6	AZUL152
EALM311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
EMLO311	Method of Life Orientation 3A	15	7	APSY111
ELGF311	Method of English 3A	15	7	AENG111 AENG112
ESMZ311	Method of isiZulu 3A	15	7	AZUL151 AZUL152
EDSE312	Society, Educational Law & School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EMLO312	Method of Life Orientation 3B	12	7	APSY112
ESMZ312	Method of isiZulu 3B	12	7	AZUL151 AZUL152
ELGF312	Method of English 3B	12	7	AENG111 AENG112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	15	7	NONE
EPPE411	Career Education	12	7	APSY221
AENG321	English 3 Part A: Language and Literature	15	7	AENG211 AENG212
AZUL321	Sounds, Words and their Dynamics C & Semantics (isiZulu)	15	7	AZUL241

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

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

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	C	08	EPDL211	C	08	EALM311	C	08	EPIE411	C	08
EFIT111	C	08	APSY221	C	15	ECAE311	C	08	ECTP411	C	16
APSY111	C	15	SHMS02A	C	15	EMLO311	C	16	EPPE411	C	12
SHMS01A	C	15									
Any of the following:-			Any of the following:-			Any of the following:-			Any of the following:-		
AENG111	E	15	AENG211	E	15	ELGF311	E	16	AENG311	E	15
AZUL151	E	15	AZUL241	E	15	ESMZ311	E	16	AZUL331	E	15
									Choose any of the following:-		
									AENG321	E	15
									AZUL321	E	15
Total 1st		61	Total 1st		538	Total 1st		48	Total 1st		66
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second semester			Second semester		
Module code	Core/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary	Cr	Module code	Core/ Ancillary	Cr	Module code	Core/ Ancillary/ Elective	Cr
ESCL112		08	ECTL212		08	EDSE312		08	EAMS412		08
EPHA112		08	EPSR212		15	EFMS312		08	EPRE412		08
APSY112		15	SHMS02B		15	EMLO312		12	EPSJ412		12
EFCS112		16									
Any of the following:-			Any of the following:-			Choose any of the following:-			Choose any of the following:-		
AENG112	E	15	AENG212	E	15	ESMZ312	E	12	AENG312	E	15
AZUL152	E	15	AZUL242	E	15	ELGF312	E	12	AZUL332	E	15
									Choose any of the following:-		
									AENG322	E	15
									AZUL342	E	15
Total 2 <sup>nd</sup>		61	Total 2 <sup>nd</sup>		53	Total 2 <sup>nd</sup>		40	Total 2 <sup>nd</sup>		58
Year Modules			Year Modules			Year Modules			Year Modules		
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100		16	ETSE200		32	ETSE300		32	ETSE400		32
Year module		16	Year module			Year module			Year module		
Overall Total year level 1		138	Overall Total year level 2		138	Overall Total year level 3		120	Overall Total year level 4		156
Total credits for the curriculum											552

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

# **MODULE CONTENT AND OUTCOMES FOR FURTHER EDUCATION AND TRAINING – EBDFT1**

<b>FURTHER EDUCATION AND TRAINING (LIFE ORIENTATION AND LANGUAGE) – SEMESTER COURSES</b>				
<b>Module code:-</b>	<b>Semester1:EMLO311</b>	<b>NQF level: 6</b>	<b>Semester2: EMLO312</b>	<b>NQF level: 6</b>
<b>Title:</b> Method of Life Orientation			<b>Title:</b> Method of Life Orientation	
<b>Content:</b> Introduction to professional studies; the learner in the classroom; principles of good teaching practice; classroom management, organization and discipline, lesson planning; teaching strategies.			<b>Content:</b> Reflection on the role of the school community, stress and conflict management, leadership and teamwork, 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.	
<b>Module outcomes:</b>  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			<b>Module outcomes:</b> 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.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination...	
<b>Module code:-</b>	<b>Semester1: ESMZ311</b>	<b>NQF level: 6</b>	<b>Semester 2: ESMZ312</b>	<b>NQF level: 6</b>
<b>Title:</b> IsiZulu Language Method			<b>Title:</b> IsiZulu Language Method	
<b>Content:</b> 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.			<b>Content:</b> 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.	
<b>Module outcomes:</b> The module introduces student teachers to isiZulu additional language teaching methodology, interpretation and implementation of language curriculum and assessment policies; and language classroom research			<b>Module outcomes:</b> The module introduces student teachers to isiZulu additional language teaching methodology, interpretation and implementation of language curriculum and assessment policies; and language classroom research	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	

<b>Assessment modes:</b> 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.			<b>Assessment modes:</b> 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.	
<b>Module code:-</b>	<b>Semester1:ELGF311</b>	<b>NQF level: 6</b>	<b>Semester 2: ELGF312</b>	<b>NQF level: 6</b>
<b>Title:</b> Method of English			<b>Title:</b> English language Method	
<b>Content:</b> History of teaching and learning of the English Language; subject policy documents for English First Additional Language Teaching and learning theories and strategies in English; assessment strategies; lesson design; design of teaching and learning support materials; micro teaching and lesson presentations.			<b>Content:</b> History of teaching and learning of the English language; subject policy documents for English First Additional Language; Teaching and learning theories and strategies in English; assessment strategies; lesson design; design of teaching and learning support materials, micro teaching and lesson presentations.	
<b>Module outcomes:</b> 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.			<b>Module outcomes:</b> 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.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of Continuous assessment through tests, assignments and lesson presentations (50%) and summative assessment – first semester examination (50%).			<b>Assessment modes:</b> This module is assessed by means of Continuous assessment through tests, assignments and lesson presentations (50%) and summative assessment – first semester examination (50%).	
<b>Module code:-</b>	<b>Semester 1: EPPE411</b>	<b>NQF level: 7</b>	<b>Semester 2: EPSJ412</b>	<b>NQF level: 7</b>
<b>Title:</b> Career Education			<b>Title:</b> Social Justice and Human Rights	
<b>Content:</b> Introduction to the global economy; theories of career development; value-based multicultural approach to career counselling and advocacy; career development for learners with special needs; assessment in career counselling; using information to facilitate career development; preparing for work.			<b>Content:</b> <ul style="list-style-type: none"> <li>– Promote the value and principles of the constitution, particularly those related to human rights and the environment.</li> <li>– Promote the practice of democratic values, attitudes and dispositions in the schools, as well as in society at large.</li> <li>– Encourage, create and maintain a supportive and empowering environment for</li> </ul>	

			learners. Practice and promote a sense of respect and responsibility towards others by inculcating a critical, committed and ethical attitude	
<b>Module outcomes:</b> To introduce students to the fields of career information, career education, and career counselling so as to ensure the establishment of various types of effective educational strategies dedicated to the study of careers. To ensure the relevance of the career educator in the school			<b>Module outcomes:</b> The purpose of the module is to provide students with knowledge and understanding of social justice and human rights in South Africa	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination...	
<b>Module code:-</b>	<b>Semester 1:</b>	<b>NQF level:</b>	<b>Semester 2: EFCS112</b>	<b>NQF level:</b>
			<b>Title: Citizenship Education</b>	
			<b>Content:</b> 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.	
			<b>Module outcomes:</b> 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	
			<b>Method of delivery: Full Time</b>	
			<b>Assessment modes:</b> This module is assessed by means of Continuous formative assessment – test, assignment, presentation and summative assessment through examinations in November	
<b>Module code:-</b>	<b>Semester 1:</b>	<b>NQF level:</b>	<b>Semester 2: EPSR212</b>	<b>NQF level:</b>
			<b>Title: Social Relations</b>	
			<b>Content:</b> Personal development; types of relationships; dysfunction and crisis in relationships; skills for relating; differentiation of terminology; gender roles and stereotypes;	

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

**FED.13.1.1.4.**
**EBDFT1 MODULES OFFERED IN OTHER FACULTIES**

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

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

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

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

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

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

## FED.13.1.2..2.

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

Year Level 1				Year level 2				Year level 3				Year level 4			
First semester				First semester				First semester				First semester			
Module code	Core/ Ancillary		Cr	Module code	Core/ Ancillary/		Cr	Module code	Core/ Ancillary		Cr	Module code	Core/ Ancillary/		Cr
ELLL111	C		08	EPDL211	C		08	EALM311	C		08	EPIE411	C		08
EFIT111	C		08	AHIS211	C		15	ECAE311	C		08	ECTP411	C		16
AHIS111	C		15	Choose any of the following:-				ESMH311	C		16	Choose any of the following:-			
Any of the following:-				AENG211	E		15	Choose any of the following:-				AHIS311	E		15
AENG111	E		15	AZUL241	E		15	ELGF311	E		16	AHIS321	E		15
AZUL151	E		15					ESMZ311	E		16	Choose any of the following:-			
												AENG311	E		15
												AZUL331	E		15
												Choose any of the following:-			
												AENG321	E		15
												AZUL321	E		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				Year level 4			
Second semester				Second semester				Second semester				Second semester			
Module	Core/		Cr	Module code	Core/		Cr	Module code	Core/		Cr	Module	Core/		Cr
ESCL112	C		08	ECTL212	C		08	EDSE312	C		08	EAMS412	C		08
EPHA112	C		08	AHIS212	C		15	EFMS312	C		08	EPRE412	C		08
AHIS112	C		15					ESMH312	C		12				
Any of the following:-				Choose any of the following:-				Choose any of the following:-				Choose any of the following:-			
AENG112	E		15	AENG212	E		15	ESMZ312	E		12	AHIS312	E		15
AZUL152	E		15	AZUL242	E		15	ELGF312	E		12	AHIS322	E		15
												Choose any of the following:-			
												AENG312	E		15
												AZUL332	E		15
												Choose any of the			
												AZUL342	E		15
												AENG322	E		15
Total 2 <sup>nd</sup>			46	Total 2 <sup>nd</sup>			38	Total 2 <sup>nd</sup>			40	Total 2 <sup>nd</sup>			61
Year Level 1				Year level 2				Year level 3				Year level 4			
Year Modules				Year Modules				Year Modules				Year Modules			
ETSE100			16	ETSE200			32	ETSE300			32	ETSE400			32
Year			16	Year module				Year module				Year			
Overall			108	Overall Total			108	Overall Total			120	Overall			162
Total curriculum credits															498

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

### MODULE CONTENT AND OUTCOMES FOR EBDFT2– SEMESTER MODULES

FURTHER EDUCATION AND TRAINING (–HISTORY AND LANGUAGE) SEMESTER COURSES				
Module code:-	Semester1: ESMH311	Semester2: ESMH312		NQF level:6
<b>Title:</b> Method of History		<b>Title:</b> Method of History		
<b>Content:</b> <ul style="list-style-type: none"> <li>– Understanding history and curriculum and assessment policy system (caps)</li> <li>– Contextualizing teaching and learning strategies and methods</li> <li>– Discovery strategy</li> <li>– Teaching and learning resources</li> <li>– Teaching aids</li> </ul>		<b>Content:</b> <ul style="list-style-type: none"> <li>– The School History.</li> <li>– Using historical sources in the teaching of the School History.</li> <li>– Developing learners' interests in history outside the classroom.</li> <li>– Essential Qualities of a History Teacher.</li> <li>– Teaching emotive and controversial issues in history.</li> <li>– The Historical Thinking.</li> <li>– Teaching and Learning Resources.</li> <li>– Assessment in history</li> </ul>		
<b>Module outcomes:</b> The purpose of this module is to develop competent and critical educators who will add value to the teaching and learning of History.		<b>Module outcomes:</b> To develop knowledge, skills and competencies essential for effective teaching and learning of History in Further Education and Training.		
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> 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.		<b>Assessment modes:</b> This module is assessed by means of formative: - <ul style="list-style-type: none"> <li>– 50% Summative</li> <li>– 50% Written Examinations</li> </ul>		
Module code:-	Semester1: ELGF311	NQF level : 6	Semester 2: ELGF312	NQF level: 6
<b>Title:</b> Method of English		<b>Title:</b> English language Method		
<b>Content:</b> History of teaching and learning of the English Language; subject policy documents for English First Additional Language Teaching and learning theories and strategies in English; <b>assessment strategies; lesson design; design of teaching and learning support materials; micro teaching and lesson presentations.</b>		<b>Content:</b> History of teaching and learning of the English language; subject policy documents for English First Additional Language; Teaching and learning theories and strategies in English; assessment strategies; lesson design; design of teaching and learning support materials, micro teaching and lesson presentations.		
<b>Module outcomes:</b> This Module introduces students to various teaching and learning strategies and theories in English so that they will be knowledgeable about the school		<b>Module outcomes:</b> This Module introduces students to various teaching and learning strategies and theories in English so that they will be knowledgeable		

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.		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.	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of Continuous assessment through tests, assignments and lesson presentations (50%) and summative assessment – first semester examination (50%).		<b>Assessment modes:</b> This module is assessed by means of Continuous assessment through tests, assignments and lesson presentations (50%) and summative assessment – first semester examination (50%).	
<b>Module code:-</b>	<b>Semester 1: ESMZ311</b>	<b>Semester 2: ESMZ312</b>	<b>NQF level: 6</b>
<b>Title:</b> IsiZulu Language Method		<b>Title:</b> IsiZulu Language Method	
<b>Content:</b> 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.		<b>Content:</b> 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.	
<b>Module outcomes:</b> The module introduces student teachers to isiZulu additional language teaching methodology, interpretation and implementation of language curriculum and assessment policies; and language classroom research		<b>Module outcomes:</b> The module introduces student teachers to isiZulu additional language teaching methodology, interpretation and implementation of language curriculum and assessment policies; and language classroom research	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> 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.		<b>Assessment modes:</b> 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.13.1.2..4.****EBDFT2 MODULES OFFERED IN OTHER FACULTIES**

**NB: PLEASE REFER TO 2022 ARTS, FCAL, FSAE HANDBOOKS FOR OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -**

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

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

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

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

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

Year Level 1			Year level 2			Year level 3			Year level 4		
First semester			First semester			First semester			First semester		
Module code	Core/ Ancillary	Cr	Module code	Core/ Ancillary	Cr	Module code	Core/ Ancillary	Cr	Module code	Core/ Ancillary	Cr
ELLL111	C	08	EPDL211	C	08	EALM311	C	08	EPIE411	C	08
EFIT111	C	08	SGES211	C	15	ECAE311	C	08	ECTP411	C	16
SGES111	C	15	Choose any of the following:-			ESMG311	C	16	Choose any of the following:-		
AENG111	C	15	AENG211	E	15	Choose any of the following:-			SGES331	E	15
AZUL151	C	15	AZUL241	E	15	ELGF311	E	16	SGES311	E	15
						ESMZ311	E	16	Choose any of the following:-		
									AENG311	E	15
									AZUL331	E	15
									Choose any of the following:-		
									AENG321	E	15
									AZUL321	E	15
<b>Total 1st semester</b>		<b>61</b>	<b>Total 1st semester</b>		<b>38</b>	<b>Total 1st semester</b>		<b>48</b>	<b>Total 1st semester</b>		<b>69</b>
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second semester			Second semester		
Module code	Core/ Ancillary	Cr	Module code	Core/ Ancillary	Cr	Module code	Core/ Ancillary	Cr	Module code	Core/ Ancillary	Cr
ESCL112	C	08	ECTL212	C	08	EDSE312	C	08	EAMS412	C	08
EPHA112	C	08	SGES212	C	15	EFMS312	C	08	EPRE412	C	08
SGES112	C	15				ESMG312	C	12	Choose any of the following:-		
									SGES312	E	15
									SGES322	E	15
Any of the following:-			Choose any of the following:-			Choose any of the following:-			Choose any of the following:-		
AENG112	E	15	AENG212	C	15	ESMZ312	E	12	AENG312	E	15
AZUL152	E	15	AZUL242	C	15	ELGF312	E	12	AZUL332	E	15
									Choose any of the following:-		
									AENG322	E	15
									AZUL342	E	15
<b>Total 2<sup>nd</sup> semester</b>		<b>46</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>38</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>40</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>61</b>
Year Modules											
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100		16	ETSE200		32	ETSE300		32	ETSE400		32
<b>Year module</b>		<b>16</b>	<b>Year module</b>			<b>Year</b>			<b>Year module</b>		
<b>Overall Total year level 1</b>		<b>123</b>	<b>Overall Total year level 2</b>		<b>108</b>	<b>Overall Total year</b>		<b>120</b>	<b>Overall Total year level 4</b>		<b>162</b>
<b>Total credits for the curriculum</b>											<b>513</b>

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

## MODULE CONTENT AND OUTCOMES EBDFT3 – SEMESTER MODULES

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

<b>Assessment modes:</b> This module is assessed by means of Continuous assessment through tests, assignments and lesson presentations (50%) and summative assessment – first semester examination (50%).			<b>Assessment modes:</b> This module is assessed by means of Continuous assessment through tests, assignments and lesson presentations (50%) and summative assessment – first semester examination (50%).	
<b>Module code:-</b>	<b>Semester1: ESMZ311</b>	<b>NQF level: 6</b>	<b>Semester 2: ESMZ312</b>	<b>NQF level: 6</b>
<b>Title: IsiZulu Language Method</b>			<b>Title: IsiZulu Language Method</b>	
<b>Content:</b> 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.			<b>Content:</b> 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.	
<b>Module outcomes:</b> The module introduces student teachers to isiZulu additional language teaching methodology, interpretation and implementation of language curriculum and assessment policies; and language classroom research			<b>Module outcomes:</b> The module introduces student teachers to isiZulu additional language teaching methodology, interpretation and implementation of language curriculum and assessment policies; and language classroom research	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> 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.			<b>Assessment modes:</b> 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.13.1.5.4.**
**EBDFT3 MODULES OFFERED IN OTHER FACULTIES**

**NB: PLEASE REFER TO 2022 ARTS, FCAL, FSA HANDBOOKS FOR: -  
OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -**

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

**FED.13.1.4.**
**ACCOUNTING/BUSINESS MANAGEMENT/ECONOMICS –  
EBDFT4**
**FED.13.1.4.1.**
**MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES**

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

EPDL211	Human Development & Learning	08	6	NONE
CECN201	Intermediate Microeconomics	15	6	CECN101 CECN102
CACC201	Financial Accounting for Companies	15	6	CACC101
CBMG201	Marketing Management	15	6	NONE
CBIS101	Business Information Systems 1A	15	6	NONE
ECTL212	Teaching & Learning Strategies	08	6	NONE
CECN202	Intermediate Macroeconomics	15	6	CECN101 CECN102
CACC202	Group Statements, Leases and Taxes	165	6	CACC101 CACC102
CBMG202	Financial Management	15	6	CBMG102
CBIS102	Business Information Systems 1B	15	6	NONE
EALM311	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	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

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

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

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

**MODULE CONTENT AND OUTCOMES EBDFT4 – SEMESTER MODULES**

<b>FURTHER EDUCATION AND TRAINING (ACCOUNTING/BUSINESS MANAGEMENT/ECONOMICS) – SEMESTER COURSES</b>				
<b>Module code:-</b>	<b>Semester 2: ESCC311</b>	<b>NQF level:</b>	<b>Semester 2: ESCC312</b>	<b>NQF level:</b>
<b>Title:</b> Method of Accounting			<b>Title:</b> Method Accounting	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Foundations of teaching and learning in Accounting;</li> <li>– Accounting education policy documents;</li> <li>– Teaching and learning strategies in Accounting;</li> <li>– Assessment in Accounting;</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Management of Accounting teaching and learning in schools;</li> <li>– Curriculum differentiation and adaptive e teaching in Accounting;</li> <li>– Classroom research in Accounting;</li> <li>– Develop pedagogical content knowledge;</li> <li>– Pre-conceptions in Accounting.</li> </ul>	
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>– Knowledge and understanding of the foundations of teaching and learning in Accounting;</li> <li>– Knowledge and understanding of the relevant policies in Accounting teaching and learning;</li> <li>– Skills to use appropriate strategies, methods and techniques in the teaching and learning of Accounting;</li> <li>– Skills to design appropriate lesson plans in Accounting taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>– Knowledge to design appropriate assessment strategies in Accounting;</li> <li>– Knowledge to design, select and adapt appropriate teaching and learning support materials for Accounting.</li> </ul>			<b>Module outcomes:</b> By the end of the module, students should be able to: - <ul style="list-style-type: none"> <li>– Use elementary statistical information to manage teaching, learning and assessment in Accounting;</li> <li>– Demonstrate competence in assessing and monitoring learner progress and achievement in Accounting;</li> <li>– Use the results of assessment to improve teaching and learning of Accounting;</li> <li>– Adapt lessons and assessment tasks to accommodate learners with different learning problems in Accounting;</li> <li>– Demonstrate competence to learn from available research in order to improve teaching in the Accounting classroom and to enhance their own academic learning;</li> <li>– Develop content knowledge to plan, implement and assess</li> </ul>	

			<p>effective teaching and learning experiences in Accounting;</p> <ul style="list-style-type: none"> <li>– Evaluate curriculum policies in Accounting.</li> </ul>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is coursework/research which is assessed by means of examination			<b>Assessment modes:</b> This module is coursework/research which is assessed by means of examination	
<b>Module code:-</b>	<b>Semester 1: ESME311</b>	<b>NQF level:</b>	<b>Semester 2: ESME312</b>	<b>NQF level:</b>
<b>Title:</b> Method of Economics			<b>Title:</b> Method of Economics	
<b>Content:</b> Evaluation / assessment in economics, specific teaching methods, use of learning and teaching support materials			<b>Content:</b> Teaching economics, creating quality learning environment, teaching large classes, types of lessons, principles applicable to teaching economics.	
<b>Module outcomes:</b>  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			<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - students will be enabled to impart insight on the subject Economics to learners using appropriate teaching and learning strategies.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> tests, assignments, project, research, presentations, tasks, and end of semester examination .....			<b>Assessment modes:</b> continuous formative assessment – test assignment, presentation and summative assessment through examination in November.	
<b>Module code:-</b>	<b>Semester 2: ESMB311</b>	<b>NQF level:</b>	<b>Semester 2: ESMB312</b>	<b>NQF level:</b>
<b>Title:</b> Business Studies Education A			<b>Title:</b> Method of Business Management	
<b>Content:</b> Foundation of teaching and learning in Business Studies, Business Studies Education policy documents, Teaching and learning strategy in Business Studies, Assessment in Business studies, Lesson design in Business Studies,			<b>Content:</b> Approaches in the Teaching of Business Management (Heuristic Methods). Evaluation/ Assessment in Business Management. Use of Teaching Aids/ learning and	

Learning and teaching support materials in Business Studies.	Teaching Support Materials in Business Management. Subject Organisation in Business Management.
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of the foundations of teaching and learning in Business Studies.</li> <li>– Demonstrate knowledge and understanding of the relevant policies in Business Studies teaching and learning.</li> <li>– Select and use appropriate strategies, methods and techniques in the teaching and learning of Business Studies.</li> <li>– Design appropriate lesson plans in Business Studies taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>– Design appropriate assessment strategies in Business Studies.</li> <li>– Design, select and adapt appropriate teaching and learning support material for Business Studies.</li> </ul>	<b>Module outcomes:</b>  The module introduces the students to principles of educative teaching and learning as adapted for business management studies.
<b>Method of delivery:</b> Full Time	<b>Method of delivery:</b> Full Time
<b>Assessment modes:</b> This module is coursework/research which is assessed by means of examination...	<b>Assessment modes:</b> This module is assessed by means of examination.....

#### FED.13.1.4.4.

#### EBDFT4 MODULES OFFERED IN OTHER FACULTIES

**NB: PLEASE REFER TO 2022 ARTS, FCAL, FSAE HANDBOOKS FOR: OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -**

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

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

FED.13.1.5.  
FED.13.1.5.5.

# **HISTORY AND GEOGRAPHY – EBDFT5** **MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES**

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

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

## FED.13.1.5.6.

**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	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr
ELLL111	C	08	EPDL211	C	08	EALMS311	C	08	EPIE411	C	08
EFIT111	C	08	SGES211	C	15	ECAE311	C	08	ECTP411	C	16
SGES111	C	15	AHIS211	C	15	ESMG311	C	16	Any of the following:-		
AHIS111	C	15	Any of the following:-			ESMH311	C	16	AHIS311	E	15
			ARTO111	E	15				AHIS321	E	15
			SSTT111	E	15				Any of the following:-		
									SGES331	C	15
									SGES311	C	15
Total 1st		46	Total 1st semester		53	Total 1st		48	Total 1st semester		54
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second semester			Second semester		
Module code	Core/ Ancillary	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr
ESCL112	C	08	ECTL212	C	08	EDSE312	C	08	EAMS412	C	08
EPHA112	C	08	AHIS212	C	15	EFMS312	C	08	EPRE412	C	08
SGES112	C	15	SGES212	C	15	ESMG312	C	12	Any of the following:-		
AHIS112	C	15	Any of the following:-			ESMH312	C	12	AHIS312	E	15
			ARTO112	E	15				AHIS322	E	15
			SHYD222	E	15				Any of the following:-		
									SGES312	E	15
									SGES322	E	15
Total 2 <sup>nd</sup>		46	Total 2 <sup>nd</sup> semester		53	Total 2 <sup>nd</sup>		56	Total 2 <sup>nd</sup>		46
Year Modules											
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100		16	ETSE200		32	ETSE300		32	ETSE400		32
Year module 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		136	Overall Total year level 4		132
Total credits for the curriculum											514

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

FURTHER EDUCATION AND TRAINING (HISTORY AND GEOGRAPHY) – SEMESTER COURSES				
Module code:-	Semester1: ESMG311	NQF level: 7	Semester 2: ESMG312	NQF level: 7
<b>Title:</b> Method of Geography A			<b>Title:</b> Method of Geography B	
<b>Content:</b> Insight to the restructuring of the geography curriculum and the implementation of the National Curriculum Statement and the Curriculum and Assessment policy statement			<b>Content:</b> refer to the department of social sciences	
<b>Module outcomes:</b>  By the end of the module, students should be equipped with:- competencies in developing critical educators who will add value to the teaching and learning of Geography			<b>Module outcomes:</b>  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.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments (academic and professional), and presentations and summative assessment through examination in June....			<b>Assessment modes:</b> formative assessment 50% and summative assessment 50% written examination	
Module code:-	Semester 1: ESMH311	NQF level: 7	Semester 2: ESMH312	NQF level: 7
<b>Title:</b> Method of History			<b>Title:</b> Method of History	
<b>Content:</b>  <ul style="list-style-type: none"> <li>– Understanding history and curriculum and assessment policy system (caps)</li> <li>– Contextualizing teaching and learning strategies and methods</li> <li>– Discovery strategy</li> <li>– Teaching and learning resources</li> <li>– Teaching aids</li> </ul>			<b>Content:</b>  <ul style="list-style-type: none"> <li>– The School History.</li> <li>– Using historical sources in the teaching of the School History.</li> <li>– Developing learners' interests in history outside the classroom.</li> <li>– Essential Qualities of a History Teacher.</li> <li>– Teaching emotive and controversial issues in history.</li> <li>– The Historical Thinking.</li> <li>– Teaching and Learning Resources.</li> <li>– Assessment in history</li> </ul>	

<b>Module outcomes:</b> The purpose of this module is to develop competent and critical educators who will add value to the teaching and learning of History.	<b>Module outcomes:</b> To develop knowledge, skills and competencies essential for effective teaching and learning of <b>History in Further Education and Training.</b>
<b>Method of delivery:</b> Full Time	<b>Method of delivery:</b> Full Time
<b>Assessment modes:</b> 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.	<b>Assessment modes:</b> This module is assessed by means of formative: - <ul style="list-style-type: none"> <li>- 50% Summative</li> <li>- 50%Written Examinations</li> </ul>

### FED.13.1.5.8.

### MODULE CONTENT AND OUTCOMES FOR EBDFT5

FURTHER EDUCATION AND TRAINING (HISTORY AND GEOGRAPHY) – YEAR COURSE COURSES		
<b>Module code:-</b>	<b>Year Level 1: ETSE100</b>	<b>NQF level: 5</b>
<b>Title:</b> School Experience 1		
<b>Content:</b> Learning from practice (observation and simulated classroom practice/ lesson demonstrations) (Practical and subject pedagogical knowledge).		
<b>Module outcomes:</b> This module aims to expose students to the school experience from the perspective of a teacher, in the care of a school mentor		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> 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		
<b>Module code:-</b>	<b>Year Level: ETSE200</b>	<b>NQF level: 6</b>
<b>Title:</b> School Experience 2		
<b>Content:</b> 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).		
<b>Module outcomes:</b>  The purpose of this module is to give students the opportunity to critical observe and creatively reflect on the school experience.		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> In their 2 <sup>nd</sup> year, B Ed students undergo home school based professional practicum for 2 weeks in the first semester, and for 1 week in the second semester during the recess week. A school Observation Journal, with a collection of assignments and practical activities will be used as an observation instrument. Reflections on themes/presentations based on the students' observation experiences are made as well		

as reflective essays written on observed experiences. The focus is on how to improve the observed experiences for future implementation		
<b>Module code:-</b>	<b>Year Level 3: ETSE300</b>	<b>NQF level: 7</b>
<b>Title :</b> School Experience 3		
<b>Content:</b> Work Integrated Learning. Conducting of all classroom activities in addition to teaching of lessons from two subjects school -based (practical and subject content pedagogical knowledge).Students will be able to plan, prepare and implement a lesson, learning from and through experience.		
<b>Module outcomes:</b>  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.		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> 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		
<b>Module code:-</b>	<b>Year Level 4: ETSE400</b>	<b>NQF level: 7</b>
<b>Title :</b> School Experience 4		
<b>Content:</b> 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).		
<b>Module outcomes:</b>  The aim is to let the student develop and produce a high-quality action research-based portfolios of evidence		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of a portfolio based on a Teaching and Learning Committee –approved framework linking theory and experiences, formative assessment principles, rubric-assessed, submitted before the end of October and externally examined.		

#### FED.13.1.5.9.

#### EBDFT5 MODULES OFFERED IN OTHER FACULTIES

**NB; PLEASE REFER TO 2022 ARTS, FCAL, FSAE HANDBOOKS FOR: - OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -**

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

SSTT111	15	6	SHYD222	15	6
AHIS311	15	7	AHIS312	15	7
AHIS321	15	7	AHIS322	15	7
SGES331	15	7	SGES312	15	7
SGES311	15	7	SGES322	15	7

**FED.13.1.6.**  
**FED.13.1.6.1.**

**COMPUTER SCIENCE AND MATHEMATICS – EBDFT6**  
**MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES**

<b>Bachelor of Education: Further Education and Training – Computer Science and Mathematics</b>				
<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>	<b>Pre/Co requisites</b>
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 SMTH112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & Practice of Curriculum Development	16	7	NONE
SCPS311	Advanced Programming Techniques	15	7	CSPS111 SCPS211
SMTH311	Abstract Algebra	15	7	SMTH221 SMTH222
SMTH321	Real Analysis	15	7	SMTH111 SMTH222
SCPS321	Systems programming	15	7	SCPS211
EAMS412	Management of School Systems & Extra-curricular Activities	08	7	NONE
EPRE412	Introduction to research in Education	08	6	NONE
SCPS312	Distributed Systems Development	15	7	SCPS211 SCPS212
SMTH312	Graph Theory	15	7	SMTH221 SMTH222
SMTH322	Complex Analysis	15	7	SMTH221 SMTH222
SCPS322	Final Year Project	15	7	SCPS212
ETSE100	School Experience 1	16	6	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE100 CSPS111 CSPS112 SMTH111

				SMTH112
ETSE400	School Experience 4	32	7	ETSE300

Year Level 1			Year level 2			Year level 3			Year level 4		
First semester			First semester			First semester			First semester		
Module code	Core/ Ancillary/EI active	Cr	Module code	Core/ Ancillary/E lective	Cr	Module code	Core/ Ancillary/E lective	Cr	Module code	Core/ Ancillary/E lective	Cr
ELLL111	C	08	EPDL211	C	08	EALM311	C	08	EPIE411	C	08
EFIT111	C	08	SCPS211	C	15	ECAE311	C	08	ECTP411	C	16
CSPS111	C	15	SMTH221	C	15	ESCM311	C	17	<b>Any one of the following:-</b>		
SMTH111	C	15				ESMC311	C	17	SCPS311	E	15
									SMTH311	E	15
									<b>Any one of the following:-</b>		
									SMTH321	E	15
									SCPS321	E	15
<b>Total 1st semester</b>		<b>46</b>	<b>Total 1st semester</b>		<b>38</b>	<b>Total 1st semester</b>		<b>50</b>	<b>Total 1st semester</b>		<b>54</b>
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second semester			Second semester		
Module code	Core/ Ancillary/EI active	Cr	Module code	Core/ Ancillary/E lective	Cr	Module code	Core/ Ancillary/E lective	Cr	Module code	Core/ Ancillary/E lective	Cr
ESCL112	C	08	ECTL212	C	08	EDSE312	C	08	EAMS412	E	08
EPHA112	C	08	SCPS212	C	15	EFMS312	C	08	EPRE412	E	08
CSPS112	C	15	SMTH222	C	15	ESCM312	C	17	SCPS312	E	15
SMTH112	C	15				ESMC312	C	17	<b>Or</b>		
									SMTH312	E	15
									SMTH322	E	15
									<b>Or</b>		
									SCPS322	E	15
<b>Total 2<sup>nd</sup> semester</b>		<b>46</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>38</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>50</b>	<b>Total 2<sup>nd</sup> semester</b>		<b>46</b>
Year Modules											
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100		16	ETSE200		32	ETSE300		32	ETSE400		32
<b>Year</b>		<b>16</b>	<b>Year</b>			<b>Year module</b>			<b>Year</b>		
<b>Overall</b>		<b>108</b>	<b>Overall</b>		<b>108</b>	<b>Overall Total</b>		<b>132</b>	<b>Overall</b>		<b>132</b>
<b>Total year</b>			<b>Total year</b>			<b>Year level 3</b>			<b>Total year</b>		
Total credits for the curriculum										480	

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

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

<b>Module outcomes:</b> The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.	<b>Module outcomes:</b> The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.
<b>Method of delivery:</b> Full Time	<b>Method of delivery:</b> Full Time
<b>Assessment modes:</b> 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.	<b>Assessment modes:</b> This module is assessed by means of 30% Tests and 30% any combination of the following: <ul style="list-style-type: none"> <li>✓ Assignment</li> <li>✓ Project</li> <li>✓ Research</li> <li>✓ Presentation Tasks</li> <li>✓ 40% Examination</li> </ul>

#### FED.13.1.6.4.

#### EBDFT6 MODULES OFFERED IN OTHER FACULTIES

**NB; PLEASE REFER TO 2022 ARTS, FCAL, FSAE HANDBOOKS FOR: - OUTCOMES ON MODULES LISTED IN THIS PAGE; SEE TABLE BELOW: -**

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

FED.13.1.7.  
FED.13.1.7.1

**PHYSICAL SCIENCE AND MATHEMATICS – EBDFT7**  
**MODULE LIST WITH NQF LEVELS, CREDITS AND PREREQUISITES**

<b>Bachelor of Education: Further Education and Training – Physical Science and Mathematics</b>				
<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>	<b>Pre/Co requisites</b>
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 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	ETSE100
ETSE300	School Experience 3	32	7	ETSE100 SPHY111 SPHY112 SCHM111 SCHM112 SMTH111 SMTH112
ETSE400	School Experience 4	32	7	ETSE300

Year Level 1			Year level 2			Year level 3			Year level 4		
First semester			First semester			First semester			First semester		
Module code	Core/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary/EI elective	Cr	Module code	Core/ Ancillary/EI elective	Cr	Module code	Core/ Ancillary/E lective	Cr
ELLL111	C	08	EPDL211	C	08	EALM311	C	08	EPIE411	C	08
EFIT111	C	08	SCHM211	C	15	ECAE311	C	08	ECTP411	C	16
SCHM111	C	15	SPHY211	C	15	ESPS311	C	17	Any one of the following:		
SPHY111	C	15	SMTH221	C	15	ESMC311	C	17	SCHM311	E	15
SMTH111	C	15							SPHYM311	E	15
									SMTH311	E	15
									Any one of the following:		
									SCHM321	E	15
									SPHY321	E	15
									SMTH321	E	15
Total 1st semester		61	Total 1st semester		53	Total 1st semester		50	Total 1st semester		54
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second semester			Second semester		
Module code	Core/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary/ Elective	Cr	Module code	Core/ Ancillary/ Elective	Cr
ESCL112	C	08	ECTL212	C	08	EDSE312	C	08	EAMS412	C	08
EPHA112	C	08	SCHM212	C	15	EFMS312	C	08	EPRE412	C	08
SCHM112	C	15	SPHY212	C	15	ESPS312	C	17	Any one of the following:		
SPHY112	C	15	SMTH222	C	15	ESMC312	C	17	SCHM312	E	15
SMTH112	C	15							SPHY312	E	15
									SMTH312	E	15
									Any one of the following:		
									SCHM322	E	15
									SPHY322	E	15
									SMTH322	E	15
Total 2 <sup>nd</sup> semester		61	Total 2 <sup>nd</sup> semester		53	Total 2 <sup>nd</sup> semester		50	Total 2 <sup>nd</sup> semester		46
Year 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			Year module			Year module		
Overall Total year level 1		138	Overall Total year level 2		138	Overall Total year level 3		132	Overall Total year level 4		132
Total credits for the curriculum											540

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

FURTHER EDUCATION AND TRAINING (PHYSICAL SCIENCE AND MATHEMATICS) – SEMESTER COURSES				
Module code:-	Semester1:ESMC311	NQF level	Semester 2: ESMC312	NQF level:
<b>Title:</b> Method of Computer 3A			<b>Title:</b> Method of Computer 3B	
<b>Content:</b> The effective teacher, understanding your students, curriculum and assessment policy statement, unit and lesson planning, classroom management I: establishing the learning climate, classroom management II: promoting student engagement.			<b>Content:</b> The effective teacher, understanding your students, curriculum and assessment policy statement, unit and lesson planning, classroom management I: establishing the learning climate, classroom management II: promoting student engagement.	
<b>Module outcomes:</b> The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.			<b>Module outcomes:</b> The module aims to equip student teachers with a comprehensive understanding of the background issues and practice of the current teaching and learning of Computer Applications/ Information Technology in the FET phase in schools.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> 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.			<b>Assessment modes:</b> This module is assessed by means of examination.....	
Module code:-	Semester 1: ESPS311	NQF level:	Semester 2: ESPS312	NQF level:
<b>Title:</b> Method of Physical Science 3A			<b>Title:</b> Method of Physical Science 3B	
<b>Content:</b> Metaphors for the Teacher, Models of becoming a teacher, why should anyone learn science and why teach it? Thinking about Learning in Science, The effectiveness of Practical work in Teaching and Learning Science, Curriculum and Assessment Policy Statement-Grades 10-12, The Role of Language in the Learning Teaching of Science, Misconceptions in the Physical Sciences, Strategies for Teaching Science, Questioning and Responding to Guide Children's Inquiry, Developing science lesson plans, Assessing Constructively			<b>Content:</b> Using Simulations, Models and Animations for Science Learning, The Role of Language in the Learning Teaching of Science, Scientific Epistemology, Enhancing the quality of arguments in school science, Scientific argumentation as a foundation for the design of inquiry-based science teaching, Teaching Critical Thinking and Problem-Solving Skills, Teachers' Beliefs	
<b>Module outcomes:</b> Equip students with knowledge and skills required to effectively facilitate at Further Education and Training (FET) Phase.			<b>Module outcomes:</b> provide students with opportunity to develop as professional and reflexive individuals who are able to take initiative and responsibility in an academic and professional context	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of Formative assessment through			<b>Assessment modes:</b> This module is assessed by means of Continuous	

tests, assignments, teaching journals, reflections, attendance and participation and summative assessment through an internally moderated final examination.	formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations
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#### FED.13.1.7.4

#### EBDFT7 MODULES OFFERED IN OTHER FACULTIES

**NB: PLEASE REFER TO 2022 ARTS, FCAL, FSAE HANDBOOKS FOR OUTCOMES ON MODULES LISTED IN THIS PAGE THAT ARE OFFERED IN OTHER FACULTIES SEE TABLE BELOW: -**

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

#### FED.13.1.8.

#### LIST OF EBDFT COMMON MODULES AND THEIR OUTCOMES – FETs

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

ECAE311	ECAE311	ECAE311	ECAE311	ECAE311	ECAE311	ECAE311
EDSE312	EDSE312	EDSE312	EDSE312	EDSE312	EDSE312	EDSE312
EPIE411	EPIE411	EPIE411	EPIE411	EPIE411	EPIE411	EPIE411
EFMS312	EFMS312	EFMS312	EFMS312	EFMS312	EFMS312	EFMS312
EPRE412	EPRE412	EPRE412	EPRE412	EPRE412	EPRE412	EPRE412
ECTP411	ECTP411	ECTP411	ECTP411	ECTP411	ECTP411	ECTP411
EAMS412	EAMS412	EAMS412	EAMS412	EAMS412	EAMS412	EAMS412

FED.13.1.8.1.

### MODULE CONTENTS AND OUTCOMES FOR EBDFT COMMON MODULES

INTERMEDIATE AND SENIOR PHASE COMMON MODULES – SEMESTER COURSES			
Module code:-	Semester 1: ELLL111	Semester 2: EPHA112	NQF level:
<b>Title:</b> Academic Literacy 1A (Language)		<b>Title:</b> HIV and AIDS Education	
<b>Content:</b> The Communication Process; Listening, and Speaking Communication Skills; Reading, Viewing and Thinking Skills; Writing, Designing and presenting Skills; Grammatical Knowledge for Educators		<b>Content:</b> The course will provide an Introduction and Background to HIV and AIDS, Factors that facilitate the transmission of HIV and AIDS, Impact of HIV and AIDS, Standard Universal Safety Precautions for the Prevention of HIV and AIDS, Ethical and Legal Issues and HIV and AIDS, Management of HIV and AIDS, Gender and HIV and AIDS, Responding to HIV and AIDS in the classroom, school and community.	
<b>Module outcomes:</b>  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.		<b>Module Outcomes:</b> This module aims to create awareness and highlight the facts around the HIV and AIDS pandemic and encourage students to ponder the impact this disease has on society at large, the school and the classroom specifically. It will also encourage active and conscientious participation with regards to the prevention of HIV and AIDS focus on relevant policy related matters and promote the responsible management of HIV and AIDS in the classroom and the school in general.	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> 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		<b>Assessment modes:</b> Continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through internally moderated final examination.	
Module code:-	Semester 1: EFIT111	Semester2:ESCL112	NQF level:

<b>Title:</b> Ideologies and Trends in Education		<b>Title:</b> Academic Literacy 1B (Computer Literacy)	
<p><b>Content:</b> (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.</p> <p>(History of education) A history of education in South Africa. Pre-colonial 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). 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)</p>		<p><b>Content:</b> General understanding of computers in and around us, including knowledge and use of computer hardware, software, and operating systems. Key applications software such as word processing, spreadsheet, presentation and outlook. Also included in this module are aspects of working in an Internet or networked environment, including basic knowledge of networks and the Internet, skills in specific applications such as electronic mail software and Web browsers, skills required to find and evaluate information, and an understanding of issues related to computing and the Internet being used at school, home and workplace.</p>	
<p><b>Module outcomes:</b></p> <p>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</p>		<p><b>Module outcomes:</b></p> <p>By the end of the module, students should be equipped with: -</p> <p>with the relevant and necessary computer skills that will enable them to finesse around their studies and life in general. The module takes students through different types of computers, different computer environments, data capturing skills, information processing skills as well as research using various search engines. Layout and presentation skills are also integral parts of this module.</p>	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<p><b>Assessment modes:</b> This module is assessed by means of continuous formative assessment through assessments, presentations and tests. Summative assessment through examination.</p>		<p><b>Assessment modes:</b> 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</p>	
<b>Module code:-</b>	<b>Semester 1: EPDL211</b>	<b>Semester 2: ECTL212</b>	<b>NQF level:</b>
<b>Title:</b> Human Development and Learning		<b>Title:</b> Teaching and Learning strategies	
<p><b>Content:</b> Introduction to Educational Psychology. Understanding learner development and diversity. Individual and</p>		<p><b>Content:</b> Theories of teaching and learning (behaviourist, humanist, social constructivist). Principles of quality teaching and a competent teacher.</p>	

group differences. Learning and knowledge construction. Learning and motivation		Principles underpinning teaching and learning in OBE Curriculum. Learning styles. Teaching strategies and methods (teacher-centred and learner-centred strategies. Classroom management, teaching strategies and learning styles	
<b>Module outcomes:</b> To introduce students to study of Educational Psychology which examine some aspects of development and learning		<b>Module outcomes:</b>  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.	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> 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		<b>Assessment modes:</b> 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.	
<b>Module code:-</b>	<b>Semester 1: ECAE311</b>	<b>Semester 2: EDSE312</b>	<b>NQF level:</b>
<b>Title:</b> Assessment in Education		<b>Title:</b> Society Education Law and School Governance	
<b>Content:</b> Introduction to Assessment and its 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), Co-operative teaching, motivation and feedback.		<b>Content:</b> Society and Education; definition of terms; relationship between education and society; theories of society; functionalism; Marxism; interactions, social, conservative, innovative, economic, selective and locative functions. The socialization process and settings, role of the school in socialization, parameters of school governance, legal bases of school practice, school managers and governing bodies, sources of educational law, legislation affecting schools, educators and learner discipline, school rules and human rights culture.	
<b>Module Outcomes:</b> 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		<b>Module outcomes:</b>  By the end of the module, students should be 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,	

assessment in the context of the espoused National Curriculum policy.		procedures and systems which impact on institutions and classrooms as well as on the national education and training landscape.	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<p><b>Assessment modes:</b> Gathering of evidence on students' performance the process will apply continuous assessment procedures which are: baseline assessment, formative and summative.</p> <p>Baseline: evidence of students' academic readiness (Techniques for assessment, Written Assignments, oral presentations.</p> <p>Formative: Tests, oral presentation, group work, role play activities, tutorials, observation and reflection.</p> <p>Summative: Test and examination.</p>		<p><b>Assessment modes:</b> This module is assessed by means of continuous formative assessment through tests, assignments, presentations, portfolios, seminars, essays, research projects and examinations</p>	
<b>Module code:-</b>	<b>Semester 1: EALM311</b>	<b>Semester 2: EFMS312</b>	<b>NQF level:</b>
<b>Title:</b> School Leadership and Management		<b>Title:</b> Comparative Education	
<p><b>Content:</b> 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</p>		<p><b>Content:</b> 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;</p>	
<p><b>Module outcomes:</b></p> <p>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.</p>		<p><b>Module Outcomes:</b> To describe educational systems, processes or outcomes; to encourage students to think critically about the relationship between education and society and to assist students in establishing generalized statements about education that are valid in more than one country.</p>	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full time	
<p><b>Assessment modes:</b> This module is assessed by means of formalise assessment through class participation, assignment, and presentations, tests and summative assessment through examination in June.</p>		<p><b>Assessment modes:</b> Continuous formative assessment through participation in class, tests, assignments, and presentations; Summative assessment through examinations at the end of the semester.</p>	
<b>Module code:-</b>	<b>Semester 1: EPIE411</b>	<b>Semester 2: EPRE412</b>	<b>NQF level:</b>
<b>Title:</b> Inclusive Education		<b>Title:</b> Introduction to Research in Education	

<b>Content:</b> Inclusive education concepts; non-inclusive educational settings; collaboration parent involvement; effective teaching and learning; supporting all students; understanding students with challenging behaviour, understanding students with intellectual disability.		<b>Content:</b> It will cover, understanding the concept of research –i.e. what is research? Difference between quantitative and qualitative research; aims of conducting research in education; how to identify a research topic; the title and research problem as well as formulation of research questions. Literature review – Primary and Secondary literature resources; research design – population, sampling frame, sampling methods; data collection techniques – questionnaire, interviews, observations and check-lists; validity and reliability of research instruments. Introduction to data analysis and interpretation of research findings; research ethics.	
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - an understanding of the philosophy, benefits and processes of inclusive education		<b>Module outcomes:</b> To introduce students to basic concepts in Educational Research as well as equip them with skills for conducting literature review, referencing techniques, analysing data and interpreting research findings.	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.		<b>Assessment modes:</b> 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.	
<b>Module code:-</b>	<b>Semester 1: ECTP411</b>	<b>Semester 2: EAMS412</b>	<b>NQF level:</b>
<b>Title:</b> Theory and Practice of Curriculum Development		<b>Title:</b> Management of School Systems and Extra-curricular Activities	
<b>Content:</b> Introduction to curriculum studies, Philosophical foundations of curriculum research, design and development, Theories 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		<b>Content:</b> <ol style="list-style-type: none"> <li>1. The education system as an organisation               <ul style="list-style-type: none"> <li>– Schools as social systems (definition of social system, the environment of schools, the macro and microenvironments, school climate and school culture from the perspective of educational management, the school as an organisation, the organisational structure of a school)</li> <li>– Culture traditions in the management of school systems in South Africa (Afro centric management, Ubuntu and management, gender and management)</li> </ul> </li> <li>2. Effective school management strategies               <ul style="list-style-type: none"> <li>– Effective schools (indicators of effective schools, models of</li> </ul> </li> </ol>	

	<p>schooling, effective classrooms, effective principals, effective behaviours, synthesis of research findings on effective schools);</p> <ul style="list-style-type: none"> <li>– Participatory management skills in schools (renewal strategies in management of school systems, management by objectives, inviting educational management;</li> </ul> <p><b>3. Management of extra-curricular systems</b></p> <ul style="list-style-type: none"> <li>– 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 regarding extra-curricular programmes-co-ordination; setting objectives; programme enrichment, evaluation, corrective action, positive climate creation)</li> </ul> <p><b>4. Management of physical and financial resources in schools</b></p> <ul style="list-style-type: none"> <li>– Departmental guidelines in managing physical resources.</li> <li>– Legal requirements for the financial management of public schools (Budget, Financial Statement, Cashbooks, Distribution Register, Petty Cash, School fees)</li> </ul>
<b>Module outcomes:</b> 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.	<p><b>Module outcomes:</b></p> <p>By the end of the module, students should be equipped with knowledge and skills to manage school systems and extra-curricular activities.</p>
<b>Method of delivery:</b> Full Time	<b>Method of delivery:</b> Full Time
<b>Assessment modes:</b> 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	<b>Assessment modes:</b> This module is assessed by means of test, assignment and examination

## TEACHING PRACTICE MODULE CONTENT AND OUTCOMES FOR FET PROGRAMMES

FURTHER EDUCATION AND TRAINING TEACHING PRACTICE - YEAR COURSES			
Module code:-	Year Level 1: ETSE100	3TSE100	NQF level: 5
<b>Title:</b> School Experience 1			
<b>Content:</b> Learning from practice (observation and simulated classroom practice/ lesson demonstrations) (Practical and subject pedagogical knowledge).			
<b>Module outcomes:</b> This module aims to expose students to the school experience from the perspective of a teacher, in the care of a school mentor			
<b>Method of delivery:</b> Full Time			
<b>Assessment modes:</b> 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
<b>Title:</b> School Experience 2			
<b>Content:</b> 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).			
<b>Module outcomes:</b>  The purpose of this module is to give students the opportunity to critical observe and creatively reflect on the school experience.			
<b>Method of delivery:</b> Full Time			
<b>Assessment modes:</b> In their 2 <sup>nd</sup> year, B Ed students undergo home school based professional practicum for 2 weeks in the first semester, and for 1 week in the second semester during the recess week. A school Observation Journal, with a collection of assignments and practical activities will be used as an observation instrument. Reflections on themes/presentations based on the students' observation experiences are made as well as reflective essays written on observed experiences. The focus is on how to improve the observed experiences for future implementation			
Module code:-	Year Level 3: ETSE300	3TSE300	NQF level: 7
<b>Title :</b> School Experience 3			
<b>Content:</b> Work Integrated Learning. Conducting of all classroom activities in addition to teaching of lessons from two subjects school -based (practical and subject content pedagogical knowledge).Students will be able to plan, prepare and implement a lesson, learning from and through experience.			
<b>Module outcomes:</b>  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.			

<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> 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		
<b>Module code:-</b>	<b>Year Level 4: ETSE400</b>	<b>3TSE400</b>
		<b>NQF level: 7</b>
<b>Title:</b> School Experience 4		
<b>Content:</b> 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).		
<b>Module outcomes:</b>		
The aim is to let the student develop and produce a high-quality action research-based portfolios of evidence		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of a portfolio based on a Teaching and Learning Committee –approved framework linking theory and experiences, formative assessment principles, rubric-assessed, submitted before the end of October and externally examined.		

## **IMPORTANT NOTICE: -**

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

### **FED.13.2. 4 YEAR FT BACHELOR OF EDUCATION IP AND SP PROGRAMMES**

#### **FED.13.2.1. EMS AND LANGUAGE EDUCATION - EBDIS1**

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

<b>Bachelor of Education: Intermediate and Senior Phase - EMS and Language Education</b>				
<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>	<b>Pre/Co requisite</b>
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 Education 1B	16	6	NONE
EPDL211	Human Development and Learning	08	6	NONE
EESE211	Economic and Management Sciences 2A	16	6	NONE
ELZN211	isiZulu Language Education 2A	16	6	ELZN111
ELGN211	English Language Education 2A	16	6	ELGN111
ECTL212	Teaching and Learning Strategies	08	6	NONE

EESE212	Economic and Management Sciences 2B	16	6	NONE
ELZN212	isiZulu Language Education 2B	16	6	ELZN112
ELGN212	English Language Education 2B	16	6	ELGN112
EALM311	School Leadership and Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
EESE311	Economic and Management Sciences Method 3A	16	7	EESE111
ELZN311	isiZulu Language Method 3A	16	7	ELZN111 ELZN112
ELGN311	English Language Method 3A	16	7	ELGN111 ELGN112
EDSE312	Society, Educational Law and School Governance	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EESE312	Economic and Management Sciences Method 3B	12	7	EESE111
ELZN312	isiZulu Language Method 3B	12	7	ELZN111 ELZN112
ELGN312	English Language Method 3B	12	7	ELGN111 ELGN112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory and Practice of Curriculum Development	16	7	NONE
EESA411	Accounting 4A	12	7	EESE211
EESB411	Business Management 4A	12	7	EESE211
EESE411	Economics 4A	12	7	EESE211
ELZN411	isiZulu Language 4A	12	7	ELZN211
ELGN411	English Language Education 4A	12	7	ELZN211
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	ETSE100
ETSE300	School Experience 3	32	7	ETSE100 EESE111
ETSE400	School Experience 4	32	7	ETSE300

FIRST SEMESTER			FIRST SEMESTER			FIRST SEMESTER			FIRST SEMESTER		
Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary	Cr	Module code	Core/ Ancillary	Cr	Module code	Core/ Ancillary/	Cr
ELLL111	C	08	EPDL211	C	08	EALM311	C	08	EPIE411		08
EFIT111	C	08	EESE211	C	16	ECAE311	C	08	ECTP411		16
ESML111	C	08	Choose one of the following:-			EESE311		16	Choose one of the following:-		
EESE111	C	16	ELZN211	E	16	Choose one of the following:-			EESA411		12
Choose one of the following:-			ELGN211	E	16	ELZN311	E	16	EESB411		12
ELZN111	E	16				ELGN311	E	16	EESE411		12
ELGN111	E	16							Choose one of the following:-		
									ELZN411		12
									ELGN411		12
<b>Total 1st</b>		<b>56</b>	<b>Total 1st</b>		<b>40</b>	<b>Total 1st</b>		<b>48</b>	<b>Total 1st</b>		<b>48</b>
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second semester			Second semester		
Module	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr	Module code	Core/	Cr
ESCL112	C	08	ECTL212	C	08	EDSE312		08	EAMS412		08
EPHA112	C	08	EESE212		16	EFMS312		08	EPRE412		08
ESML112	C	08	Choose one of the following:-			EESE312		12	Choose one of the following:-		
EESE112	C	16	ELZN212	E	16	Choose one of the following:-			EESA412		12
Choose one of the following:-			ELGN212	E	16	ELZN312		12	EESB412		12
ELZN112	E	16				ELGN312		12	EESE412		12
ELGN112	E	16							Choose one of the following:-		
									ELZN412		12
									ELGN412		12
<b>Total 2<sup>nd</sup></b>		<b>56</b>	<b>Total 2<sup>nd</sup></b>		<b>40</b>	<b>Total 2<sup>nd</sup></b>		<b>40</b>	<b>Total 2<sup>nd</sup></b>		<b>40</b>
Year Modules											
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100	C	16	ETSE200		32	ETSE300		32	ETSE400		32
Year module			Year module			Year module			Year module		
<b>Total year</b>		<b>128</b>	<b>Total year</b>		<b>112</b>	<b>Total year</b>		<b>120</b>	<b>Total year level</b>		<b>120</b>
<b>Total</b>											<b>480</b>

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

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

<b>Title:</b> IsiZulu Language Education 1A		<b>Title:</b> IsiZulu Language Education 1A	
<b>Content:</b> The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.		<b>Content:</b> Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term	
<b>Module Outcomes:</b> To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.		<b>Module Outcomes:</b> To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Continuous formative assessment through Participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	
<b>Module code:-</b>	<b>Semester1:ELGN111</b>	<b>Semester 2: ELGN112</b>	<b>NQF level:</b>
<b>Title:</b> English Language Education 1A		<b>Title:</b> English Language Education 1A	
<b>Content:</b> The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.		<b>Content:</b> Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term	
<b>Module Outcomes:</b> To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.		<b>Module Outcomes:</b> To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November.	
<b>Module code:-</b>	<b>Semester 1: EESE211</b>	<b>Semester 2: EESE212</b>	<b>NQF level:</b>
<b>Title:</b> Economic and Management Sciences		<b>Title:</b> Economic and Management Sciences	
<b>Content:</b> <ul style="list-style-type: none"> <li>Accounting equation,</li> <li>Value Added Tax (VAT),</li> <li>Salaries and wages,</li> </ul>		<b>Content:</b> <ul style="list-style-type: none"> <li>Partnerships,</li> </ul>	

<ul style="list-style-type: none"> <li>Year-end adjustments.</li> </ul>		<ul style="list-style-type: none"> <li>Sole trader AFS (Profit and loss, Income statement and Balance sheet),</li> <li>GAAP principles,</li> <li>Cash transactions and Bank reconciliations,</li> <li>Credit transactions.</li> </ul>	
<b>Module outcomes:</b>  By the end of the module, students should be able to: - <ul style="list-style-type: none"> <li>demonstrate an understanding of the fields of knowledge which underpin Accounting as a field of study,</li> <li>access sources of knowledge in the field of Accounting,</li> <li>use characteristic language, terminology and concepts of Accounting appropriately and with confidence</li> </ul>		<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - <ul style="list-style-type: none"> <li>Demonstrate an informed understanding of the key concepts, facts, general principles, rules and theories of accounting</li> <li>Identify, evaluate and solve routine and new problems in accounting and apply solutions to a variety of different problems</li> <li>Communicate accounting information reliably, accurately and coherently to enable users of financial information to make sound financial decisions</li> </ul>	
<b>Method of delivery: Full Time</b>		<b>Method of delivery: Full Time</b>	
<b>Assessment modes:</b> This module is coursework/research which is assessed by means of examination...		<b>Assessment modes:</b> This module is coursework/research which is assessed by means of examination...	
<b>Module code:-</b>	<b>Semester 1: ELZN211</b>	<b>Semester 2: ELZN212</b>	<b>NQF level:</b>
<b>Title:</b> IsiZulu Language Education 2A		<b>Title:</b> IsiZulu Language Education 2B	
<b>Content:</b> Development of listening and speaking skills. Understanding of types of spoken text: informative, persuasive, entertaining and instructive texts. Preparation for a speech delivering. Understanding the essentials of Communication process: message, its sender and its receiver.		<b>Content:</b> Creative writing. Dramatization of stories: play reading, script writing and poetry reading. Responding to films without words. Discussion of books. Understanding various types of stories: adventure, family, misery and historical stories. Understanding parts of a good story; plot, setting, characters, conflict, mood, theme and symbolism.	
<b>Module Outcomes:</b> To equip student-educators with essential skills for the identification and interpretation of spoken and written texts and speeches.		<b>Module Outcomes:</b> To enrich student educators with IsiZulu Language Competence, communication and thinking skills.	
<b>Method of delivery: Full Time</b>		<b>Method of delivery: Full time</b>	
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	
<b>Module code:-</b>	<b>Semester1:ELGN211</b>	<b>Semester 2: ELGN212</b>	<b>NQF level:</b>
<b>Title:</b> English Language Education 2A		<b>Title:</b> English Language Education 2B	

<b>Content:</b> <ul style="list-style-type: none"> <li>– The principles of communication in the classroom.</li> <li>– Facilitating language learning in the classroom.</li> <li>– Developing listening to improve communicative competence.</li> <li>– Improving the speaking skill as a means of enhancing communicative competence.</li> <li>– Critical analysis of language: propaganda, cartoons, advertisements</li> </ul>		<b>Content:</b> <ul style="list-style-type: none"> <li>– Introduction to literature studies.</li> <li>– Poetry</li> <li>– Novels</li> <li>– Short stories</li> </ul>	
<b>Module Outcomes:</b> To equip students with essential skills and knowledge in English Language Education so that they could apply these practically to the teaching-learning situation.		<b>Module Outcomes:</b> To provide students with skills and knowledge to analyze literary texts.	
<b>Method of delivery: Full Time</b>		<b>Method of delivery: Full time</b>	
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	
<b>Module code:-</b>	<b>Semester 1: EESE311</b>	<b>Semester 2: EESE312</b>	<b>NQF level:</b>
<b>Title:</b> Economic and Management Sciences Method - EESE311		<b>Title:</b> Economic and Management Sciences Method - EESE312	
<b>Content:</b> Focus of Economic and Management Sciences, Understanding EMS in the school environment, Theoretical foundations of Teaching and learning, Insights into EMS, Managing the curriculum, Approaches to teaching EMS: the learner-centred approach and the teacher-centred approach, Economic and Management Sciences lesson planning, Questioning in teaching EMS.		<b>Content:</b> Didactic principles of teaching and learning in the Economic and Management Sciences, Developing and using teaching resources in EMS, Using social media as an information and computing technology tool in EMS classroom, Assessment in EMS	
<b>Module outcomes:</b> <ol style="list-style-type: none"> <li>1. Develop and implement a year planner and term planner for teaching EMS.</li> <li>2. Integrate a learner-centred approach and teacher-centred approach into teaching the EMS curriculum</li> <li>3. Demonstrate knowledge and understanding of the foundations of teaching and learning in Economic and Management Sciences.</li> <li>4. Demonstrate knowledge and understanding of relevant policies</li> </ol>		<b>Module outcomes:</b> <ol style="list-style-type: none"> <li>1. Identify non-electronic and electronic resources used in both low-high resource learning environments.</li> <li>2. Explore the use of social media as a valuable educational web2.0 technology tool in the classroom</li> <li>3. Application of taxonomies in EMS assessment.</li> <li>4. Design appropriate assessment strategies in Economic and Management Sciences.</li> <li>5. Design, select and adapt appropriate teaching and learning</li> </ol>	

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

<b>Content:</b> Exploration of traditional methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (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.		<b>Content:</b> Application of traditional methods in simulated classroom environment. Application of modern Communicative methods. Application of CAPS in simulated classroom environment. Application and integration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Intensive review of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Evaluation of lessons by peers. Advanced designing of lesson plans. Advanced designing of subject frameworks and work schedules.	
<b>Module Outcomes:</b> To empower student educators with the knowledge and skills of the relevant methods, principles, techniques approaches to teaching English as a FAL (First additional language).		<b>Module Outcomes:</b> To enable the students to present effective lessons at schools or micro -teaching laboratory. To enable the student's educators to critique their peers- lessons and their own. To enable students to integrate various teaching methods techniques principles and approaches seamlessly in a lesson. Reviewing with the designing of subject framework, work schedule and lesson plans.	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June		<b>Assessment modes:</b> Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	
<b>Module code:-</b>	<b>Semester1:EESA411</b>	<b>Semester 2: EESA412</b>	<b>NQF level:</b>
<b>Title:</b> Accounting Education 4A – EESA411		<b>Title:</b> Accounting Education 4B – EESA412	
<b>Content:</b> Content: Financial accounting of companies: Cash Flow Statements, The framework for the preparation and presentation of financial statements, Analysis and interpretation of financial statements, Analysis of published financial statements, non-current assets		<b>Content:</b> Ethics, The role of professional bodies, Disciplinary and punitive measures for non-compliance with the code of professional conduct., King code III policies, Legislation governing companies prescribed in the companies Act, Internal control, Budgeting, Cost accounting and manufacturing concerns	
<b>Module outcomes:</b> <ol style="list-style-type: none"> <li>1. Prepare companies final accounts with the application of GAAP, IFRS and Accounting standards.</li> <li>2. Introduce the accounting framework that sets out the concepts that underlie the preparation and presentation of</li> </ol>		<b>Module outcomes:</b> <ol style="list-style-type: none"> <li>1. Understand the role of professional bodies.</li> <li>2. Demonstrate knowledge of disciplinary and punitive measures that are applied for non-compliance with the code of professional conduct.</li> </ol>	

<p>financial statements for internal and external users.</p> <p>3. Reaffirm the fundamental objective of financial reporting, namely to provide information.</p> <p>4. Select appropriate figures from financial statements in order to calculate ratios, evaluate the performance and position of business, draw comparisons relevant to specified benchmarks, and make decisions about future actions.</p> <p>5. Demonstrate the understanding of the limitations of the information contained in the financial statements.</p> <p>6. Become aware of the crucial role of strategic planning for a business, and the necessity of expressing this in the form of viable financial plan</p> <p>7. Apply different methods of depreciation</p> <p>8. Disclose non-current assets in the financial statements</p>		<p>3. Understand the King code III policies governing ethical behaviour and the provisions relating to transparency and accountability in the financial environment.</p> <p>4. Demonstrate knowledge of the application of internal control and internal audit processes in a business environment.</p> <p>5. Understand the difference between internal and external auditing.</p> <p>6. Demonstrate the understanding of the limitations of budgeting procedures</p> <p>7. Explain the behavioural implications of budgeting.</p> <p>8. Integrate ethical issues, internal control and audit processing relating to manufacturing</p>	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is coursework/research which is assessed by means of examination...		<b>Assessment modes:</b> This module is coursework/research which is assessed by means of examination	
<b>Module code:-</b>	<b>Semester1:EESB411</b>	<b>Semester 2: EESB412</b>	<b>NQF level:</b>
<b>Title:</b> Business Management 4A		<b>Title:</b> Business Management 4B	
<b>Content:</b> The problem of productivity in South Africa, the business enterprise as an object of study, The Enterprise and Business environment, Management of small medium enterprises, Management in international environment, cost analysis, quantitative relationships in the operating unit, optimal size of the operating unit and enterprise.		<b>Content:</b> Components of the marketing process, consumer behaviour, market segmentation, market research, public relations, aspects of financial management, and financial decisions.	
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: -. Understanding and to hold a discourse on Contemporary Business Management issues. Example – understanding the current Environment where our enterprises operate under.		<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - understanding and to hold a discourse on Contemporary Business Management issues. Example – understanding the role of Marketing and public relations for the Business to be successful in its endeavours	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	

<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing. Summative assessment through examination in November .....		<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing. Summative assessment through examination in November .....	
<b>Module code:-</b>	<b>Semester 1: EESE411</b>	<b>Semester 2: EESE412</b>	<b>NQF level:</b>
<b>Title:</b> Human Rights Issues		<b>Title:</b> South African Historical Perspectives	
<b>Content:</b> Positive and Negative Liberty and examples of the human rights status quo in three case study countries		<b>Content:</b> The British conquest of the people of South Africa, the Anglo-Zulu and Anglo-Boer wars and the rise and fall of apartheid	
<b>Module outcomes:</b>  By the end of the module, students should be equipped with:- the skills to analyse human rights in any country and to determine the principle driving forces which influence both negative and positive human rights situations		<b>Module outcomes:</b>  By the end of the module, students should be equipped with:- the skills required to analyse historical events and draw conclusions based on a variety of text and media	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of		<b>Assessment modes:</b> This module is assessed by means of	
<b>Module code:-</b>	<b>Semester 1: ELZN411</b>	<b>Semester 2: ELZN412</b>	<b>NQF level: 7</b>
<b>Title:</b> IsiZulu Language Education 4A		<b>Title:</b> IsiZulu Language Education 4B	
<b>Content:</b> Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of approaches to materials development. A critical review of the role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).		<b>Content:</b> Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of IsiZulu language. Use of IsiZulu language in communication.	
<b>Module Outcomes:</b> To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.		<b>Module Outcomes:</b> To enrich students with academic linguistic knowledge of IsiZulu and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the IsiZulu language	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		<b>Assessment modes:</b> Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	

Module code:-	Semester 1: ELGN411	Semester 2: ELGN412	NQF level:
<b>Title:</b> English Language Education 4A		<b>Title:</b> English Language Education 4B	
<b>Content:</b> Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of approaches to materials development. A critical review of the role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).		<b>Content:</b> Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.	
<b>Module Outcomes:</b> To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.		<b>Module Outcomes:</b> To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.	
<b>Method of delivery:</b> Full Time		<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June		<b>Assessment modes:</b> Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	

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	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

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

First semester			First semester			First semester			First semester		
Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr
ELLL111	C	08	EPDL211	C	08	EALM311	C	08	EPIE411	C	08
EFIT111	C	08	EPPM211	C	16	ECAE311	C	08	ECTP411	C	16
ESML111	C	08	EESE211	C	16	EPLO311	C	16	EPSP411	C	12
EPIP111	C	16				EESE311	C	16	EPEC411	C	12
EESE111	C	16							Choose any of the following:-		
									EESA411	E	12
									EESB411	E	12
									EESE411	E	12
<b>Total 1st</b>		<b>56</b>	<b>Total 1st</b>		<b>40</b>	<b>Total 1st</b>		<b>48</b>	<b>Total 1st</b>		<b>60</b>
<b>Year Level 1</b>			<b>Year level 2</b>			<b>Year level 3</b>			<b>Year level 4</b>		
<b>Second semester</b>			<b>Second semester</b>			<b>Second semester</b>			<b>Second semester</b>		
ESCL112	C	08	ECTL212	C	08	EDSE312	C	08	EAMS412	C	08
EPHA112	C	08	EPHE212	C	16	EFMS312	C	08	EPRE412	C	08
ESML112	C	08	EESE212	C	16	EPLO312	C	12	EPEC412	C	12
EPIP112	C	16				EESE312	C	12	EPCE412	C	12
EESE112	C	16							Choose any of the following:-		
									EESA412	E	12
									EESB412	E	12
									EESE412	E	12
<b>Total semester 2<sup>nd</sup></b>		<b>56</b>	<b>Total semester 2<sup>nd</sup></b>		<b>40</b>	<b>Total semester 2<sup>nd</sup></b>		<b>40</b>	<b>Total semester 2<sup>nd</sup></b>		<b>52</b>
<b>Year Modules</b>											
<b>Year Level 1</b>			<b>Year level 2</b>			<b>Year level 3</b>			<b>Year level 4</b>		
ETSE100	C	16	ETSE200		32	ETSE300		32	ETSE400		32
<b>Year module</b>		<b>16</b>	<b>Year module</b>		<b>32</b>	<b>Year module</b>		<b>32</b>	<b>Year module</b>		<b>32</b>
<b>Total year level 1</b>		<b>128</b>	<b>Total year level 2</b>		<b>112</b>	<b>Total year level 3</b>		<b>120</b>	<b>Total year level 4</b>		<b>144</b>
<b>Total credits</b>											<b>504</b>

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

INTERMEDIATE AND SENIOR PHASE (EMS AND LIFE ORIENTATION) – SEMESTER COURSES				
Module code:-	Semester 1: ELZN111	NQF level:	Semester 2: ELZN112	NQF level:
<b>Title:</b> : IsiZulu Language Education 1A			<b>Title:</b> IsiZulu Language Education 1A	
<b>Content:</b> The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.			<b>Content:</b> Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term	
<b>Module outcomes:</b> To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology			<b>Module outcomes:</b> To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
Module code:-	Semester 1: ELGN111	NQF level:	Semester 2: ELGN112	NQF level:
<b>Title:</b> English Language Education 1A			<b>Title:</b> English Language Education 1A	
<b>Content:</b> The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.			<b>Content:</b> Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term	
<b>Module outcomes:</b> To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology			<b>Module outcomes:</b>  To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	

<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: EESE111</b>	<b>NQF level:</b>	<b>Semester 2: EESE112</b>	<b>NQF level:</b>
<b>Title:</b> Economic and Management Sciences 1A (Economics)			<b>Title:</b> Economic and Management Sciences 1B (Business Management)	
<b>Content:</b> The Economic and Management Sciences field of study. The economic systems. The market. Price elasticity. Consumer equilibrium. Production			<b>Content:</b> Introduction to general management. Planning in management. Organizing in management. Leading in management. Control in management. Selection and development of product mix	
<b>Module outcomes:</b>  To introduce student teachers to the basic economic phenomena and the appropriate terminology used in the field of commerce.			<b>Module outcomes:</b>  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	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: EESG111</b>	<b>NQF level:</b>	<b>Semester 2: ESAT412</b>	<b>NQF level:</b>
<b>Title:</b> Introduction to Geography			<b>Title:</b> Technology Education (Advanced Technology)	
<b>Content:</b>  <ul style="list-style-type: none"> <li>– The nature and scope of Social Sciences</li> <li>– •Representation of the earth on maps and map use</li> <li>– •Population growth and economic development</li> <li>– •The concept of development and sustainability</li> <li>– •Sustainable development as geographical concept</li> <li>– •Impact of development and conservation</li> <li>– •Global environmental problems</li> <li>– •Geographical techniques (analysis and interpretation of maps, photograph and statistics)</li> </ul>			<b>Content:</b> Mechanical, civil, electrical and perspective drawing, computer aided design.	
<b>Module outcomes:</b> To introduce students to the relationship between people, and between			<b>Module outcomes:</b> To enhance students understanding and	

people and environment. It also equips students with basic insight underlying scientific principles and process of the world.			application of complex mechanical, civil and electrical engineering, graphics and design as necessary for the complex of technological process.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1:</b> EPIP111	<b>NQF level:</b>	<b>Semester 2:</b> EPIP112	<b>NQF level:</b>
<b>Title:</b> : Life Orientation: Introduction to Psychology 1A			<b>Title:</b> Life Orientation: Introduction to Psychology 1B	
<b>Content:</b> 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.			<b>Content:</b> 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.	
<b>Module outcomes:</b> To facilitate awareness, understanding, meaningful use and integration of key concepts in psychology; encourage students to think creatively, logically and laterally about the importance of psychology in society, school and classroom. In particular students are expected to trace and see the relevance of reviewed concepts in relation to the needs of learners as both individuals and groups within the same classroom.			<b>Module outcomes:</b> To introduce students to various aspects of the psychological development of children and adolescents so as to promote responsible management of psychological and emotional problems in schools in general and in classrooms in particular.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1:</b> ESML111	<b>NQF level:</b>	<b>Semester 2:</b> ESML112	<b>NQF level:</b>
<b>Title:</b> : Mathematical Literacy 1A			<b>Title:</b> Mathematical Literacy 2B	
<b>Content:</b> Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae			<b>Content:</b> Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae	
<b>Module outcomes:</b> To develop in students the basic mathematical literacy competencies with a view to helping the students use such			<b>Module outcomes:</b> To develop in students the basic mathematical literacy competencies with a view to	

competencies in contexts encountered in other disciplines.			helping the students use such competencies in contexts encountered in other disciplines.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: ESPC111</b>	<b>NQF level:</b>	<b>Semester 2: ESCR412</b>	<b>NQF level:</b>
<b>Title:</b> Natural Science and Technology (Physical and Chemical Properties of Matter)			<b>Title:</b> Physical Science Education 4B	
<b>Content:</b> Matter and materials. Chemical reactions. Chemical bonding. Properties of materials			<b>Content:</b> The Historical Development of the Atomic Model, Atomic Structure, Periodic Table, Periodicity of the Periodic Table, Wave Nature of Light, Quantum Mechanics and Atomic Orbitals, Chemical Bonding, Molecular Geometry and Bonding Theories, Organic Chemistry.	
<b>Module outcomes:</b> To develop students' understanding of chemical and physical properties of matter and how materials with these properties can be processed into products.			<b>Module outcomes:</b> To develop critical reasoning and problem solving skills through the application of chemical concepts and proficiency in the laboratory in manipulative, planning, data processing and data communication skills.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November	
<b>Module code:-</b>	<b>Semester 1: ESPS111</b>	<b>NQF level:</b>	<b>Semester 2: ESMM412</b>	<b>NQF level:</b>
<b>Title:</b> Natural Science and Technology (Process Skills, Technology and Society)			<b>Title:</b> Mathematics ( Financial Mathematics)	
<b>Content:</b> Process skills: Measurements, observations; etc. exponential notation, precision and accuracy, significant figures. Writing of scientific reports. Defining concepts of technology and technology education within the national curriculum. Understanding the technological process and sub processes (design process). The interdisciplinary nature of technology			<b>Content:</b> To develop students' understanding of financial mathematics.	
<b>Module outcomes:</b> To develop students' understanding a range of process skills that are necessary for engaging in the process of			<b>Module outcomes:</b> To develop students' understanding of financial mathematics.	

science knowledge construction and to develop the students' understanding of technology as process and product, and to appreciate the role and value of technology for society.				
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1:</b> ELZN211	<b>NQF level:</b>	<b>Semester 2:</b> ELZN212	<b>NQF level:</b>
<b>Title:</b> IsiZulu Language Education 2A			<b>Title:</b> IsiZulu Language Education 2B	
<b>Content:</b> Development of listening and speaking skills. Understanding of types of spoken text: informative, persuasive, entertaining and instructive texts. Preparation for a speech delivering. Understanding the essentials of Communication process: message, its sender and its receiver.			<b>Content:</b> Creative writing. Dramatization of stories: play reading, script writing and poetry reading. Responding to films without words. Discussion of books. Understanding various types of stories: adventure, family, misery and historical stories. Understanding parts of a good story; plot, setting, characters, conflict, mood, theme and symbolism	
<b>Module outcomes:</b> To equip student-educators with essential skills for the identification and interpretation of spoken and written texts and speeches.			<b>Module outcomes:</b> To enrich student educators with IsiZulu Language Competence, communication and thinking skills	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of	
<b>Module code:-</b>	<b>Semester 1:</b> ELGN211	<b>NQF level:</b>	<b>Semester 2:</b> ELGN212	<b>NQF level:</b>
<b>Title:</b> English Language Education 2A			<b>Title:</b> English Language Education 2B	
<b>Content:</b> <ul style="list-style-type: none"> <li>– The principles of communication in the classroom.</li> <li>– Facilitating language learning in the classroom.</li> <li>– Developing listening to improve communicative competence.</li> <li>– Improving the speaking skill as a means of enhancing communicative competence.</li> <li>– Critical analysis of language: propaganda.</li> <li>– Cartoons.</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Introduction to literature studies.</li> <li>– Poetry</li> <li>– Novels</li> <li>– Short stories</li> </ul>	

– Advertisements				
<b>Module outcomes:</b> To equip students with essential skills and knowledge in English Language Education so that they could apply these practically to the teaching-learning situation.			<b>Module outcomes:</b> To provide students with skills and knowledge to analyze literary texts.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of			<b>Assessment modes:</b> This module is assessed by means of	
<b>Module code:-</b>	<b>Semester 1: EESH211</b>	<b>NQF level:</b>	<b>Semester 2: ESBP412</b>	<b>NQF level:</b>
<b>Title:</b> Development of Political Institutions			<b>Title:</b>	
<b>Content:</b>  – 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			<b>Content:</b>	
<b>Module outcomes:</b> To equip students with knowledge and analytical skills required in the study of the Development of Political Institutions. To introduce students to a variety of Political Institutions and their role in the development of communities and societies.			<b>Module outcomes:</b>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1: EESE211</b>	<b>NQF level:</b>	<b>Semester 2: EESE212</b>	<b>NQF level:</b>
<b>Title:</b> Economic and Management Sciences 2A (Economics)			<b>Title:</b> Economic and Management Sciences 2B (Accounting)	
<b>Content:</b>  1. Accounting equation 2. Value Added Tax (VAT) 3. Salaries and wages 4. Non-current Assets 5. Year-end adjustments			<b>Content:</b>  1. Partnership 2. Sole trader AFS (Profit and loss, Income statement and Balance sheet) 3. GAAP principles 4. Cash transactions and Bank reconciliation 5. Credit transactions	
<b>Module outcomes:</b>  This module will prepare learners to be well-grounded in the knowledge, skills, values,			<b>Module outcomes:</b>  This module will prepare learners to be well-grounded in the knowledge,	

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.			skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination...	
<b>Module code:-</b>	<b>Semester 1: EPPM211</b>	<b>NQF level:</b>	<b>Semester 2: ESPG412</b>	<b>NQF level:</b>
<b>Title:</b> Life Orientation: Physical and Motor Development			<b>Title:</b> Life Sciences Education	
<b>Content:</b> Forms of motion; linear and angular kinetics; fluid mechanics, movement analysis. Aspects concerning physical activities for persons with motor/physical deficiencies and/or disabilities. Classification, characteristics, movement needs and injury prevention of prevalent disorders/disabilities.			<b>Content:</b> To develop specialist skills and competences relevant to the teaching, learning and assessment of technology education in the GET Band.	
<b>Module outcomes:</b> 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.			<b>Module outcomes:</b> Continuous formative assessment- test, assignments, class presentation; summative assessment through examinations in November.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1: ESMT211</b>	<b>NQF level:</b>	<b>Semester 2: ESMT212</b>	<b>NQF level:</b>
<b>Title:</b> Mathematics 2A (Set, theory and functions)			<b>Title:</b> Mathematics 2B (Vector, Algebra and Matrices)	
<b>Content:</b> Number system and exercises, sets and subsets, Algebra of sets, Assignment on history of Venn diagrams Cartesian product of sets, Denumerable sets, Set theory introduction Relations Functions.			<b>Content:</b> Instructional methods include lectures, group discussions, independent learning and research/study projects	
<b>Module outcomes:</b> 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			<b>Module outcomes:</b> To develop students understanding of matrices and vectors algebra.	

applied problem solving techniques related to sets.			Solving systems of equations, matrices, Crammer's rule, vectors in 2D and 3D.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: ESTE211</b>	<b>NQF level:</b>	<b>Semester 2: EESA432</b>	<b>NQF level:</b>
<b>Title:</b> Natural Science and Technology (Earth and Chemical Processes)			<b>Title:</b> Accounting Education 4B	
<b>Content:</b> Concepts of a mole, acids Bases and Buffers, Earth and beyond, Ecosystem, Human populations, Water cycle, Carbon cycle and Nitrogen cycle.			<b>Content:</b> <ul style="list-style-type: none"> <li>– Non-profit organisations</li> <li>– Incomplete records</li> <li>– Non-current assets</li> <li>– Manufacturing concerns</li> <li>– Budgeting</li> <li>– Inventory Systems</li> </ul>	
<b>Module outcomes:</b> To develop students' understanding of chemical processes and the earth as a set of related systems.			<b>Module outcomes:</b> To enhance the ability to systematically record and process financial information in appropriate books of accounts among student teachers of the Economic and Management Sciences	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1: ESEE211</b>	<b>NQF level:</b>	<b>Semester 2: ESEC412</b>	<b>NQF level:</b>
<b>Title:</b> Natural Science and Technology (Energy and Energy Transfers)			<b>Title: Technology (Electronic Circuits, components and sensors)</b>	
<b>Content:</b> Temperature of the Zeroth law of thermodynamics, Heat, the kinetic theory of gases, molecular model of an ideal gas, interpretation of temperature, energy flow and energy conservation, nuclear coal-fired, solar, wind, wave, geo-thermal.			<b>Content:</b> Control circuits and devices, logic controls, rectification, circuit design, circuit construction and soldering, circuit testing	
<b>Module outcomes:</b> To develop students' understanding of energy transfer in chemical, physical, biological processes and technological systems.			<b>Module outcomes:</b> To enhance students in understanding of complex electronic circuits, components and sensors and gain practical skills in designing and making of electronic circuits.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of			<b>Assessment modes:</b>	

<b>Module code:-</b>	<b>Semester 1: ESIT411</b>	<b>NQF level:</b>	<b>Semester 2: ESEM212</b>	<b>NQF level:</b>
<b>Title:</b> Technology (ICT Technologies)			<b>Title:</b> Natural Science and Technology	
<b>Content:</b> Computer fundamentals, Microsoft and internet.			<b>Content:</b> Electricity and magnetism, circuit concepts and components, control devices, output devices, control logic and rectification.	
<b>Module outcomes:</b> To develop students' knowledge, understanding and skills of the role of ICT in technology education and to apply these skills in the facilitation of technology education for the GET Band.			<b>Module outcomes:</b> To develop students' understanding of electrical and magnetic properties of matter and practical application of electrical circuits.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: ESAE411</b>	<b>NQF level:</b>	<b>Semester 2: ESWS212</b>	<b>NQF level:</b>
<b>Title:</b> Physical Science Education (Advanced Electronics)			<b>Title:</b> Natural Science and Technology (Waves, Sound and Light)	
<b>Content:</b> Fluid mechanics analogy electronics, digital electronics			<b>Content:</b> Waves, sound and light; geometrical optics, spectacles/lenses, response and coordination, Senses and nervous systems, hormones	
<b>Module outcomes:</b> To develop students understanding of advanced physics and electronic concepts			<b>Module outcomes:</b> To develop students' understanding of waves, sound and light and their contribution to life and technological advancement.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: EESE311</b>	<b>NQF level:</b>	<b>Semester 2: EESE312</b>	<b>NQF level:</b>
<b>Title:</b> Economic and Management Sciences Method 3A			<b>Title:</b> Economic and Management Sciences Method	
<b>Content:</b> Accounting Learning Programme Development. Accounting Lesson Planning. Teaching of the Analysis and recording of business transactions. Teaching of Trial Balance. Teaching of Closing Entries. Teaching of Special Journals. Teaching of Depreciation. Teaching Accruals (and reversing entries). Testing and evaluating in Accounting.			<b>Content:</b> Didactic Principles/ Principles of Teaching and Learning in the Economic and Management Sciences. Evaluation/ Assessment in Economic and Business Management. Specific Teaching Methods for Economic and Business Management. Use of Teaching Aids/ Learning and Teaching Support	

			Materials. Questioning during the Lesson.	
<b>Module outcomes:</b> This module will prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.			<b>Module outcomes:</b> This module will prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: EPLO311</b>	<b>NQF level:</b>	<b>Semester 2: EPLO312</b>	<b>NQF level:</b>
<b>Title:</b> Method of Life Orientation			<b>Title:</b> Method of Life Orientation	
<b>Content:</b> Introduction to professional studies; the learner in the classroom; principles of good teaching practice; classroom management, organization and discipline, lesson planning; teaching strategies.			<b>Content:</b> Reflection on the role of the school community, stress and conflict management, leadership and teamwork, 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.	
<b>Module outcomes:</b> 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			<b>Module outcomes:</b> 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.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: ESMT311</b>	<b>NQF level:</b>	<b>Semester 2: ESMT312</b>	<b>NQF level:</b>
<b>Title:</b> Mathematics Method			<b>Title:</b> Mathematics Method	

<b>Content:</b> Mathematics: definitions, purpose and scope, planning for mathematics lesson, types of assessment in mathematics			<b>Content:</b> Generics of teaching, classroom practice, Strategies for teaching Mathematics, Knowledge for Teaching Mathematics and Designing Learning Programmes for Mathematics	
<b>Module outcomes:</b> To demonstrate the understanding of the fields of knowledge which underpin Mathematics			<b>Module outcomes:</b> 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.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: ESMN311</b>	<b>NQF level:</b>	<b>Semester 2: ESMN312</b>	<b>NQF level:</b>
<b>Title:</b> Senior Phase Natural Science Method			<b>Title:</b> Senior Phase Natural Science Method	
<b>Content:</b> 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.			<b>Content:</b> Forms of assessment: baseline, diagnostic, formative, and summative.	
<b>Module outcomes:</b> To equip students' with knowledge and skills needed to effectively facilitate at Intermediate and Senior Phase levels.			<b>Module outcomes:</b> To develop a competent educator in assessment practices in the Intermediate and Senior Phase classes.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: ESTM311</b>	<b>NQF level:</b>	<b>Semester 2: ESTM312</b>	<b>NQF level:</b>
<b>Title:</b> Technology Method			<b>Title:</b> Technology Method (Intermediate Phase)	
<b>Content:</b> Understanding policy documents, instructional approaches (behaviourism and constructivism), planning for teaching technology and relationship between science and technology.			<b>Content:</b> Teaching technology: projects and case studies; assessment.	
<b>Module outcomes:</b> To prepare prospective technology education teachers to become competent in teaching methods of technology.			<b>Module outcomes:</b> To develop specialist skills and competences relevant to the teaching, learning and assessment of technology education in the GET Band.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	

<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: EEMS311</b>	<b>NQF level:</b>	<b>Semester 2: EEMS312</b>	<b>NQF level:</b>
<b>Title:</b> Method of Social Sciences			<b>Title:</b> Method of Social Sciences	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Teaching skills in Social Sciences</li> <li>– Managing the Social Sciences classroom and able to conduct practical's</li> <li>– The relationship between the three stage of planning when developing Learning Programmes;</li> <li>– Teaching and learning strategies, methods and techniques;</li> <li>– Teaching and learning resources;</li> <li>– Effective lessons and activities to ensure learners participation;</li> <li>– Designing and presenting Social Sciences lessons;</li> <li>– Professional facilitation of Social Sciences (Geography section)</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Geography teaching and learning approaches</li> <li>– Content breakdown for Geography in schools</li> <li>– Assessment in Geography</li> <li>– Subject Development</li> <li>– Role of Geography in the new South Africa</li> </ul>	
<b>Module outcomes:</b> The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively in Social Sciences			<b>Module outcomes:</b> The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively in Social Sciences.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1:EESS411</b>	<b>NQF level:</b>	<b>Semester 2: ELZN312</b>	<b>NQF level:</b>
<b>Title:</b> Human Rights Issues			<b>Title:</b> IsiZulu Language Method 3B	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Universal declaration of human rights</li> <li>– Human rights issues in south Africa</li> <li>– Global human rights issues</li> <li>– Historical issues in the south African</li> </ul>			<b>Content:</b> Reviewing and reading/viewing and critical analysis of fiction (literacy narrative in prose or verse. Interpret and implement the national language curriculum policies relevant for IsiZulu additional language education. Selecting the relevant strategies, styles and approaches to IsiZulu additional language education. Language learning. Critical analysis of the language learning programs. IsiZulu writing, design and presenting skills	
<b>Module outcomes:</b> This module is designed for student educators to enable them: <ul style="list-style-type: none"> <li>– To understand the challenges of Human Rights Issues internationally and locally</li> </ul>			<b>Module outcomes:</b> <p>To expose students to IsiZulu Additional language curricular knowledge, skills and values; and the</p>	

<ul style="list-style-type: none"> <li>- To demonstrate understanding of the skills and competencies required for successful teaching of history in intermediate and senior phase</li> <li>- To increase content knowledge of General and South African history.</li> </ul>			relevant methods, principles, techniques and approaches to IsiZulu additional language education as a whole.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1:ESBS411</b>	<b>NQF level:</b>	<b>Semester 2:ELGN312</b>	<b>NQF level:</b>
<b>Title:</b> Life Sciences (Biological Systems)			<b>Title:</b> English Language Method 3B	
<b>Content:</b> Cell structure and function, digestion, respiration, circulation, excretion, reproductive system, skeletal system.			<b>Content:</b> Application of traditional methods in simulated classroom environment. Application of modern Communicative methods. Application of CAPS in simulated classroom environment. Application and integration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Intensive review of learning styles: visual, auditory, kinaesthetic, tactile and aural and oral learning styles. Evaluation of lessons by peers. Advanced designing of lesson plans. Advanced designing of subject frameworks and work schedules	
<b>Module outcomes:</b> To develop students understanding of how the human body functions and how life choices impact on health and sustainable living.			<b>Module outcomes:</b> To enable the students to present effective lessons at schools or micro -teaching laboratory. To enable the student's educators to critique their peers-lessons and their own. To enable students to integrate various teaching methods techniques principles and approaches seamlessly in a lesson. Reviewing with the designing of subject framework, work schedule and lesson plans	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1:ELZN411</b>	<b>NQF level: 7</b>	<b>Semester 2:ELZN412</b>	<b>NQF level: 7</b>
<b>Title:</b> IsiZulu Language Education 4A			<b>Title:</b> IsiZulu Language Education 4B	
<b>Content:</b> Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of approaches to materials development. A critical review of the			<b>Content:</b> Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology	

role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).			and syntax in the teaching of IsiZulu language. Use of IsiZulu language in communication	
<b>Module outcomes:</b> To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning			<b>Module outcomes:</b> To enrich students with academic linguistic knowledge of IsiZulu and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the IsiZulu language	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1:ELGN411</b>	<b>NQF level: 7</b>	<b>Semester 2:ELGN412</b>	<b>NQF level: 7</b>
<b>Title:</b> English Language Education 4A			<b>Title:</b> English Language Education 4B	
<b>Content:</b> Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of approaches to materials development. A critical review of the role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).			<b>Content:</b> Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.	
<b>Module outcomes:</b> To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.			<b>Module outcomes:</b> To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1:EESA411</b>	<b>NQF level:</b>	<b>Semester 2:EESA412</b>	<b>NQF level:</b>
<b>Title:</b> Accounting Education 4A			<b>Title:</b> Accounting Education 4B	
<ol style="list-style-type: none"> <li><b>Content:</b> Analysis and interpretation of financial statements and notes</li> <li>GAAP principles</li> <li>Companies –Cash flow statement</li> </ol>			<b>Content:</b> <u>Ratio analysis:</u> current ratio; acid-test ratio, 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.	
<b>Module outcomes:</b> To enhance the ability to systematically record and process financial information in appropriate books of accounts among student teachers of the Economic and Management Sciences.			<b>Module outcomes:</b> To enhance the ability to systematically record and process financial information in appropriate books of accounts among student teachers of the Economic and Management Sciences.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1:EESB411</b>	<b>NQF level:</b>	<b>Semester 2:EESB412</b>	<b>NQF level:</b>
<b>Title:</b> Business Management 4A			<b>Title:</b> Business Management 4B	
<b>Content:</b>  The problem of Productivity in South Africa. The Business Enterprise as an Object of Study. The Enterprise and Business Environment. Management of Small and Medium-sized Enterprises (SMEs). Management in the International Environment. Cost Analysis. Quantitative Relationships in the Operating Unit  Optimal Size of the Operating Unit and Enterpris			<b>Content:</b> The problem of Productivity in South Africa. The Business Enterprise as an Object of Study. The Enterprise and Business Environment. Management of Small and Medium-sized Enterprises (SMEs). Management in the International Environment. Cost Analysis. Quantitative Relationships in the Operating Unit. Optimal Size of the Operating Unit and Enterprise	
<b>Module outcomes:</b> This module will prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.			<b>Module outcomes:</b>  This module will prepare learners to develop competencies to effectively teach accounting and be well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject learning area, phase of study, professional or occupational practice. The module will, among other things, ground participants in reflecting on different approaches to teaching and learning. The participants will have an understanding of the knowledge appropriate to the specialization.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1:EESC411</b>	<b>NQF level:</b>	<b>Semester 2:EESC412</b>	<b>NQF level:</b>
<b>Title:</b> Climatology			<b>Title:</b> Geomorphology	

<b>Content: Climatology</b> <ul style="list-style-type: none"> <li>– General atmospheric circulation.</li> <li>– Clouds and clouds formation;</li> <li>– Thermodynamics;</li> <li>– Atmospheric energy balance;</li> <li>– The general circulation of the southern hemisphere;</li> <li>– Atmospheric circulation and weather over Southern Africa;</li> <li>– Large weather-producing processes and systems;</li> <li>– Weather systems producing wet and dry spells;</li> <li>– Weather forecasting in Southern Africa.</li> </ul>			<b>Content: Geomorphology</b> <ul style="list-style-type: none"> <li>– Material of the earth's crust</li> <li>– The lithosphere and plate tectonics</li> <li>– Introduction: the significance of understanding soils</li> <li>– Soil Resources: <ul style="list-style-type: none"> <li>✓ Soil formation,</li> <li>✓ Soil properties,</li> <li>✓ Soil processes,</li> <li>✓ Soil classification,</li> <li>✓ South African Soils,</li> <li>✓ Soil erosion,</li> <li>✓ Soil conservation</li> </ul> </li> </ul>	
<b>Module outcomes:</b> To introduce students to the atmospheric circulation of the southern hemisphere particularly in Southern Africa. It offers a critical way of thinking about atmospheric processes, seasonal characteristics and weather forecasting.			<b>Module outcomes:</b> To equip students with competencies of understanding the interrelationships between human and their natural environment. It offers a critical way of thinking about atmospheric processes, geomorphology and hydrological processes.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1:ESEE411</b>	<b>NQF level:</b>	<b>Semester 2:ESEE412</b>	<b>NQF level:</b>
<b>Title:</b> Economics Education 4A			<b>Title:</b> Economics Education 4B	
<b>Content:</b> <ol style="list-style-type: none"> <li>1. Perfect competition. <ul style="list-style-type: none"> <li>– Demand for the product.</li> <li>– Supply curve of the firm.</li> <li>– Long term equilibrium of the firm.</li> <li>– Impact of changes in the scale of production.</li> </ul> </li> <li>2. Monetary Policy <ul style="list-style-type: none"> <li>– Objectives of Monetary Policy.</li> <li>– Monetary Policy Instruments.</li> <li>– Money Supply targets.</li> <li>– The problems with the Policy.</li> </ul> </li> </ol>			<b>Content:</b> <u>International Trade</u> : Reasons for Interpretation Trade; supply side analysis; demand side analysis; integration of demand and supply. <u>International payments</u> : Exchange rates; exchange rates system; development of financial system and financial rand; balance of payments. <u>Protection</u> : Arguments for protection; tariffs and tariffs system; general agreement on tariffs and trade. <u>International economic integration</u> : theory of customs union, market expansion, scale benefits and competition savings, investment and risks; labour, natural resources and entrepreneurship; regional economic integration. <u>International Trade Policy</u> : importance of International Trade Policy; the General Agreement on Tariffs and Trade; South African	

3. Demand for and Supply of Money. <ul style="list-style-type: none"> <li>– Demand for Money.</li> <li>– Supply of Money.</li> <li>– Equilibrium in the Money market.</li> </ul> 4. Financial institutions. <ul style="list-style-type: none"> <li>– South African Reserve Bank.</li> <li>– Commercial Banks.</li> <li>– Land and Agricultural Bank.</li> <li>– Industrial Development Corporation (IDC).</li> <li>– Small Bank Development Corporation (SBDC)</li> </ul> 5. Fiscal Policy. <ul style="list-style-type: none"> <li>– Fiscal Policy as a concept.</li> <li>– Fiscal Policy Instruments.</li> <li>– Co-ordinating Fiscal and Monetary Policies</li> </ul>			Trade Policy; reform of International Trade Policy	
<b>Module outcomes:</b> To equip students with knowledge and skills to address the role of education in Economics. To equip students with skills of engaging critically with economic policies and principles			<b>Module outcomes:</b> To enhance students' understanding of theory and practical interplay of Economic phenomena in the subfield of International Trade.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1:EPEC411</b>	<b>NQF level:</b>	<b>Semester 2:EPEC412</b>	<b>NQF level:</b>
<b>Title:</b> Life Orientation Civic Education			<b>Title:</b> Life Orientation Career Guidance	
<b>Content:</b> Civic Education, Components of Civic Education, Aspects of democracy, the Constitution, Rights and responsibilities of citizens. Creating a human rights culture, Protecting humans rights, Civic education in schools.			<b>Content:</b> Introduction to the global economy; theories of career development; value-based multicultural approach to career counselling and advocacy; career development for learners with special needs; assessment in career counselling; using information to facilitate career development; preparing for work	
<b>Module outcomes:</b> To equip students with civic knowledge, skills and dispositions in order to be responsible citizens who participate fully in a democratic society. To assist students to understand the Constitution that represents the interests and needs of all South Africans.			<b>Module outcomes:</b> To introduce students to the fields of career information, career education, and career counselling so as to ensure the establishment of various types of effective educational strategies	

			dedicated to the study of careers. To ensure the relevance of the career educator in the school.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1:ESPB411</b>	<b>NQF level:</b>	<b>Semester 2: ESPB412</b>	<b>NQF level:</b>
<b>Title:</b> Life Sciences Education			<b>Title:</b> Life Sciences (Cellular processes and introduction to genetics)	
<b>Content:</b> The structure and replication of DNA, function of RNA, protein synthesis, theory of evolution, biotechnology and genetic engineering.			<b>Content:</b> To enhance the students understanding of the cellular composition of tissues of plants and appreciate structural adaptation seen in roots, stems, leaves and fruits.	
<b>Module outcomes:</b> To equip students with practical skills needed to facilitate effectively in the life science classes			<b>Module outcomes:</b> Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1:ESMT411</b>	<b>NQF level:</b>	<b>Semester 2:ESMT412</b>	<b>NQF level:</b>
<b>Title:</b> Mathematics Calculus (Differentiation)			<b>Title:</b> Mathematics Calculus( Integration)	
<b>Content:</b> Cell structure and function, digestion, respiration, circulation, excretion, reproductive system, skeletal system.			<b>Content:</b> To demonstrate understanding of integration and transcendental function.	
<b>Module outcomes:</b> To develop students understanding of how the human body functions and how life choices impact on health and sustainable living			<b>Module outcomes:</b> Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1:EESH411</b>	<b>NQF level:</b>	<b>Semester 2:EESH412</b>	<b>NQF level:</b>
<b>Title:</b> The Changing World and Ideologies			<b>Title:</b> Heritage Studies	

<b>Content:</b> Orientation to the module  Some of the basic Historical concepts, orientations, ideologies etc. The Era of the French Revolution. The Industrial Revolution and the transformation of society. Colonization and imperialism - The Scramble for Africa.  World War I – Nationalist Tensions.  The Soviet Union. World War II.  The Global Age since 1945.			<b>Content:</b> Heritage Studies is an interdisciplinary field of study that takes a critical look at the way we preserve, present and participate in heritage. History and Heritage are interrelated; one cannot be perceived without the other.	
<b>Module outcomes:</b> 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.			<b>Module outcomes:</b>  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.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1:EESG411</b>	<b>NQF level:</b>	<b>Semester 2:EESG412</b>	<b>NQF level:</b>
<b>Title:</b> Water Resources Management			<b>Title:</b> Population Geography	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Hydrology and water resources (drainage basin system);</li> <li>– Introduction to water resources and hydrology;</li> <li>– The river catchment: general concepts, catchments as integrated hydrological systems, identifying catchment boundaries;</li> <li>– Water quality &amp; water resource quality;</li> <li>– Groundwater: the hidden resource;</li> <li>– Rainfall patterns and runoff in South Africa.</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Population dynamics;</li> <li>– Global and regional population change and growth;</li> <li>– Age and sex composition of populations;</li> <li>– Fertility, mortality and migration;</li> <li>– Sources of demographic data</li> </ul>	
<b>Module outcomes:</b> To equip students with competencies related to hydrological processes and water resource management in South Africa underpinning geography education.			<b>Module outcomes:</b> To equip students with competencies relating to population dynamics, cultural environment and urban geography. It teaches basic skills of demographic data analysis and description.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	

Module code:-	Semester 1:ESDF411	NQF level:	Semester 2: EPCE412	NQF level:
<b>Title :</b> Technology Education			<b>Title:</b> Life Orientation: Citizenship Education	
<b>Content:</b> Knowledge, design and application of machines, introduction, application and basic programming in robotics.			<b>Content:</b> Definition of the concept of 'citizenship'; ancient and modern concepts of citizenship; importance of citizenship; history of South African citizenship (1910-1996); International trends in citizenship education: the UK, USA and RSA; Citizenship education in post-apartheid South Africa; Modern trends in citizenship education: the new 'patriotism' or 'cosmopolitanism'; the future of citizenship education in South African schools.	
<b>Module outcomes:</b> To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems.			<b>Module outcomes:</b> To 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.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b> Instructional methods include lectures, small group discussions, independent learning and research.	
Module code:-	Semester 1:EPPD411	NQF level:	Semester 2:	NQF level:
<b>Title:</b> Life Orientation Personal and Social Development			<b>Title:</b>	
<b>Content:</b> The content to be covered aim at enhancing positive attitudes and skills in personal and social aspects. Main themes include basic ways to achieve harmony, happiness, independence and success in life. Communication Skills, Personal health, Hygiene and Appearance, Understanding Feelings and Emotions, Ways to Manage Negative Feelings and Emotions , Enhancement of self-esteem, Peer Relationship, Problem Solving Skills, Study Skills, Mental Health, Drug Education, Family Life Education, and School Leavers Programme.			<b>Content:</b>	
<b>Module outcomes:</b> The purpose of this module is to introduce the student to the origins			<b>Module outcomes:</b>	

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

**FED.13.2.3.**  
**FED13.2.3.1**

**MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION - EBDIS3**  
**MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES**

<b>Bachelor of Education: Intermediate and Senior- Mathematics, Science and Technology Education</b>				
<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>	<b>Pre/Co requisite</b>
ELLL111	Academic Literacy 1A (Language)	08	5	NONE
EFIT111	Ideologies and trends in Education	08	6	NONE
ESPS111	Natural Science and Technology 1A (Process Skills, Technology and Society)	12	6	NONE
ESPC111	Natural Science and Technology 1C (Physical and Chemical properties of Matter)	12	6	NONE
ESMT111	Mathematics 1A(Algebra)	12	6	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	6	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
ESGC112	Natural Science and Technology 1B (Graphic and Communication Design)	12	6	NONE
ESMM112	Natural Science and Technology 1D (Mechanics and Mechanical Systems)	12	6	NONE
ESMT112	Mathematics 1B(Figures and Shapes)	12	6	NONE
EPDL211	Human Development & Learning	08	6	NONE
ESEE211	Natural Science and Technology Education 2A(Energy and Energy Transfers)	12	6	ESPS111
ESTE211	Natural Science and Technology 2C (The Earth and Chemical Processes)	12	6	ESPC111
ESMT211	Mathematics 2A (Set Theory and Functions)	12	6	ESMT111
ECTL212	Teaching & Learning Strategies	08	6	NONE
ESWS212	Natural Science and Technology 2B (Wave, Sound and Light)	12	6	ESMM112
ESEM212	Natural Science and Technology Education 2D(Electromagnetism)	12	6	ESMT112

ESMT212	Mathematics 2B (Vector, Algebra and Matrices)	12	6	ESMT112
EALM311	School Leadership & Management	08	7	NONE
ECAE311	Assessment in Education	08	7	NONE
ESMN311	Natural Science Method 3A	12	7	ESPS111 ESGC112 ESPC111 ESMT111 ESMM112 ESMT112
ESTM311	Technology Method 3A	12	7	ESPS111 ESGC112 ESPC111 ESMT111 ESMM112 ESMT112
ESMT311	Mathematics Method 3A	12	7	ESPS111 ESGC112  ESPC111 ESMT111 ESMM112 ESMT112
EDSE312	School Leadership & Management	08	7	NONE
EFMS312	Assessment in Education	08	7	NONE
ESTM312	Natural Science Method 3A	08	7	NONE
ESMT312	Technology Method 3A	08	7	ESPS111 ESGC112  ESPC111 ESMT111 ESMM112 ESMT112
ESMN312	Mathematics Method 3A	08	7	ESPS111 ESGC112  ESPC111 ESMT111 ESMM112 ESMT112
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP411	Theory & practice of curriculum development	16	7	NONE
ESCB411	Physical Science 4A (Chemical Bonding & Kinetics)	12	7	ESTE211
ESPB411	Life Sciences 4A: Practical Biological Concepts	12	7	ESTE211

ESDF411	Technology 4A	12	7	ESEE211 ESEM212
ESMT411	Mathematics 4A:Differential Calculus	12	7	ESMT211 ESMT212
ESAE411	Physical Science (Advanced Electronics)	12	7	ESEM212
ESBS411	Life Sciences (Biological Systems)	12	7	ESTE211
ESIT411	Technology (ICT Technologies)	12	7	ESEE211
ESMM411	Mathematics 4A: (Statistics)	12	7	ESMT211
EAMS412	Management of School Systems &Extra-curricular Activities	08	7	NONE
EPRE412	Introduction to Research in Education	08	7	NONE
ESCR412	Physical Science 4B	12	7	ESTE211
ESPG412	Life Sciences 4B Cellular Processes and Genetics	12	7	NONE
ESEC412	Technology 4B (Electronic Circuits, Components and Sensors)	12	7	ESTE211 ESEM212
ESMT412	Mathematics 4B: Integral Calculus	12	7	ESMT211 ESMT212
ESMP412	Physical Science 4B (Modern Physics)	12	7	ESEM212
ESBP412	Life Sciences 4B (Biological process in plants)	12	7	ESWS212
ESAT412	Technology 4B (Advanced technology design)	12	7	ESEM212
ESMM412	Mathematics Transformational Geometry	12	7	ESMT211
ETSE100	School Experience 1	16	7	NONE
ETSE200	School Experience 1	32	7	ETSE100
ETSE300	School Experience 3	32	7	ETSE100
ETSE400	School Experience 4	32	7	ETSE300

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

First semester			First semester			First semester			First semester		
Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr
ELL111	C	08	EPDL211	C	08	EALM311	C	08	EPIE411	C	08
EFIT111	C	08	ESEE211	C	12	ECAE311	C	08	ECTP411	C	16
ESPS111	C	12	ESTE211	C	12	ESMN311	C	12	Any two of the following:		
ESPC111	C	12	ESMA211	C	12	ESTM311	C	12	ESCB411	E	12
ESMA111	C	12				ESMA311	C	12	ESPB411	E	12
									ESDF411	E	12
									ESMA411	E	12
									Any one of the following:		
									ESAE411	E	12
									ESBS411	E	12
									ESIT411	E	12
									ESMM411	E	12
<b>Total 1st</b>		<b>52</b>	<b>Total 1st</b>		<b>44</b>	<b>Total 1st</b>		<b>52</b>	<b>Total 1st</b>		<b>48</b>
<b>Year Level 1</b>			<b>Year level 2</b>			<b>Year level 3</b>			<b>Year level 4</b>		
Second			Second			Second			Second semester		
Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr
ESCL112	C	08	ECTL212	C	08	EDSE312	C	08	EAMS412	C	08
EPHA112	C	08	ESWS212	C	12	EFMS312	C	08	EPRE412	C	08
ESGC112	C	12	ESEM212	C	12	ESTM312	C	08	Any two of the following:		
ESMM112	C	12	ESMA212	C	12	ESMA312	C	08	ESCR412	E	12
ESMA112	C	12				ESMN312	C	08	ESPG412	E	12
									ESEC412	E	12
									ESMA412	E	12
									Any one of the following:		
									ESMP412	E	12
									ESBP412	E	12
									ESAT412	E	12
									ESMM412	E	12
<b>Total 2nd semester</b>		<b>52</b>	<b>Total 2nd</b>		<b>44</b>	<b>Total 2nd</b>		<b>40</b>	<b>Total 2nd semester</b>		<b>40</b>
Year Modules											
<b>Year Level 1</b>			<b>Year level 2</b>			<b>Year level 3</b>			<b>Year level 4</b>		
ETSE100	C	16	ESTE200		32	ETSE300		32	ETSE400		32
<b>Year module</b>		<b>16</b>	<b>Year module</b>		<b>32</b>	<b>Year module</b>		<b>32</b>	<b>Year module credits</b>		<b>32</b>
<b>Total year level 1</b>		<b>120</b>	<b>Total year level 2</b>		<b>120</b>	<b>Total year level 3</b>		<b>124</b>	<b>Total year level 4</b>		<b>120</b>
<b>Total credits for the curriculum</b>											<b>484</b>

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

INTERMEDIATE AND SENIOR PHASE (MATHEMATICS, SCIENCE AND TECHNOLOGY) – SEMESTER COURSES				
Module code:-	Semester 1: ESPS111	NQF level	Semester 2: ESGC112	NQF level:
<b>Title:</b> Natural Science and Technology (Process Skills, Technology and Society)			<b>Title:</b> Natural Science and Technology (Graphic and Communication Design)	
<b>Content:</b> Process skills: Measurements, observations; etc. exponential notation, precision and accuracy, significant figures. Writing of scientific reports. Defining concepts of technology and technology education within the national curriculum. Understanding the technological process and sub processes (design process). The interdisciplinary nature of technology			<b>Content:</b> Drawing and interpretation of graphs. Reading of different scales. Conversion of units. Flow charts and cyclic diagrams. The development of communication technology a historical perspective. Purpose and elements of communication. The skills of graphic communication design. The skills of graphic communication design. Two-and-three. Dimensional drawing techniques including – freehand sketching, line types, block method, shading, drawing instruments, orthographic projection, isometric drawing, oblique, perspective, sections, exploded views, signs and symbols, monograms, procedure charts, scales, dimensioning. Aesthetics – proportion, area division, spatial relationships, related shapes, stylization, colours, texture. Ergonomics-anthropometry	
<b>Module outcomes:</b> To develop students' understanding a range of process skills that are necessary for engaging in the process of science knowledge construction and to develop the students' understanding of technology as process and product, and to appreciate the role and value of technology for society.			<b>Module outcomes:</b> To develop students' graphic communication and design skills.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of			<b>Assessment modes:</b> This module is assessed by means of 50% continuous assessment. 50% summative assessment.	
Module code:-	Semester 1: ESPC111	NQF level	Semester 2: ESMM112	NQF level:
<b>Title:</b> Natural Science and Technology (Physical and Chemical Properties of Matter)			<b>Title:</b> Natural Science and Technology (Mechanics and Mechanical Systems)	
<b>Content:</b> Matter and materials. Chemical reactions. Chemical bonding. Properties of materials			<b>Content:</b> Mechanics (kinematics and dynamics): Motion. Force, work and power. Momentum.  Mechanical systems and concepts: Different types of motion in mechanical systems, conversion of motion and force. Knowledge of nature and function	

			of: wheels; axles; gears; pulleys; cranks; cams; levers; clutches, coupling; bearings; screws. Knowledge of <b>speed ratios; mechanical advantage; moments.</b>	
<b>Module outcomes:</b> To develop students' understanding of chemical and physical properties of matter and how materials with these properties can be processed into products.			<b>Module outcomes:</b> To develop students' understanding of principles underpinning motion, functioning of machines and mechanical components and the application of this knowledge in the design of mechanical systems	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of 50% continuous assessment. 50% summative assessment.	
<b>Module code:-</b>	<b>Semester 1: ESMA111</b>	<b>NQF level</b>	<b>Semester 2: ESMA112</b>	<b>NQF level:</b>
<b>Title:</b> Mathematics 1A (Algebra)			<b>Title:</b> Mathematics 1A (Figures and Shapes)	
<b>Content:</b> <b>1. Numbers and number concepts</b> <ul style="list-style-type: none"> <li>– Fractions</li> <li>– Percentage</li> <li>– Exponents</li> <li>– Ratio and proportion</li> <li>– Time</li> </ul> <b>2. Mensuration</b> <ul style="list-style-type: none"> <li>– Angles</li> <li>– Polygons</li> <li>– Prisms, pyramids and spheres</li> <li>– Volume</li> </ul> <b>3. Logarithms</b> <ul style="list-style-type: none"> <li>– Properties and laws of logarithms</li> <li>– Logarithmic expressions</li> <li>– Logarithmic equations</li> <li>– Applications of logarithms</li> </ul> <b>4. Absolute value and inequalities</b> <ul style="list-style-type: none"> <li>– Linear, quadratics and rational inequalities</li> <li>– Absolute value equations and inequalities</li> </ul> <b>5. Polynomials</b> <ul style="list-style-type: none"> <li>– Algebraic expressions and equations</li> <li>– Rationalizing</li> <li>– Partial fractions</li> <li>– Factor and remainder theorems</li> <li>– Long divisions and synthetic division</li> </ul>			<b>Content:</b> <b>1 Matrices</b> <ul style="list-style-type: none"> <li>– Basic operations</li> <li>– Determinants</li> <li>– Minors and cofactors</li> </ul> <b>2 Geometry</b> <ul style="list-style-type: none"> <li>– Analytic geometry</li> <li>– Circle geometry</li> </ul> <b>2 Linear programming</b> <b>3 Trigonometry</b> <ul style="list-style-type: none"> <li>– Pythagoras rule and Pythagorean identities</li> <li>– Sine and cosine formulae</li> <li>– Area of any triangle</li> <li>– Compound angles</li> <li>– Sum to product formulae</li> <li>– Graphs of trig functions</li> <li>– Trigonometric equations</li> </ul> <b>4 Transformations</b> <ul style="list-style-type: none"> <li>– Reflection</li> <li>– Enlargement</li> <li>– Rotation</li> <li>– Translation</li> <li>– Shear and stretch</li> </ul>	

<b>Module outcomes:</b> On successful completion of the module, students should be able to ... <ul style="list-style-type: none"> <li>– Demonstrate basic understanding of mathematical concepts.</li> <li>– Identify, describe and classify the world through two-dimensional and three-dimensional objects.</li> <li>– Apply mathematical knowledge and skills in solving problems in various contexts.</li> </ul>			<b>Module outcomes:</b> On successful completion of the module, students should be able to ... <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of geometrical concepts.</li> <li>– Apply geometrical concepts to solve problems in mathematics.</li> <li>– Transform geometrical shapes and graphs.</li> <li>– Demonstrate competence in using technology efficiently and effectively in mathematics.</li> </ul>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes: This module is assessed by means of:-</b> <ul style="list-style-type: none"> <li>– Lectures (face to face, limited interaction or technologically mediated)</li> <li>– Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)</li> <li>– Tutorials: individual groups of 30 or less</li> <li>– Syndicate groups</li> <li>– Practical workplace experience (experiential learning/work-based learning etc.)</li> <li>– Other (specify): Tests and Examination</li> </ul>			<b>Assessment modes:</b> <ul style="list-style-type: none"> <li>– Lectures (face to face, limited interaction or technologically mediated)</li> <li>– Practicals (laboratory work, applying and investigating theoretical knowledge, development of experimental techniques)</li> <li>– Tutorials: individual groups of 30 or less</li> <li>– Syndicate groups</li> <li>– Practical workplace experience (experiential learning/work-based learning etc.)</li> <li>– Other (specify): Tests and Examination</li> </ul>	
<b>Module code:-</b>	<b>Semester 1: ESEE211</b>	<b>NQF level</b>	<b>Semester 2: ESWS212</b>	<b>NQF level:</b>
<b>Title:</b> Natural Science and Technology (Energy and Energy Transfers)			<b>Title:</b> Natural Science and Technology (Waves, Sound and Light)	
<b>Content:</b> Temperature of the Zeroth law of thermodynamics, Heat, the kinetic theory of gases, molecular model of an ideal gas, interpretation of temperature, energy flow and energy conservation, nuclear coal-fired, solar, wind, wave, geo-thermal.			<b>Content:</b> Waves, sound and light; geometrical optics, spectacles/lenses, response and coordination, Senses and nervous systems, hormones	
<b>Module outcomes:</b> To develop students' understanding of energy transfer in chemical, physical, biological processes and technological systems.			<b>Module outcomes:</b> To develop students' understanding of waves, sound and light and their contribution to life and technological advancement.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes: This module is assessed by means of</b>			<b>Assessment modes: This module is assessed by means of examination.....</b>	

Module code:-	Semester 1: ESTE211	NQF level	Semester 2: ESEM212	NQF level:
<b>Title:</b> Natural Science and Technology (Earth and Chemical Processes)			<b>Title:</b> Natural Science and Technology	
<b>Content:</b> Concepts of a mole, acids Bases and Buffers, Earth and beyond, Ecosystem, Human populations, Water cycle, Carbon cycle and Nitrogen cycle.			<b>Content:</b> Electricity and magnetism, circuit concepts and components, control devices, output devices, control logic and rectification.	
<b>Module outcomes:</b> To develop students' understanding of chemical processes and the earth as a set of related systems.			<b>Module outcomes:</b> To develop students' understanding of electrical and magnetic properties of matter and practical application of electrical circuits.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of			<b>Assessment modes:</b> This module is assessed by means of examination	
Module code:-	Semester 1: ESMA211	NQF level	Semester 2: ESMA212	NQF level:
<b>Title:</b> Mathematics 2A (Set, theory and functions)			<b>Title:</b> Mathematics 2B (Vector, Algebra and Matrices)	
<b>Content:</b> Number system and exercises, sets and subsets, Algebra of sets, Assignment on history of Venn diagrams Cartesian product of sets, Denumerable sets, Set theory introduction Relations Functions.			<b>Content:</b> Instructional methods include lectures, group discussions, independent learning and research/study projects	
<b>Module outcomes:</b> 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.			<b>Module outcomes:</b> To develop students understanding of matrices and vectors algebra.  Solving systems of equations, matrices, Crammer's rule, vectors in 2D and 3D.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.			<b>Assessment modes:</b> This module is assessed by means of examination.....	
Module code:-	Semester 1: ESTM311	NQF level	Semester 2: ESTM312	NQF level:
<b>Title:</b> Technology Method			<b>Title:</b> Technology Method (Intermediate Phase)	
<b>Content:</b> Understanding policy documents, instructional approaches (behaviourism and constructivism), planning for teaching technology and relationship between science and technology.			<b>Content:</b> Teaching technology: projects and case studies; assessment.	

<b>Module outcomes:</b> To prepare prospective technology education teachers to become competent in teaching methods of technology.			<b>Module outcomes:</b> To develop specialist skills and competences relevant to the teaching, learning and assessment of technology education in the GET Band.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of			<b>Assessment modes:</b> This module is assessed by	
<b>Module code:-</b>	<b>Semester 1: ESMA311</b>	<b>NQF level</b>	<b>Semester 2: ESMA312</b>	<b>NQF level:</b>
<b>Title:</b> Mathematics Method			<b>Title:</b> Mathematics Method	
<b>Content:</b> <b>Mathematics:</b> definitions, purpose and scope, planning for mathematics lesson, types of assessment in mathematics.			<b>Content:</b> Generics of teaching, classroom practice, Strategies for teaching Mathematics, Knowledge for Teaching Mathematics and Designing Learning Programmes for Mathematics.	
<b>Module outcomes:</b>  To demonstrate the understanding of the fields of knowledge which underpin Mathematics.			<b>Module outcomes:</b>  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.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in June.			<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November.	
<b>Module code:-</b>	<b>Semester 1: ESMN311</b>	<b>NQF level</b>	<b>Semester 2: ESMN312</b>	<b>NQF level:</b>
<b>Title:</b> Senior Phase Natural Science Method			<b>Title:</b> Senior Phase Natural Science Method	
<b>Content:</b> 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.			<b>Content:</b> Forms of assessment: baseline, diagnostic, formative, and summative.	
<b>Module outcomes:</b> To equip students' with knowledge and skills needed to effectively facilitate at Intermediate and Senior Phase levels.			<b>Module outcomes:</b> To develop a competent educator in assessment practices in the Intermediate and Senior Phase classes.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of			<b>Assessment modes:</b> This module is assessed by	
<b>Module code:-</b>	<b>Semester 1: ESIT411</b>	<b>NQF level</b>	<b>Semester 2: ESPG412</b>	<b>NQF level:</b>

<b>Title:</b> Technology (ICT Technologies)			<b>Title:</b> Life Sciences Education	
<b>Content:</b> Computer fundamentals, Microsoft and internet.			<b>Content:</b> To develop specialist skills and competences relevant to the teaching, learning and assessment of technology education in the GET Band.	
<b>Module outcomes:</b> To develop students' knowledge, understanding and skills of the role of ICT in technology education and to apply these skills in the facilitation of technology education for the GET Band.			<b>Module outcomes:</b> Continuous formative assessment- test, assignments, class presentation; summative assessment through examinations in November.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1: ESCB411</b>	<b>NQF level</b>	<b>Semester 2: ESEC412</b>	<b>NQF level:</b>
<b>Title:</b> Physical Sciences Education (Chemical)			<b>Title:</b> Technology (Electronic Circuits, components and sensors)	
<b>Content:</b> Chemical bonding, gas laws, general properties of solutions, chemical thermodynamics, chemical kinetics, dynamic chemical equilibrium			<b>Content:</b> Control circuits and devices, logic controls, rectification, circuit design, circuit construction and soldering, circuit testing	
<b>Module outcomes:</b> To develop students understanding of advanced chemistry principles and practical skills.			<b>Module outcomes:</b> To enhance students in understanding of complex electronic circuits, components and sensors and gain practical skills in designing and making of electronic circuits.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1: ESPB411</b>	<b>NQF level</b>	<b>Semester 2: ESBP412</b>	<b>NQF level:</b>
<b>Title:</b> Life Sciences Education			<b>Title:</b> Life Sciences (Cellular Processes and introduction to Genetics)	
<b>Content:</b> The structure and replication of DNA, function of RNA, protein synthesis, theory of evolution, biotechnology and genetic engineering.			<b>Content:</b> Reproductive patterns and diversity, patterns of structure and function, indigenous and alien plants in our environment.	
<b>Module outcomes:</b> To equip students with practical skills needed to facilitate effectively in the life science classes			<b>Module outcomes:</b> To enhance the students understanding of the cellular composition of tissues of plants and appreciate structural adaptation seen in roots, stems, leaves and fruits.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			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	
<b>Module code:-</b>	<b>Semester 1: ESDF411</b>	<b>NQF level</b>	<b>Semester 2: ESMP412</b>	<b>NQF level:</b>
<b>Title : Technology Education</b>			<b>Title:</b> Life Sciences (Cellular Processes and introduction to Genetics)	
<b>Content:</b> Knowledge, design and application of machines, introduction, application and basic programming in robotics.			<b>Content:</b> Reproductive patents and diversity, patterns of structure and function, indigenous and alien plants in our environment.	
<b>Module outcomes:</b> To develop students understanding of the principles underpinning of machines and mechanical components and the application of this knowledge to design and control mechanical systems.			<b>Module outcomes:</b> To enhance the students understanding of the cellular composition of tissues of plants and appreciate structural adaptation seen in roots, stems, leaves and fruits	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
<b>Assessment modes:</b>			<b>Assessment modes:</b> This module is assessed by means of Instructional methods include lectures, group discussions, independent learning and research/study projects.	
<b>Module code:-</b>	<b>Semester 1: ESMA411</b>	<b>NQF level</b>	<b>Semester 2: ESMA412</b>	<b>NQF level:</b>
<b>Title:</b> Mathematics Calculus (Differentiation)			<b>Title:</b> Mathematics Calculus (Integration)	
<b>Content:</b> Cell structure and function, digestion, respiration, circulation, excretion, reproductive system, skeletal system.			<b>Content:</b> To demonstrate understanding of integration and transcendental function.	
<b>Module outcomes:</b> To develop students understanding of how the human body functions and how life choices impact on health and sustainable living			<b>Module outcomes:</b> Continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in November	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1: ESAE411</b>	<b>NQF level</b>	<b>Semester 2: ESAT412</b>	<b>NQF level:</b>
<b>Title:</b> Physical Science Education (Advanced Electronics)			<b>Title:</b> Technology Education (Advanced Technology)	
<b>Content:</b> Fluid mechanics analogy electronics, digital electronics			<b>Content:</b> Mechanical, civil, electrical and perspective drawing, computer aided design.	

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

#### FED13.2.3.4

#### MODULE CONTENT AND OUTCOMES FOR - EBDIS3

INTERMEDIATE AND SENIOR PHASE – YEAR MODULES		
<b>Module code:-</b>	<b>Year Level 4: ESMA400</b>	<b>NQF level: 7</b>
<b>Title:</b> MATHEMATICS EDUCATION 4		
<b>Content:</b> <ol style="list-style-type: none"> <li>Mathematics teaching and learning in school <ul style="list-style-type: none"> <li>Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence-based solutions</li> </ul> </li> <li>Classroom research in Mathematics <ul style="list-style-type: none"> <li>Use Action research in Mathematics to: <ul style="list-style-type: none"> <li>✓ gather and process information</li> <li>✓ validate sources of information</li> <li>✓ address complex problems applying evidence-based solutions and theory-driven arguments</li> </ul> </li> </ul> </li> <li>Advanced development of pedagogical content knowledge in Mathematics <ul style="list-style-type: none"> <li>Link the epistemology of Mathematics with Mathematics practice</li> <li>Addressing alternative pre- and misconceptions</li> </ul> </li> </ol>		

<b>4. Curriculum policies in Mathematics</b> – Critique curriculum policies in Mathematics <b>5. Reflection on teaching and learning experiences in Mathematics</b>		
<b>Module outcomes:</b>  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.		
<b>Method of delivery:</b> 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		
<b>Module code:-</b>	<b>Year Level 4: ELZL400</b>	<b>NQF level: 7</b>
<b>Title:</b> IsiZulu Home Language Education 4		
<b>1. IsiZulu Home Language teaching and learning in school</b> – Use elementary statistical information to critically reflect on their teaching, learning and assessment processes and address complex problems applying evidence-based solutions <b>2. Classroom research in IsiZulu Home Language</b> – 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 <b>3. Advanced development of pedagogical content knowledge in IsiZulu Home Language</b> – Link epistemology of IsiZulu Home Language with IsiZulu practices – Addressing alternative pre- and misconceptions <b>4. Curriculum policies in IsiZulu Home Language</b> – Critique curriculum policies in IsiZulu Home Language <b>5. Reflection on teaching and learning experiences in IsiZulu Home Language</b>		
<b>Module outcomes:</b>  – 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.		

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

FED.13.2.4.  
FED.13.2.4.1

**LIFE ORIENTATION AND LANGUAGE EDUCATION - EBDIS4**  
**MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES**

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

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

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

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

First semester			First semester			First semester			First semester		
Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr
ELL111		08	EPDL211		08	EALM311		08	EPIE411		08
EFIT111		08	EPPM211		16	ECAE311		08	ECTP411		16
ESML111		08	Choose any of the following:-			EPL0311		16	EPSP411		12
EPIP111		16	ELZN211		16	Choose any of the following:-			EPEC411		12
Choose any of the following:-			ELGN211		16	ELZN311		16	Choose any of the following:-		
ELZN111		16				ELGN311		16	ELZN411		12
ELGN111		16							ELGN411		12
<b>Total 1st semester</b>		<b>56</b>	<b>Total 1st semester</b>		<b>40</b>	<b>Total 1st semester</b>		<b>48</b>	<b>Total 1st semester</b>		<b>60</b>
<b>Year Level 1</b>			<b>Year level 2</b>			<b>Year level 3</b>			<b>Year level 4</b>		
<b>Second semester</b>			<b>Second semester</b>			<b>Second semester</b>			<b>Second semester</b>		
ESCL112		08	ECTL212		08	EDSE312		08	EAMS412		08
EPHA112		08	EPHE212		16	EFMS312		08	EPRE412		08
ESML112		08	Choose any of the following:-			EPL0312		12	EPEC412		12
EPIP112		16	ELZN212		16	Choose any of the following:-			EPCE412		12
Choose any of the following:-			ELGN212		16	ELZN312		12	Choose any of the following:-		
ELZN112		16				ELGN312		12	ELZN412		12
ELGN112		16							ELGN412		12
<b>Total 2nd semester</b>		<b>56</b>	<b>Total 2nd semester</b>		<b>40</b>	<b>Total 2nd semester</b>		<b>40</b>	<b>Total 2nd semester</b>		<b>52</b>
<b>Year Modules</b>											
<b>Year Level 1</b>			<b>Year level 2</b>			<b>Year level 3</b>			<b>Year level 4</b>		
ETSE100	C	16	ETSE200		32	ETSE300		32	ETSE400		32
<b>Year module credits</b>		<b>16</b>	<b>Year module credits</b>		<b>32</b>	<b>Year module credits</b>		<b>32</b>	<b>Year module credits</b>		<b>32</b>
<b>Total year level 1</b>		<b>128</b>	<b>Total year level 2</b>		<b>112</b>	<b>Total year level 3</b>		<b>120</b>	<b>Total year level 4</b>		<b>144</b>
<b>Total credits for the curriculum</b>											<b>504</b>

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

INTERMEDIATE AND SENIOR PHASE: EMS AND LANGUAGE EDUCATION - STUDY PERIOD ONE – SEMESTER COURSES				
Module code:-	Semester 1: ESML111	NQF level:	Semester 2: ESML112	NQF level:
<b>Title:</b> Mathematical Literacy 1A			<b>Title:</b> Mathematical Literacy 2B	
<b>Content:</b> Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae			<b>Content:</b> Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae	
<b>Module Outcomes:</b> To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.			<b>Module Outcomes:</b> To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Continuous assessment through tests and assignments and a final examination at the end of the semester.			<b>Assessment modes:</b> Continuous assessment through tests and assignments and a final examination at the end of the semester.	
Module code:-	Semester 1: EPIP111	NQF level:	Semester 2: EPIP112	NQF level:
<b>Title:</b> Life Orientation: Introduction to Psychology 1A			<b>Title:</b> Life Orientation: Introduction to Psychology 1B	
<b>Content:</b> 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.			<b>Content:</b> 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.	
<b>Module outcomes:</b> To facilitate awareness, understanding, meaningful use and integration of key concepts in psychology; encourage students to think creatively, logically and laterally about the importance of psychology in society, school and classroom. In particular students are expected to trace and see the relevance of reviewed concepts in relation to the			<b>Module outcomes:</b> To introduce students to various aspects of the psychological development of children and adolescents so as to promote responsible management of psychological and emotional problems in schools in general and in classrooms in particular.	

needs of learners as both individuals and groups within the same classroom.				
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1:</b> ELZN111	<b>NQF level:</b>	<b>Semester 2:</b> ELZN112	<b>NQF level:</b>
<b>Title:</b> IsiZulu Language Education 1A			<b>Title:</b> IsiZulu Language Education 1A	
<b>Content:</b> The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.			<b>Content:</b> Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term	
<b>Module Outcomes:</b> To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.			<b>Module Outcomes:</b> To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Continuous formative assessment through Participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	
<b>Module code:-</b>	<b>Semester 1:</b> ELGN111	<b>NQF level:</b>	<b>Semester 2:</b> ELGN112	<b>NQF level:</b>
<b>Title:</b> English Language Education 1A			<b>Title:</b> English Language Education 1A	
<b>Content:</b> The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.			<b>Content:</b> Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term	
<b>Module Outcomes:</b> To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.			<b>Module Outcomes:</b> To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.	

<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November.	
<b>Module code:-</b>	<b>Semester 1: EPPM211</b>	<b>NQF level:</b>	<b>Semester 2: EPHE212</b>	<b>NQF level:</b>
<b>Title: Life Orientation:</b> Physical and Motor Development			<b>Title:</b> Life Orientation: Health Education	
<b>Content:</b> Forms of motion; linear and angular kinetics; fluid mechanics, movement analysis. Aspects concerning physical activities for persons with motor/physical deficiencies and/or disabilities. Classification, characteristics, movement needs and injury prevention of prevalent disorders/disabilities.			<b>Content:</b> 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.	
<b>Module outcomes:</b> 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.			<b>Module outcomes:</b> The main purpose of the module is to provide Life Orientation teachers with knowledge, skills and attitudes necessary to promote health and wellness, prevent diseases among young people and children and provide them with basic understanding of the major principles behind physical activity, health promotion and adherence to exercise (e.g. nutrition, wellness, fitness assessment).	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> 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.	
<b>Module code:-</b>	<b>Semester 1: ELZN211</b>	<b>NQF level:</b>	<b>Semester 2: ELZN212</b>	<b>NQF level:</b>
<b>Title:</b> IsiZulu Language Education 2A			<b>Title:</b> IsiZulu Language Education 2B	

<b>Content:</b> Development of listening and speaking skills. Understanding of types of spoken text: informative, persuasive, entertaining and instructive texts. Preparation for a speech delivering. Understanding the essentials of Communication process: message, its sender and its receiver.			<b>Content:</b> Creative writing. Dramatization of stories: play reading, script writing and poetry reading. Responding to films without words. Discussion of books. Understanding various types of stories: adventure, family, misery and historical stories. Understanding parts of a good story; plot, setting, characters, conflict, mood, theme and symbolism.	
<b>Module Outcomes:</b> To equip student-educators with essential skills for the identification and interpretation of spoken and written texts and speeches.			<b>Module Outcomes:</b> To enrich student educators with IsiZulu Language Competence, communication and thinking skills.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	
<b>Module code:-</b>	<b>Semester 1: ELGN211</b>	<b>NQF level:</b>	<b>Semester 2: ELGN212</b>	<b>NQF level:</b>
<b>Title:</b> English Language Education 2A			<b>Title:</b> English Language Education 2B	
<b>Content:</b> <ul style="list-style-type: none"> <li>– <b>The principles of communication in the classroom.</b></li> <li>– Facilitating language learning in the classroom.</li> <li>– Developing listening to improve communicative competence.</li> <li>– Improving the speaking skill as a means of enhancing communicative competence.</li> <li>– Critical analysis of language: propaganda, cartoons, advertisements</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Introduction to literature studies.</li> <li>– Poetry</li> <li>– Novels</li> <li>– Short stories</li> </ul>	
<b>Module Outcomes:</b> To equip students with essential skills and knowledge in English Language Education so that they could apply these practically to the teaching-learning situation.			<b>Module Outcomes:</b> To provide students with skills and knowledge to analyze literary texts.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment			<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in	

through examinations in June.			June.	
<b>Module code:-</b>	<b>Semester 1: EPLO311</b>	<b>NQF level:</b>	<b>Semester 2: EPLO312</b>	<b>NQF level:</b>
<b>Title:</b> Method of Life Orientation			<b>Title:</b> Method of Life Orientation	
<b>Content:</b> Introduction to professional studies; the learner in the classroom; principles of good teaching practice; classroom management, organization and discipline, lesson planning; teaching strategies.			<b>Content:</b> Reflection on the role of the school community, stress and conflict management, leadership and teamwork, 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.	
<b>Module outcomes:</b> 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			<b>Module outcomes:</b> 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.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: ELZN311</b>	<b>NQF level:</b>	<b>Semester 2: ELZN312</b>	<b>NQF level:</b>
<b>Title:</b> IsiZulu Language Method 3A			<b>Title:</b> IsiZulu Language Method 3B	
<b>Content:</b> Exploration of traditional teaching methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative teaching methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Exploration of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Preparation for a speech delivery. Application of these teaching methods in the micro- teaching laboratory. Design IsiZulu subject framework, work schedule and lesson plans.			<b>Content:</b> Reviewing and reading/ viewing and critical analysis of fiction (literacy narrative in prose or verse. Interpret and implement the national language curriculum policies relevant for IsiZulu additional language education. Selecting the relevant strategies, styles and approaches to IsiZulu additional language education. Language learning. Critical analysis of the language learning programs. IsiZulu writing, design and presenting skills	
<b>Module outcomes:</b> To empower student educators with the knowledge and skills of the relevant methods, principles,			<b>Module outcomes:</b> To expose students to IsiZulu	

techniques approaches to teaching IsiZulu as a FAL (First additional language).			Additional language curricular knowledge, skills and values; and the relevant methods, principles, techniques and approaches to IsiZulu additional language education as a whole.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: ELGN311</b>	<b>NQF level:</b>	<b>Semester 2: ELGN312</b>	<b>NQF level:</b>
<b>Title:</b> English language Method 3A			<b>Title:</b> English Language Method 3B	
<b>Content:</b> Exploration of traditional methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (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.			<b>Content:</b> Application of traditional methods in simulated classroom environment. Application of modern Communicative methods. Application of CAPS in simulated classroom environment. Application and integration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Intensive review of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Evaluation of lessons by peers. Advanced designing of lesson plans. Advanced designing of subject frameworks and work schedules.	
<b>Module Outcomes:</b> To empower student educators with the knowledge and skills of the relevant methods, principles, techniques approaches to teaching English as a FAL (First additional language).			<b>Module Outcomes:</b> To enable the students to present effective lessons at schools or micro -teaching laboratory. To enable the student's educators to critique their peers- lessons and their own. To enable students to integrate various teaching methods techniques principles and approaches seamlessly in a lesson. Reviewing with the designing of subject framework, work schedule and lesson plans.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June			<b>Assessment modes:</b> Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through	

			examinations in June.	
<b>Module code:-</b>	<b>Semester 1: EPEC411</b>	<b>NQF level:</b>	<b>Semester 2: EPEC412</b>	<b>NQF level:</b>
<b>Title:</b> Life Orientation Civic Education			<b>Title:</b> Life Orientation Career Guidance	
<b>Content:</b> Civic Education, Components of Civic Education, Aspects of democracy, the Constitution, Rights and responsibilities of citizens. Creating a human rights culture, Protecting humans rights, Civic education in schools.			<b>Content:</b> Introduction to the global economy; theories of career development; value-based multicultural approach to career counselling and advocacy; career development for learners with special needs; assessment in career counselling; using information to facilitate career development; preparing for work	
<b>Module outcomes:</b> To equip students with civic knowledge, skills and dispositions in order to be responsible citizens who participate fully in a democratic society. To assist students to understand the Constitution that represents the interests and needs of all South Africans.			<b>Module outcomes:</b> To introduce students to the fields of career information, career education, and career counselling so as to ensure the establishment of various types of effective educational strategies dedicated to the study of careers. To ensure the relevance of the career educator in the school.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1: EPSP411</b>	<b>NQF level:</b>	<b>Semester 2: EPCE412</b>	<b>NQF level:</b>
<b>Title:</b>			<b>Title:</b> Life Orientation: Citizenship Education	
<b>Content:</b>			<b>Content:</b> Definition of the concept of 'citizenship' ; ancient and modern concepts of citizenship; importance of citizenship; history of South African citizenship (1910-1996); International trends in citizenship education: the UK, USA and RSA; Citizenship education in post-apartheid South Africa; Modern trends in citizenship education: the new 'patriotism' or 'cosmopolitanism'; the future of citizenship education in South African schools.	
<b>Module outcomes:</b>			<b>Module outcomes:</b> To introduce students to the concept of citizenship/citizenship education; to enable students to think critically and logically about the development of the concept of citizenship over the years in South Africa and in other democracies around the world; to provide an environment where	

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

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

FED.13.2.5.  
FED.13.2.5.1.

**SOCIAL SCIENCES AND LANGUAGE - EBDIS5**  
**MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES**

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

EEMS311	Method of Social Sciences 3A	16	7	ECHS112 EESC411
ELZN311	isiZulu Language Method 3A	16	7	ELZN111
ELGN311	English Language Method 3A	16	7	ELGN111
EDSE312	Society, Educational Law & School	08	7	NONE
EFMS312	Comparative Education	08	7	NONE
EEMS312	Method of Social Sciences 3B	12	7	ECHS112
ELZN312	isiZulu Language Method 3B	12	7	ELZN111
ELGN312	English Language Method 3B	12	7	ELGN111
EPIE411	Inclusive Education Studies	08	7	NONE
ECTP41	Theory & Practice of Curriculum	16	7	NONE
ELZN411	isiZulu Language 4A	12	7	ELZN211
ELGN411	English Language Education 4A	12	7	ELGN211
EESS411	Human Rights Issues	08	7	EESS111 EESS112
EESC411	Climatology	08	7	EESG212
EESH411	The Changing World and Ideologies	08	7	EESH211
EESG411	Water Resources Management	08	7	EESG211
EAMS412	Management of School Systems &	08	7	NONE
EPRE412	Introduction to Research in Education	08	6	NONE
ELZN412	isiZulu Language Education 4B	12	7	ELZN211
ELGN412	English Language Education 4B	12	7	ELGN211
EESS412	South Africa in Historical Perspective	08	7	EESS111
EESC412	Geomorphology	08	7	EESG212
EESH412	Heritage Studies	08	7	EESH211
EESG412	Population Geography	08	7	EESG111 EESG112

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

First semester			First semester			First semester			First semester		
Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr
ELLL111	C	08	EPDL211	C	08	EALM311	C	08	EPLE411	C	08
EFIT111	C	08	EESH211	C	16	ECAE311	C	08	ECTP411	C	16
ESML111	C	08	Choose any of the following:-			EEMS311	C	16	Choose any of the following:-		
EESG111	C	16	ELZN211	E	16	Choose any of the following:-			ELZN411	E	12
Choose any of the following:-			ELGN211	E	16	ELZN311	E	16	ELGN411	E	12
ELZN111	E	16				ELGN311	E	16	Choose any of the following:-		
ELGN111	E	16							EESS411	E	08
									EESC411	E	08
									EESH411	E	08
									EESG411	E	08
<b>Total 1st semester</b>		<b>56</b>	<b>Total 1st</b>		<b>40</b>	<b>Total 1st</b>		<b>48</b>	<b>Total 1st</b>		<b>44</b>
<b>Year Level 1</b>			<b>Year level 2</b>			<b>Year level 3</b>			<b>Year level 4</b>		
<b>Second semester</b>			<b>Second</b>			<b>Second</b>			<b>Second</b>		
ESCL112	C	08	ECTL212	C	08	EDSE312	C	08	EAMS412	C	08
EPHA112	C	08	EESG212	C	16	EFMS312	C	08	EPRE412	C	08
ESML112	C	08	Choose any of the following:-			EEMS312	C	12	Choose any of the following:-		
ECHS112	C	16	ELZN212	E	16	Choose any of the following:-			ELZN412	E	12
Choose any of the following:-			ELGN212	E	16	ELZN312	E	12	ELGN412	E	12
ELZN112	E	16				ELGN312	E	12	Choose any of the following:-		
ELGN112	E	16							EESS412	E	08
									EESC412	E	08
									EESH412	E	08
									EESG412	E	08
<b>Total 2<sup>nd</sup> semester</b>		<b>56</b>	<b>Total 2<sup>nd</sup></b>		<b>40</b>	<b>Total 2<sup>nd</sup></b>		<b>40</b>	<b>Total 2<sup>nd</sup></b>		<b>36</b>
<b>Year Modules</b>											
<b>Year Level 1</b>			<b>Year level 2</b>			<b>Year level 3</b>			<b>Year level 4</b>		
ETSE100	C	16	ETSE200		32	ETSE300		32	ETSE400		32
<b>Year module credits</b>		<b>16</b>	<b>Year module</b>		<b>32</b>	<b>Year module</b>		<b>32</b>	<b>Year module</b>		<b>32</b>
<b>Total year level 1</b>		<b>128</b>	<b>Total year level</b>		<b>112</b>	<b>Total year level</b>		<b>120</b>	<b>Total year</b>		<b>112</b>
<b>Total credits for the curriculum</b>											<b>472</b>

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

**FED.13.2.5.3. MODULE CONTENT AND OUTCOMES FOR EBDIS5**

<b>INTERMEDIATE AND SENIOR PHASE: EMS AND LANGUAGE EDUCATION– SEMESTER COURSES</b>				
<b>Module code:-</b>	<b>Semester 1: ESML111</b>	<b>NQF level:</b>	<b>Semester 2: ESML112</b>	<b>NQF level:</b>
<b>Title:</b> Mathematical Literacy 1A			<b>Title:</b> Mathematical Literacy 2B	
<b>Content:</b> Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae			<b>Content:</b> Fractions, decimals, percentages, positive exponents and roots, associative, commutative and distributive laws, the concepts of rate, ratio, direct proportion and inverse proportion, simple formulae	
<b>Module Outcomes:</b> To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.			<b>Module Outcomes:</b> To develop in students the basic mathematical literacy competencies with a view to helping the students use such competencies in contexts encountered in other disciplines.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Continuous assessment through tests and assignments and a final examination at the end of the semester.			<b>Assessment modes:</b> Continuous assessment through tests and assignments and a final examination at the end of the semester.	
<b>Module code:-</b>	<b>Semester 1: EESG111</b>	<b>NQF level:</b>	<b>Semester 2: ECHS112</b>	<b>NQF level:</b>
<b>Title:</b> Introduction to Geography			<b>Title:</b> Historical Studies	
<b>Content:</b> 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)			<b>Content:</b> <ul style="list-style-type: none"> <li>– The study of History within the Social Sciences</li> <li>– Current thinking and practice in Historical Studies</li> <li>– The Learning and scope of History</li> <li>– The importance of History as a discipline and its value as a school subject</li> <li>– The integration of knowledge, skills, values and attitudes in the teaching and learning of History in schools</li> <li>– Objectivity and subjectivity in the interpretation of Historical knowledge</li> <li>– Evidence and sources in the study of History</li> <li>– Local History and Historical Excursions</li> <li>– Selected themes from the Social Sciences(History) content</li> </ul>	

<b>Module outcomes:</b> To introduce students to the relationship between people, and between people and environment. It also equips students with basic insight underlying scientific principles and process of the world.			<b>Module outcomes:</b> <ul style="list-style-type: none"> <li>– To orientate students to history as a field of study and as a component of Social Sciences</li> <li>– To introduce students to the transformed vision for History teaching and learning in schools</li> </ul>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of:- <ul style="list-style-type: none"> <li>– Formative: 50%               <ul style="list-style-type: none"> <li>✓ Written academic assignment = 10%</li> <li>✓ Activities and Tasks = 10%</li> <li>✓ Project = 10%</li> <li>✓ Test = 20%</li> </ul> </li> <li>– Summative: 50% Written Examinations</li> </ul>	
<b>Module code:-</b>	<b>Semester 1: ELZN111</b>	<b>NQF level:</b>	<b>Semester 2: ELZN112</b>	<b>NQF level:</b>
<b>Title:</b> IsiZulu Language Education 1A			<b>Title:</b> IsiZulu Language Education 1A	
<b>Content:</b> The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.			<b>Content:</b> Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the essential literary term	
<b>Module Outcomes:</b> To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.			<b>Module Outcomes:</b> To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Continuous formative assessment through Participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	
<b>Module code:-</b>	<b>Semester 1: ELGN111</b>	<b>NQF level:</b>	<b>Semester 2: ELGN112</b>	<b>NQF level:</b>
<b>Title:</b> English Language Education 1A			<b>Title:</b> English Language Education 1A	
<b>Content:</b> The rules of Syntax, Morphology, Semantics and Phonology and their impact in the teaching of a language.			<b>Content:</b> Development of critical attitudes in student-educators through the acquisition of reading, viewing and thinking skills. Exposition to the study of prose, short stories, novels, formal essay and drama. Thorough grounding in the	

			essential literary term	
<b>Module Outcomes:</b> To equip student-educators with basic knowledge of General Linguistics with special reference to Syntax, Morphology, Semantics and Phonology.			<b>Module Outcomes:</b> To give students essential language skills that will enable them to critically interpret and analyze academic, literary and professional texts. To apply thinking and reasoning skills in language education.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November.	
<b>Module code:-</b>	<b>Semester 1: EESH211</b>	<b>NQF level:</b>	<b>Semester 2: EESG212</b>	<b>NQF level:</b>
<b>Title:</b> Development of Political Institutions			<b>Title:</b> Environmental Studies	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Orientation to module</li> <li>– Significant institutions within society</li> <li>– The Greek and Roman Political Experience</li> <li>– The early Stone and Iron Age societies in Southern Africa</li> <li>– Transition to Modern Age</li> <li>– Political Categories</li> <li>– Modern Political Developments</li> <li>– Political developments in South Africa</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– <b>Environmental education</b></li> <li>– Definitions, aims and goals of Environmental Education (EE)</li> <li>– EE as a response to the environmental crisis</li> <li>– History of EE at an international and local level</li> <li>– EE approaches and methods;</li> <li>– Learner support material development;</li> <li>– Practical project: Participatory environmental education</li> <li>– Environmental resources and environmental protection</li> <li>– What is a natural resource?</li> <li>– Mineral and energy resources</li> <li>– Settlement geography</li> <li>•Settlement patterns, including internal structures of settlements and location patterns in South Africa and elsewhere;</li> <li>•Factors affecting settlement patterns, including physical, environmental, social, political and economic</li> </ul>	
<b>Module outcomes:</b> To equip students with knowledge and analytical skills required in the study of the Development of Political Institutions. To introduce students to a variety of Political Institutions and their role in the development of communities and societies.			<b>Module outcomes:</b>  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.	

<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of			<b>Assessment modes:</b> This module is assessed by means of:- <ul style="list-style-type: none"> <li>– Written academic assignment= 5%</li> <li>– Oral presentation=5%</li> <li>– Task and activities=10%</li> <li>– Project=10%</li> <li>– Practical=10%</li> <li>– tests =20%</li> </ul>	
<b>Module code:-</b>	<b>Semester 1: ELZN211</b>	<b>NQF level:</b>	<b>Semester 2: ELZN212</b>	<b>NQF level:</b>
<b>Title:</b> IsiZulu Language Education 2A			<b>Title:</b> IsiZulu Language Education 2B	
<b>Content:</b> Development of listening and speaking skills. Understanding of types of spoken text: informative, persuasive, entertaining and instructive texts. Preparation for a speech delivering. Understanding the essentials of Communication process: message, its sender and its receiver.			<b>Content:</b> Creative writing. Dramatization of stories: play reading, script writing and poetry reading. Responding to films without words. Discussion of books. Understanding various types of stories: adventure, family, misery and historical stories. Understanding parts of a good story; plot, setting, characters, conflict, mood, theme and symbolism.	
<b>Module Outcomes:</b> To equip student-educators with essential skills for the identification and interpretation of spoken and written texts and speeches.			<b>Module Outcomes:</b> To enrich student educators with IsiZulu Language Competence, communication and thinking skills.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	
<b>Module code:-</b>	<b>Semester 1: ELGN211</b>	<b>NQF level:</b>	<b>Semester 2: ELGN212</b>	<b>NQF level:</b>
<b>Title:</b> English Language Education 2A			<b>Title:</b> English Language Education 2B	
<b>Content:</b> <ul style="list-style-type: none"> <li>– The principles of communication in the classroom.</li> <li>– Facilitating language learning in the classroom.</li> <li>– Developing listening to improve communicative competence.</li> <li>– Improving the speaking skill as a means of enhancing communicative competence.</li> <li>– Critical analysis of language: propaganda, cartoons, advertisements</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Introduction to literature studies.</li> <li>– Poetry</li> <li>– Novels</li> <li>– Short stories</li> </ul>	

<b>Module Outcomes:</b> To equip students with essential skills and knowledge in English Language Education so that they could apply these practically to the teaching-learning situation.			<b>Module Outcomes:</b> To provide students with skills and knowledge to analyze literary texts.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	
<b>Module code:-</b>	<b>Semester 1: EEMS311</b>	<b>NQF level:</b>	<b>Semester 2: EEMS312</b>	<b>NQF level:</b>
<b>Title:</b> Method of Social Sciences			<b>Title:</b> Method of Social Sciences	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Teaching skills in Social Sciences</li> <li>– Managing the Social Sciences classroom and able to conduct practical's</li> <li>– The relationship between the three stage of planning when developing Learning Programmes;</li> <li>– Teaching and learning strategies, methods and techniques;</li> <li>– Teaching and learning resources;</li> <li>– Effective lessons and activities to ensure learners participation;</li> <li>– Designing and presenting Social Sciences lessons;</li> <li>– Professional facilitation of Social Sciences (Geography section)</li> </ul>			<b>Content:</b> <ol style="list-style-type: none"> <li>1. Geography teaching and learning approaches</li> <li>2. Content breakdown for Geography in schools</li> <li>3. Assessment in Geography</li> <li>4. Subject Development</li> <li>5. Role of Geography in the new South Africa</li> </ol>	
<b>Module outcomes:</b> The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively in Social Sciences			<b>Module outcomes:</b> The aim of this module is to equip students with practical skills in teaching and knowledge to teach effectively in Social Sciences.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of This module will make use continuous as well as summative assessment to evaluate skills, knowledge and attitudes attained in class. One of the assessment tasks will involve the school-based evaluation where students will simulate and reflect on the teaching experiences. The following methods and strategies will be used assess for the achievement of intended competencies. <ul style="list-style-type: none"> <li>– Assignment,</li> <li>– project,</li> <li>– individual activities,</li> </ul>	

			<ul style="list-style-type: none"> <li>– presentation</li> <li>– Classroom presentation</li> <li>– examinations</li> </ul>	
<b>Module code:-</b>	<b>Semester 1: ELZN311</b>	<b>NQF level:</b>	<b>Semester 2: ELZN312</b>	<b>NQF level:</b>
<b>Title:</b> IsiZulu Language Method 3A			<b>Title:</b> IsiZulu Language Method 3B	
<p><b>Content:</b> Exploration of traditional teaching methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative teaching methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Exploration of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Preparation for a speech delivery. Application of these teaching methods in the micro- teaching laboratory. Design IsiZulu subject framework, work schedule and lesson plans.</p>			<p><b>Content:</b> Reviewing and reading/viewing and critical analysis of fiction (literacy narrative in prose or verse. Interpret and implement the national language curriculum policies relevant for IsiZulu additional language education. Selecting the relevant strategies, styles and approaches to IsiZulu additional language education. Language learning. Critical analysis of the language learning programs. IsiZulu writing, design and presenting skills</p>	
<p><b>Module Outcomes:</b> To empower student educators with the knowledge and skills of the relevant methods, principles, techniques approaches to teaching IsiZulu as a FAL (First additional language).</p>			<p><b>Module Outcomes:</b> To expose students to IsiZulu Additional language curricular knowledge, skills and values; and the relevant methods, principles, techniques and approaches to IsiZulu additional language education as a whole.</p>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time	
<p><b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.</p>			<p><b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in November</p>	
<b>Module code:-</b>	<b>Semester 1: ELGN311</b>	<b>NQF level:</b>	<b>Semester 2: ELGN312</b>	<b>NQF level:</b>
<b>Title:</b> English language Method 3A			<b>Title:</b> English Language Method 3B	
<p><b>Content:</b> Exploration of traditional methods together with their strength and weaknesses, e.g. Grammar Translation Method and Audio-lingual Method. Exploration of modern Communicative methods. Analyses of CAPS. Exploration of language teaching principles, techniques, style and approaches (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.</p>			<p><b>Content:</b> Application of traditional methods in simulated classroom environment. Application of modern Communicative methods. Application of CAPS in simulated classroom environment. Application and integration of language teaching principles, techniques, style and approaches (text-based, communicative and genre based). Intensive review of learning styles: visual, auditory, kinesthetic, tactile and aural and oral learning styles. Evaluation of lessons by peers. Advanced designing of lesson plans. Advanced designing of subject frameworks and work schedules.</p>	

<b>Module Outcomes:</b> To empower student educators with the knowledge and skills of the relevant methods, principles, techniques approaches to teaching English as a FAL (First additional language).			<b>Module Outcomes:</b> To enable the students to present effective lessons at schools or micro -teaching laboratory. To enable the student's educators to critique their peers- lessons and their own. To enable students to integrate various teaching methods techniques principles and approaches seamlessly in a lesson. Reviewing with the designing of subject framework, work schedule and lesson plans.		
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time		
<b>Assessment modes:</b> Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June			<b>Assessment modes:</b> Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		
<b>Module code:-</b>	<b>Semester 1: ELZN411</b>	<b>NQF level: 7</b>	<b>Semester 2: ELZN412</b>		<b>NQF level: 7</b>
<b>Title:</b> IsiZulu Language Education 4A			<b>Title:</b> IsiZulu Language Education 4B		
<b>Content:</b> Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of approaches to materials development. A critical review of the role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).			<b>Content:</b> Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of IsiZulu language. Use of IsiZulu language in communication.		
<b>Module Outcomes:</b> To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.			<b>Module Outcomes:</b> To enrich students with academic linguistic knowledge of IsiZulu and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the IsiZulu language		
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time		
<b>Assessment modes:</b> Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.			<b>Assessment modes:</b> Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.		
<b>Module code:-</b>	<b>Semester 1: ELGN411</b>	<b>NQF level:</b>	<b>Semester 2: ELGN412</b>		<b>NQF level:</b>
<b>Title:</b> English Language Education 4A			<b>Title:</b> English Language Education 4B		
<b>Content:</b> Theories of language acquisition versus theories of language learning. Exploration of the factors causing barriers to language learning. Evaluation of			<b>Content:</b> Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and		

approaches to materials development. A critical review of the role of culture in language learning. The role of personality in language learning (self-esteem, courage, risk-taking, anxiety and empathy).			figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.	
<b>Module Outcomes:</b> To expose Student educators to the psychology of language learning. To familiarize them with barriers to language learning and well as theories of language learning. To equip student educators with material development skills. Exploration of the importance of culture in language learning.			<b>Module Outcomes:</b> To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full time	
<b>Assessment modes:</b> Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June			<b>Assessment modes:</b> Evaluation of the quality of lessons presented. Continuous formative assessment through participation in class, assignments, and reflective writing; Summative assessment through examinations in June.	
<b>Module code:-</b>	<b>Semester 1: EESS411</b>	<b>NQF level:</b>	<b>Semester 2: EESS412</b>	<b>NQF level:</b>
<b>Title:</b> Human Rights Issues			<b>Title:</b> English Language Education 4B	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Universal declaration of human rights</li> <li>– Human rights issues in south Africa</li> <li>– Global human rights issues</li> <li>– Historical issues in the south African</li> </ul>			<b>Content:</b> Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.	
<b>Module outcomes:</b> This module is designed for student educators to enable them: <ul style="list-style-type: none"> <li>– To understand the challenges of Human Rights Issues internationally and locally</li> <li>– To demonstrate understanding of the skills and competencies required for successful teaching of history in intermediate and senior phase</li> <li>– To increase content knowledge of General and South African history.</li> </ul>			<b>Module outcomes:</b> To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b> 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.	
<b>Module code:-</b>	<b>Semester 1: EESC411</b>	<b>NQF level:</b>	<b>Semester 2: EESC412</b>	<b>NQF level:</b>
<b>Title:</b> Climatology			<b>Title:</b> Geomorphology	
<b>Content:</b> Climatology <ul style="list-style-type: none"> <li>– General atmospheric circulation.</li> <li>– Clouds and clouds formation;</li> <li>– Thermodynamics;</li> <li>– Atmospheric energy balance;</li> <li>– The general circulation of the southern hemisphere;</li> <li>– Atmospheric circulation and weather over Southern Africa;</li> <li>– Large weather-producing processes and systems;</li> <li>– Weather systems producing wet and dry spells;</li> <li>– Weather forecasting in Southern Africa.</li> </ul>			<b>Content:</b> Geomorphology <ul style="list-style-type: none"> <li>– Material of the earth's crust</li> <li>– The lithosphere and plate tectonics</li> <li>– Introduction: the significance of understanding soils</li> <li>– Soil Resources: <ul style="list-style-type: none"> <li>✓ Soil formation,</li> <li>✓ Soil properties,</li> <li>✓ Soil processes,</li> <li>✓ Soil classification,</li> <li>✓ South African Soils,</li> <li>✓ Soil erosion,</li> <li>✓ Soil conservation</li> </ul> </li> </ul>	
<b>Module outcomes:</b> To introduce students to the atmospheric circulation of the southern hemisphere particularly in Southern Africa. It offers a critical way of thinking about atmospheric processes, seasonal characteristics and weather forecasting.			<b>Module outcomes:</b> To equip students with competencies of understanding the interrelationships between human and their natural environment. It offers a critical way of thinking about atmospheric processes, geomorphology and hydrological processes.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1: EESH411</b>	<b>NQF level:</b>	<b>Semester 2: EESH412</b>	<b>NQF level:</b>
<b>Title:</b> the Changing World and Ideologies			<b>Title:</b> Heritage Studies	
<b>Content:</b> Orientation to the module  Some of the basic Historical concepts, orientations, ideologies etc. The Era of the French Revolution. The Industrial Revolution and the transformation of society. Colonization and imperialism - The Scramble for Africa.  World War I – Nationalist Tensions.  The Soviet Union. World War II.  The Global Age since 1945.			<b>Content:</b> Heritage Studies is an interdisciplinary field of study that takes a critical look at the way we preserve, present and participate in heritage. History and Heritage are interrelated; one cannot be perceived without the other.	
<b>Module outcomes:</b> 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			<b>Module outcomes:</b>	

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.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b>			<b>Assessment modes:</b>	
<b>Module code:-</b>	<b>Semester 1: EESG411</b>	<b>NQF level:</b>	<b>Semester 2: EESG412</b>	<b>NQF level:</b>
<b>Title:</b> English Language Education 4B			<b>Title:</b> English Language Education 4B	
<b>Content:</b> Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.			<b>Content:</b> Intensive review of simple, complex and compound sentences. Analysis of idiomatic expressions and figures of speech. Application of morphology, semantics, phonology and syntax in the teaching of English language. Use of English language in communication.	
<b>Module outcomes:</b> To enrich 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.			<b>Module outcomes:</b> To enrich students with academic linguistic knowledge of English and critical analytic skills of literally texts in education. To review intensively the linguistic patterns, principles and structures underpinning the English language.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> 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.			<b>Assessment modes:</b> 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.	

FED.13.3.  
FED.13.3.1

**FOUNDATION PHASE PROGRAMME PHASING OUT–EBEDEF  
MODULE LIST WITH NQF LEVELS, CREDITS AND PRE/CO REQUISITES**

<b>Bachelor of Education: Early Childhood Development and Foundation Phase</b>				
<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>	<b>Pre/Co requisite</b>
ELLL111	Academic Literacy 1A (Language)	08	5	NONE
EFIT111	Ideologies and trends in Education	08	6	NONE
ELLZ111	Language, Literacy & Communication 1A (HL isiZulu)	16	5	NONE
EEHS111	Human & Social Sciences 1A (History)	08	5	NONE
ESFN111	Numeracy, Natural Science, & Technology Education 1A	16	5	NONE
ESCL112	Academic Literacy 1B (Computer Literacy)	08	5	NONE
EPHA112	HIV/AIDS Education	08	6	NONE
ELLG112	Language, Literacy & Communication 1B (1st Add. Lang English)	16	5	NONE
EEHS112	Human & Social Sciences 1B (Geography)	08	5	NONE
ESFN112	Numeracy, Natural Science, & Technology 1B	16	5	NONE
EPDL211	Human Development and Learning	08	6	NONE
EFPL211	Foundation Phase Studies (Literacy 2A)	12	6	ELLZ111 or ELLG112 and ELLZ01A or ELLG01B
EFPN211	Foundation Phase Studies (Numeracy 2A)	12	6	ESFN111 or ESFN01A

				and ESFN112 or ESFN01B
EFPS211	Foundation Phase Studies 2A(Life 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)	12	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	NONE
ETSE200	School Experience 2	32	6	ETSE100
ETSE300	School Experience 3	32	7	ETSE200
ETSE400	School Experience 4	32	7	ETSE300

## FED.13.3.2

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

First semester			First semester			First semester			First semester		
Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr	Module code	Core/ Ancillary/	Cr
ELLL111	C	08	EPDL211	C	08	EALM311	C	08	EPIE411	C	08
EFIT111	C	08	EFPL211	C	12	ECAE311	C	08	ECTP411	C	16
ELLZ111	C	16	EFPN211	C	12	EFPL311	C	08	EFPL411	C	08
EEHS111	C	08	EFPS211	C	12	EFPN311	C	08	EFPN411	C	08
ESFN111	C	16				EFPS311	C	08	EFPS411	C	08
<b>Total 1st</b>		<b>56</b>	<b>Total 1st</b>		<b>44</b>	<b>Total 1st</b>		<b>40</b>	<b>Total 1st</b>		<b>48</b>
Year Level 1			Year level 2			Year level 3			Year level 4		
Second semester			Second semester			Second semester			Second semester		
Old Module	Core/	Cr	Old Module	Core/	Cr	Old Module	Core/	Cr	Old Module	Core/	Cr
ESCL112	C	08	ECTL212	C	08	EDSE312	C	08	EAMS412	C	08
EPHA112	C	08	EFPL212	C	12	EFMS312	C	08	EPRE412	C	08
ELLG112	C	16	EFPN212	C	12	EFPL312	C	08	EFPL412	C	08
EEHS112	C	08	EFPS212	C	12	EFPN312	C	08	EFPN412	C	08
ESFN112	C	16		C		EFPS312	C	08	EFPS412	C	08
<b>Total 2nd</b>		<b>56</b>	<b>Total 2nd</b>		<b>44</b>	<b>Total 2nd</b>		<b>40</b>	<b>Total 2nd</b>		<b>40</b>
Year Modules			Year Modules			Year Modules			Year Modules		
Year Level 1			Year level 2			Year level 3			Year level 4		
ETSE100	C	16	ETSE200		32	ETSE300		32	ETSE400		32
<b>Year module credits</b>		<b>16</b>	<b>Year module credits</b>		<b>32</b>	<b>Year module credits</b>		<b>32</b>	<b>Year module credits</b>		<b>32</b>
<b>Total year level 1</b>		<b>128</b>	<b>Total year level 2</b>		<b>120</b>	<b>Total year level 3</b>		<b>112</b>	<b>Total year level 4</b>		<b>120</b>
<b>Total credits for the curriculum</b>											

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

EARLY CHILDHOOD DEVELOPMENT AND FOUNDATION PHASE TEACHING - SEMESTER COURSES				
Module code:-	Semester 1: ELLZ111	NQF level: 5	Semester 2: ELLG112	NQF level: 5
<b>Title:</b> Language, Literacy and Communication 1A (HL IsiZulu)			<b>Title:</b> Language, Literacy and Communication 1B (1 <sup>st</sup> Add Language English)	
<b>Content:</b> Identifying and processing written and spoken/ speech sound of IsiZulu Language. Recognizing and handling IsiZulu morphemes. Defining and classifying IsiZulu words/lexis. IsiZulu sentence classification, construction and analysis. Classification of IsiZulu spoken and written discourse into texts and genres. Application of the NCS principles to IsiZulu language structure and use.			<b>Content:</b> Identify and process English written and spoken speech. Recognize and handle English morphemes. Define and classify English words/lexis. Classify and construct and analyse different kinds of sentences. Classify English discourses into texts and genres; and apply the NCS (National Curriculum Statement) principles to English language structures and use.	
<b>Module outcomes:</b>  This module aims to expose the student-educators to IsiZulu basic knowledge, skills and values that will enable them to facilitate their own academic learning and IsiZulu language education.			<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - with linguistic knowledge and communication skills that will enable them to, facilitate their own academic learning, and teach effectively in the Foundation Phase.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of formative group assessment through presentations and displays = 10%. Formative written academic essay(s) = 20%. Formative written test =20%. Summative formal written examination = 50%.			<b>Assessment modes:</b> This module is assessed by means of formative group assessment through presentations and displays = 10%. Formative written academic essay(s) = 20%. Formative written test =20%. Summative formal written examination = 50%.	
Module code:-	Semester1:EEHS111	NQF level: 5	Semester 2: EEHS112	NQF level: 5
<b>Title:</b> Human and Social Sciences 1A (History)			<b>Title:</b> Human And Social Sciences 1B (Geography)	
<b>Content:</b> Elements of history. History, empathy, facts, truth, and interpretation history as a science history and morality, objectivity and causation in history. Value history. Approached strategies. Cultures and economy. Stone age people. Retief Confrontation. Value of various source material.			<b>Content:</b> The nature and scope of school Geography. Effective Geography teaching. Basic principle of good Geography teaching and learning aids environment, teaching essential	

Project and assignments, essay writing. Local history, historical excursions and museum visits. Lesson planning, teaching, questioning in history			facts, note teaching and note making, worksheet, diagrams and sketches, outdoor experience, subject policies, daily plan evaluation and assessment.	
<b>Module outcomes:</b>  The module prepares the students to develop competencies to effectively teach history and be well grounded in knowledge, values, skills, principles, methods and procedures relevant to the discipline it shows the important role in the issues related to transformation within communities, social science involves the study of change and development in society, promoting the methodology in which skills, concept and attitudes play a dominant role.			<b>Module outcomes:</b>  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	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of formative group assessment through presentations and displays = 10%. Formative written academic essay(s) = 20%. Formative written test =20%. Summative formal written examination = 50%.			<b>Assessment modes:</b> This module is assessed by means of formative group assessment through presentations and displays = 10%. Formative written academic essay(s) = 20%. Formative written test =20%. Summative formal written examination = 50%.	
<b>Module code:-</b>	<b>Semester1:ESFN111</b>	<b>NQF level: 5</b>	<b>Semester 2: ESN112</b>	<b>NQF level: 5</b>
<b>Title:</b> Numeracy, Natural Sciences and Technology Education 1A			<b>Title:</b> Numeracy, Natural Sciences And Technology Education 1B	
<b>Content:</b> The content focus is on Numbers and number systems, Integers, Fractions, Percentage, Decimals, Exponents and the Cartesian plane			<b>Content:</b> The technological process as a problem-solving process. The integration of literacy in the technological process. Life Science concepts for Foundation Phase learners.	
<b>Module outcomes:</b>  The aim of this module is to provide a foundation of basic mathematics for Foundation Phase teacher educators in preparation for the topics covered in the Foundation Phase curriculum and also as background information to be applied in the Natural Science and Technology aspect of the module			<b>Module outcomes:</b>  This module is aimed at introducing Foundation phase student teachers to the science and technological process, with a focus on the integration of literacy, numeracy, creativity and science concepts within a problem-based context which is solved by following the technological process. A project approach is taken to solve the problem and the solution is communicated in a design folio which incorporates aspects of graphic communication	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	

<b>Assessment modes:</b> This module is assessed by means of continuous assessment includes a test, assignment and an exam which will be written at the end of the semester			<b>Assessment modes:</b> This module is assessed by means of continuous formative assessment through online activities which provide instantaneous feedback. These online assessment tasks are counted as a small percentage of the CASS mark. Summative assessment includes an individual test and a design folio completed as a group.	
<b>Module code:-</b>	<b>Semester 1: EFPL211</b>	<b>NQF level: 6</b>	<b>Semester 2: EFPL212</b>	<b>NQF level: 6</b>
<b>Title: : Foundation Phase Studies (Literacy 2A)</b>			<b>Title:</b> Foundation Phase Studies (Literacy 2B)	
<b>Content: -</b> <ul style="list-style-type: none"> <li>– Reading, viewing, and thinking skills</li> <li>– Reading/ viewing and critically analysing fiction</li> <li>– (Literary narrative in prose or verse</li> <li>– Interpreting and employing approaches to prose, short story, essay formal and informal essay, novel, poetry and drama study</li> <li>– Diction</li> <li>– Reading/ viewing and critically analysing non-fiction</li> <li>– Traditional Literature</li> <li>– Unpacking the Curriculum</li> <li>– Planning and lesson design</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Introduction to Literature</li> <li>– Analysing Prose: a short story/Novel/Riddles, Rhymes, Songs</li> <li>– Analysing Drama/Play</li> <li>– Analysing Poetry</li> <li>– Concept to be mastered in Literature</li> <li>– Developing resources</li> </ul>	
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - with isiZulu reading, viewing, thinking skills and values that with enable them to interpret, employ approaches to literary text analysis and criticism.			<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - with English reading, viewing, thinking skills and values that will enable them to facilitate their own English academic learning and home language education.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> 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.			<b>Assessment modes:</b> 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:EFPN211	NQF level: 6	Semester 2: EFPN212	NQF level: 6
<b>Title:</b> Foundation Phase Studies (Numeracy 2A)			<b>Title:</b> Foundation Phase Studies(Numeracy 2B)	
<b>Content:</b> Developing numeracy, emergent numeracy, theories underpinning the teaching of Numeracy, The notion of different kinds of knowledge, the notion of mathematical proficiency, the associated sequence of teaching activities, play as a strategy to teach mathematics, the role of problem solving, organizing the numeracy classroom			<b>Content:</b> Number operations and relationships, rational counting activities, developing a strong sense of number, representation of numbers through symbols and the interpretation of symbols, patterns, unpacking the mathematics Curriculum (CAPS), planning, developing resources, assessment in mathematics (number operations, relationships, patterns).	
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - easy grasping of strategies of teaching numeracy to young children. Students will also be introduced to methods of organizing a numeracy classroom.			<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - content needed to teach numeracy. Students will be introduced to planning presentation and assessing learners in numeracy.	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
<b>Assessment modes:</b> 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.			<b>Assessment modes:</b> 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:EFPS211	NQF level: 6	Semester 2: EFPS212	NQF level: 6
<b>Title:</b> Foundation Phase Studies 2A (Life Skills)			<b>Title:</b> Foundation Phase Studies 2B (Life Skills)	
<b>Content:</b> Matter and materials. Planet earth and beyond. Scientific and technological process skills. The process of enquiry. Unpacking the curriculum (CAPS), planning and design of lessons, developing resources, and assessing science and technology in the foundation			<b>Content:</b> <u>Personal and social well-being</u> , personal development, social development, social health, emotional health, relationships with other people and environment including values and attitudes, health and safety, violence, abuse and environmental health, nutrition, communicable diseases, unpacking the curriculum (CAPS), developing resources, assessment.	
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - with basic knowledge and			<b>Module outcomes:</b>  By the end of the module, students should be equipped with: -	

methodology for life skills in the foundation phase. Some science content knowledge as well as science and technology process skills will be developed, as well as teaching, planning and assessment of science and technology in the foundation phase.			understanding of personal and social problems and the impact these issues have in the lives of individuals.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of continuous formative assessment through online activities which provide instantaneous feedback. These online assessment tasks are counted as a small percentage of the CASS mark. Summative assessment includes an individual test and an inquiry-based lesson plan as a group (This lesson planning assignment is linked to the second year teaching practice module).			<b>Assessment modes:</b> 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.	
<b>Module code:-</b>	<b>Semester 1: EFPL311</b>	<b>NQF level: 6</b>	<b>Semester 2: EFPL312</b>	<b>NQF level: 7</b>
<b>Title:</b> Foundation Phase Studies (Literacy 3A)			<b>Title:</b> Foundation Phase Studies (Literacy 3B)	
<b>Content:</b> Reading and viewing, views on reading readiness programme, Behaviourist and Psycholinguistic, views, reading methods and approaches, balanced reading approaches, arranging a reading corner, unpacking the Curriculum, planning and lesson design, assessment of reading and viewing, parental involvement in the teaching of reading			<b>Content:</b> Writing, developing writing, types of text, assessing writing, handwriting, the development of writing, approaches to the teaching of handwriting, unpacking the curriculum, planning and lesson design, assessing of writing and handwriting.	
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - knowledge of curriculum policy. Students will learn to teach reading and phonic, different approaches to teach reading as well as planning presenting and assessing learners in the Foundation phase.			<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - writing and handwriting skills and also empower them with the strategies of teaching and assessing these skills to young learners	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> 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.			<b>Assessment modes:</b> 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.	
<b>Module code:-</b>	<b>Semester1: EFPN311</b>	<b>NQF level: 6</b>	<b>Semester 2: EFPN312</b>	<b>NQF level: 7</b>

<b>Title:</b> Foundation Phase Studies (Numeracy 3B)			<b>Title:</b> Foundation Phase Studies (Numeracy 3B)		
<b>Content:</b> Space and shape (Geometry), the van Hiele levels of geometric reasoning and related teaching, language in the teaching of Mathematics, integrating Mathematics with Language and Life Skills, unpacking the mathematics Curriculum (CAPS), planning, developing resources, assessment in mathematics.			<b>Content:</b> Measurement, unpacking the mathematics Curriculum (CAPS) (Measurement), planning, developing resources, assessing measurement.		
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - understanding of geometry and the teaching of geometric concepts and to enable the cross-curricular integration of mathematics through working with contexts.			<b>Module outcomes:</b>  By the end of the module, students will be able to develop content knowledge of the concept of measurement to be used as the foundation upon which pedagogical content knowledge will be built.		
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>		
<b>Assessment modes:</b> 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.			<b>Assessment modes:</b> 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.		
<b>Module code:-</b>	<b>Semester1:EFPS311</b>	<b>NQF level: 6</b>	<b>Semester 2: EFPS312</b>	<b>NQF level: 7</b>	
<b>Title:</b> Foundation Phase Studies (Life Skills 3)			<b>Title:</b> Foundation Phase Studies (Life Skills 3)		
<b>Content:</b> Beginning knowledge. Personal and social well-being. Creative arts. Principles, strategies and assessment. Unpacking the curriculum (CAPS) planning, assessment, resource development in Life Skills.			<b>Content:</b> Physical education. Encouraging motor development. Goal motor of physical development programs. Gross motor development in early childhood. Standards for physical education. Physical education activities. Skill activities. Health nutrition and safety education. Substance abuse and HIV/AIDS nutrition education. Integration physical education with other subject. Planning lesson teaching learning assessment.		
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - the ability to critically analyse the concepts of Life Skills within the context of early childhood development, developing students' cognitive abilities professionally. To demonstrate knowledge and understanding of planning			<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - the base content knowledge to be physical education to foundation phase learners as well as teaching		

teaching and assessing the components of Life Skills education.			strategies, planning, presentation and assessment skills.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> 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			<b>Assessment modes:</b> 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	
<b>Module code:-</b>	<b>Semester1:EFPN411</b>	<b>NQF level: 7</b>	<b>Semester 2: EFPN412</b>	<b>NQF level: 7</b>
<b>Title:</b> Foundation Phase Studies (Numeracy 4A)			<b>Title:</b> Foundation Phase Studies (Numeracy 4B)	
<b>Content:</b> Science concept development in an integrated STEM lesson. Measurement, Data handling. Unpacking the mathematics Curriculum (CAPS), planning and designing of lesson plan, developing resources, and assessment of measurement, and data handling in the foundation phase.			<b>Content:</b> Mathematics and Research, challenges in the teaching of numeracy, attributes of a good numeracy teacher, recording of numeracy activities.	
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - knowledge and skills for the teaching of mathematics focusing on measurement, data handling and basic statistics in an integrated STEM approach.			<b>Module outcomes:</b> 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.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> 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			<b>Assessment modes:</b> This module is assessed by means of examination,.	
<b>Module code:-</b>	<b>Semester 1: EFPL411</b>	<b>NQF level: 7</b>	<b>Semester 2: EFPL412</b>	<b>NQF level: 7</b>
<b>Title:</b> Foundation Phase Studies (Literacy 4A)			<b>Title:</b> Foundation Phase Studies (Literacy 4B)	
<b>Content:</b> <ul style="list-style-type: none"> <li>Foundation of Language Teaching</li> <li>Language knowledge (Linguistics as a scientific study of the language)</li> <li>Description of Language as a system for</li> </ul>			<b>Content:</b> <p>Phonics, language structure and use, children literature, language and research, dealing with linguistic diversity in the Foundation Phase, Language in Education Policy.</p>	

human communication) – 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.				
<b>Module outcomes:</b>  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.			<b>Module outcomes:</b>  By the end of the module, students should be able to: mediate learning through the correct usage of grammar. Students will be developed in selecting literature that is age appropriate and will also prepare them teach literature to Foundation Phase learners.	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> 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.			<b>Assessment modes:</b> 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.	
<b>Module code:-</b>	<b>Semester1:EFPS411</b>	<b>NQF level: 7</b>	<b>Semester 2: EFPS412</b>	<b>NQF level: 7</b>
<b>Title:</b> Foundation Phase Studies (Life Skills 4A )			<b>Title:</b> Foundation Phase Studies (Life Skills 4B)	
<b>Content:</b> Teaching mathematics and languages in the context of life skills, Thematic approach, creating free play tables in the classroom, organizing a theme table, resource development, Management of HIV/AIDS in the Foundation Phase, Life skills and HIV/AIDS, Sexuality education in the Foundation Phase, Health Promoting Schools (HPS).			<b>Content:</b> Principles that inform the teaching of physical education in the foundation phase. Planning a lesson for physical education in the foundation phase. Making equipment from waste. Human muscle and skeletal system. Practical component.	
<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - ability on using integrated			<b>Module outcomes:</b>  By the end of the module, students should be equipped with: - physical education for the foundation phase.	

teaching using a thematic approach to teach Mathematics and Languages	
<b>Method of delivery:</b> Full Time	<b>Method of delivery:</b> Full Time
<b>Assessment modes:</b> 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.	<b>Assessment modes:</b> 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.

EARLY CHILDHOOD DEVELOPMENT AND FOUNDATION PHASE - YEAR COURSES		
<b>Module code:-</b>	<b>Year Level 1: ETSE100</b>	<b>NQF level: 5</b>
<b>Title:</b> School Experience 1		
<b>Content:</b> Learning from practice (observation and simulated classroom practice/ lesson demonstrations) (Practical and subject pedagogical knowledge).		
<b>Module outcomes:</b> This module aims to expose students to the school experience from the perspective of a teacher, in the care of a school mentor		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> 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		
<b>Module code:-</b>	<b>Year Level: ETSE200</b>	<b>NQF level: 6</b>
<b>Title:</b> School Experience 2		
<b>Content:</b> 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).		
<b>Module outcomes:</b>  The purpose of this module is to give students the opportunity to critical observe and creatively reflect on the school experience.		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> In their 2 <sup>nd</sup> year, B Ed students undergo home school based professional practicum for 2 weeks in the first semester, and for 1 week in the second semester during the recess week. A school Observation Journal, with a collection of assignments and practical activities will be used as an observation instrument. Reflections on themes/presentations based on the students' observation experiences are made as well as reflective essays written on observed experiences. The focus is on how to improve the observed experiences for future implementation		
<b>Module code:-</b>	<b>Year Level 3: ETSE300</b>	<b>NQF level: 7</b>
<b>Title:</b> School Experience 3		
<b>Content:</b> Work Integrated Learning. Conducting of all classroom activities in addition to teaching of lessons from two subjects school -based (practical and subject content pedagogical knowledge).Students will be able to plan, prepare and implement a lesson, learning from and through experience.		
<b>Module outcomes:</b>  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.		
<b>Method of delivery:</b> Full Time		

<b>Assessment modes:</b> 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		
<b>Module code:-</b>	<b>Year Level 4: ETSE400</b>	<b>NQF level: 7</b>
<b>Title :</b> School Experience 4		
<b>Content:</b> 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).		
<b>Module outcomes:</b>		
The aim is to let the student develop and produce a high quality action research based portfolios of evidence		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of a portfolio based on a Teaching and Learning Committee –approved framework linking theory and experiences, formative assessment principles, rubric-assessed, submitted before the end of October and externally examined.		

FED.13.5

TABLE BELOW SHOWS THE LIST OF EBEDEF AND EBDIS COMMON MODULES IN THE FACULTY

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.14. POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)**

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

#### **FED.14.1. NATURE AND AIMS OF THE PGCE**

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

#### **FED.14.2. DURATION OF STUDIES**

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

#### **FED.14.3. METHOD OF DELIVERY**

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

#### **FED.14.4. ADMISSION REQUIREMENTS**

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

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

FED.15.

**QUALIFICATION NAME: POST GRADUATE CERTIFICATE IN EDUCATION.**

FED.15.1.

**EPGFT1 (FET) AND EPGFS2 (SP & FET)**

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

<b>Electives Modules for EPGFT1 and EPGSF2</b>				
<b>Old Module code</b>	<b>New Module code</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>
EMAC101	3MAC101	Accounting Education A (FETT)	10	7
EMAC 102	3MAC 102	Accounting Education B(FETT)	10	7
EMAF101	3MAF101	Afrikaans Language Education A(FETT)	10	7
EMAF102	3MAF102	Afrikaans Language Education B(FETT)	10	7
EMBS101	3MBS101	Business Studies Education A (FETT)	10	7
EMBS102	3MBS102	Business Studies Education B (FETT)	10	7
EMCS101	3MCS101	Computer Application Technology Education A (FETT)	10	7
EMCS102	3MCS102	Computer Application 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 1 <sup>st</sup> Additional Language Education A(FETT)	10	7
EMEF102	3MEF102	English 1 <sup>st</sup> 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 1 <sup>st</sup> Additional Language Education A(FETT)	10	7
EMZA102	3MZA102	IsiZulu 1 <sup>st</sup> 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 1 <sup>st</sup> Additional Language Education A(SP)	10	7
EMEG102	3MEG102	English 1 <sup>st</sup> Additional Language Education B(SP)	10	7
EMHS101	3MHS101	Social Sciences Education A(SP)	10	7
EMHS102	3MHS102	Social Sciences Education B(SP)	10	7
EMZH101	3MZH101	IsiZulu Home Language Education A(SP)	10	7

EMZH102	3MZH102	IsiZulu Home Language Education B(SP)	10	7
EMZF101	3MZF101	IsiZulu 1 <sup>st</sup> Additional Language Education A(SP)	10	7
EMZF102	3MZF102	IsiZulu 1 <sup>st</sup> 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
<b>Compulsory modules for EPGFT1 and EPGSF2</b>				
<b>Old Module code</b>	<b>New Module code</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>
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	3LTL100	English Language for Teaching and Learning	8	5

EGPE101	3GPE101	General Pedagogy A(Teaching, Learning and Assessment)	8	7
<b>Teaching Practice Modules for EPGFT1 and EPGSF2</b>				
Old Module code	New Module code	Descriptive name	Credits	NQFL
EPSE101	3PSE101	School Experience A	8	7
EPSE102	3PSE102	School Experience B	24	7

FED.15.1.2.

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

ELECTIVES MODULES				
Module code:-	Semester 1: EMAC101 3MAC101	NQF level: 6	Semester 2: EMAC102 3MAC 102	NQF level: 6
<b>Title:</b>			<b>Title: Accounting Education A (FET)</b>	
<ol style="list-style-type: none"> <li>1. Management of Accounting teaching and learning in school <ul style="list-style-type: none"> <li>– Use elementary statistical information to manage teaching, learning and assessment activities</li> </ul> </li> <li>2. Curriculum differentiation and adaptive teaching in Accounting <ul style="list-style-type: none"> <li>– Barriers to learning and development</li> <li>– Designing differentiated learning activities</li> </ul> </li> <li>3. Classroom research in Accounting <ul style="list-style-type: none"> <li>– Use Action research in Accounting</li> <li>– Use of research literature to improve classroom practice</li> </ul> </li> <li>4. Develop pedagogical content knowledge in Accounting</li> </ol> <p>Epistemology</p> <ol style="list-style-type: none"> <li>5. Pre-conceptions in Accounting <ul style="list-style-type: none"> <li>– Identify pre-conceptions</li> <li>– Address learners' pre- conceptions</li> </ul> </li> <li>6. Critique curriculum policies in Accounting <ul style="list-style-type: none"> <li>– Principles underpinning and guiding the curriculum</li> <li>– Opportunities for linking teaching, learning, assessment and reflection</li> <li>– Opportunities the curriculum offers for continuity beyond their phase</li> <li>– How well the curriculum caters for inclusion of children from culturally and linguistically</li> </ul> </li> </ol>			<p><b>Content:</b> 1. Foundations of teaching and learning in Accounting</p> <ul style="list-style-type: none"> <li>– History of Accounting teaching and learning</li> </ul> <ol style="list-style-type: none"> <li>2. Accounting Education policy documents <ul style="list-style-type: none"> <li>– Subject policy documents</li> </ul> </li> <li>3. Teaching and learning strategies in Accounting <ul style="list-style-type: none"> <li>– Teaching and Learning theories</li> <li>– Teaching and learning strategies</li> </ul> </li> <li>4. Assessment in Accounting <ul style="list-style-type: none"> <li>– Assessment strategies</li> </ul> </li> <li>5. Lesson design in Accounting <ul style="list-style-type: none"> <li>– Lesson design</li> </ul> </li> <li>6. Learning and Teaching Support Materials in Accounting</li> </ol>	

<div>diverse backgrounds with different learning needs Critique</div> <ul style="list-style-type: none"> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>				
<b>Module outcomes:</b>  On successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in Accounting.</li> <li>Demonstrate knowledge and understanding of the relevant policies in Accounting teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Accounting.</li> <li>Design appropriate lesson plans in Accounting taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Accounting.</li> <li>Design, select and adapt appropriate teaching and learning support materials for Accounting</li> </ul>			<b>Module outcomes:</b>  On successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in Accounting.</li> <li>Demonstrate knowledge and understanding of the relevant policies in Accounting teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Accounting.</li> <li>Design appropriate lesson plans in Accounting taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Accounting.</li> <li>Design, select and adapt appropriate teaching and learning support materials for Accounting.</li> </ul>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1:</b> <b>EMAF101 3MAF101</b>	<b>NQF level: 5</b>	<b>Semester 2:</b> <b>EMAF102 3MAF102</b>	<b>NQF level: 5</b>
<b>Title:</b> Afrikaans Language Education A			<b>Title:</b> Afrikaans Language Education B	
<b>Content:</b>  1. Foundations of teaching and learning in Afrikaans <ul style="list-style-type: none"> <li>History of Afrikaans teaching and learning</li> </ul> 2. Afrikaans Language Education policy documents <ul style="list-style-type: none"> <li>- Subject policy documents</li> </ul> 3. Teaching and learning strategies in Afrikaans <ul style="list-style-type: none"> <li>- Teaching and Learning theories</li> </ul>			<b>Content:</b>  1. Management of Afrikaans teaching and learning in school <ul style="list-style-type: none"> <li>- Use elementary statistical information to manage teaching, learning and assessment activities</li> </ul> 2. Curriculum differentiation and adaptive teaching in Afrikaans <ul style="list-style-type: none"> <li>- Barriers to learning and development</li> <li>- Designing differentiated learning activities</li> </ul>	

<ul style="list-style-type: none"> <li>- Teaching and learning strategies</li> <li>4. Assessment in Afrikaans Language</li> <li>- Assessment strategies</li> <li>5. Lesson design in Afrikaans</li> <li>- Lesson design</li> <li>6. Learning and Teaching Support Materials</li> </ul>	<p>3. Classroom research in Afrikaans</p> <ul style="list-style-type: none"> <li>- Use Action research in Afrikaans</li> <li>- Use of research literature to improve classroom practice</li> <li>- Develop pedagogical content knowledge in Afrikaans</li> <li>- Epistemology</li> </ul> <p>5. Pre-conceptions in Afrikaans</p> <ul style="list-style-type: none"> <li>- Identify pre-conceptions</li> <li>- Address learners' pre- conceptions</li> </ul> <p>6. Critique curriculum policies in Afrikaans</p> <ul style="list-style-type: none"> <li>- Principles underpinning and guiding the curriculum</li> <li>- Opportunities for linking teaching, learning, assessment and reflection</li> <li>- Opportunities the curriculum offers for continuity beyond their phase</li> <li>- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> <li>- Critique</li> <li>- Principles underpinning and guiding the curriculum</li> <li>- Opportunities for linking teaching, learning, assessment and reflection</li> <li>- Opportunities the curriculum offers for continuity beyond their phase</li> <li>- How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>
<p><b>Module outcomes: Module Outcomes</b></p> <p>On successful completion of the module, students will be able to...</p> <ul style="list-style-type: none"> <li>- Demonstrate knowledge and understanding of the foundations of teaching and learning in Afrikaans.</li> <li>- Demonstrate knowledge and understanding of the relevant policies in Afrikaans teaching and learning.</li> <li>- Select and use appropriate strategies, methods and techniques in the teaching and learning of Afrikaans</li> <li>- Design appropriate lesson plans in Afrikaans taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>- Design appropriate assessment strategies in Afrikaans.</li> <li>- Design, select and adapt appropriate teaching and learning support materials for Afrikaans</li> </ul>	<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>- Use elementary statistical information to manage teaching, learning and assessment in Afrikaans.</li> <li>- Demonstrate competence in assessing and monitoring learner progress and achievement in Afrikaans.</li> <li>- Use the results of assessment to improve teaching and learning of Afrikaans.</li> <li>- Adapt lessons and assessment tasks to accommodate learners with different learning problems in Afrikaans.</li> <li>- Demonstrate competence to learn from available research in order to improve teaching in the Afrikaans classroom and to enhance his/her own academic learning.</li> <li>- Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Afrikaans.</li> </ul>

			– Evaluate curriculum policies in Afrikaans.	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
<b>Assessment modes: This module is assessed by means of examination.....</b>			<b>Assessment modes: This module is assessed by means of examination.....</b>	
<b>Module code:-</b>	<b>Semester 1: EMBS101 3MBS101</b>	<b>NQF level: 7</b>	<b>Semester 2: EMBS102 3MBS102</b>	<b>NQF level: 7</b>
<b>Title: Business Studies Education A</b>			<b>Title: Business Studies Education B</b>	
<b>Content:</b>  1. Foundations of teaching and learning in Business Studies  History of Business Studies teaching and learning  2. Business Studies Education policy documents  Subject policy documents  3. Teaching and learning strategies in Business Studies  Teaching and Learning theories  Teaching and learning strategies  4. Assessment in Business Studies  Assessment strategies  5. Lesson design in Business Studies  Lesson design  6. Learning and Teaching Support Materials in Business Studies			<b>Content:</b>  1. Management of Business Studies teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in Business Studies  Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Business Studies  Use Action research in Business Studies Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge in Business Studies  Epistemology 5. Pre-conceptions in Business Studies  Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in Business Studies  Principles underpinning and guiding the curriculum Opportunities for linking teaching, learning, assessment and reflection <ul style="list-style-type: none"> <li>• Opportunities the curriculum offers for continuity beyond their phase</li> <li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>• Principles underpinning and guiding the curriculum</li> <li>• Opportunities for linking teaching, learning, assessment and reflection</li> <li>• Opportunities the curriculum offers for continuity beyond their phase</li> <li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>	

<b>Module outcomes:</b>  On successful completion of the module, students will be able to... <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of the foundations of teaching and learning in Business Studies.</li> <li>– Demonstrate knowledge and understanding of the relevant policies in Business Studies teaching and learning.</li> <li>– Select and use appropriate strategies, methods and techniques in the teaching and learning of Business Studies</li> <li>– Design appropriate lesson plans in Business Studies taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>– Design appropriate assessment strategies in Business Studies.</li> <li>– Design, select and adapt appropriate teaching and learning support materials for Business Studies.</li> </ul>			<b>Module outcomes:</b>  On successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>• Use elementary statistical information to manage teaching, learning and assessment in Business Studies.</li> <li>• Demonstrate competence in assessing and monitoring learner progress and achievement in Business Studies.</li> <li>• Use the results of assessment to improve teaching and learning of in Business Studies.</li> <li>• Adapt lessons and assessment tasks to accommodate learners with different learning problems in Business Studies.</li> <li>• Demonstrate competence to learn from available research in order to improve teaching in the Business Studies classroom and to enhance his/her own academic learning.</li> <li>• Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Business Studies.</li> <li>• Evaluate curriculum policies in Business Studies.</li> </ul>		
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>		
<b>Assessment modes: This module is assessed by means of examination.....</b>			<b>Assessment modes: This module is assessed by means of examination.....</b>		
<b>Module code:-</b>	<b>Semester 1: EMCS101 3MCS101</b>	<b>NQF level: 6</b>	<b>Semester 2: EMCS102 3MCS102</b>	<b>NQF level: 6</b>	
<b>Title: Computer Application Technology Education A</b>			<b>Title: Computer Application Technology Education (CAT) B</b>		
<b>Content:</b>  1. Foundations of teaching and learning in Computer Application Technology  History of Computer Application Technology teaching and learning  2. Computer Application Technology policy documents  Subject policy documents  3. Teaching and learning strategies in Computer Application Technology  Teaching and Learning theories  Teaching and learning strategies  4. Assessment in Computer Application Technology			<b>Content:</b>  1. Management of CAT teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in CAT  Barriers to learning and development Designing differentiated learning activities 3. Classroom research in CAT  Use Action research in CAT Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge Epistemology  5. Pre-conceptions  Identify pre-conceptions		

<p>Assessment strategies</p> <p>5. Lesson design in Computer Application Technology</p> <p><b>Lesson design</b></p> <p>6. Learning and Teaching Support Materials</p>	<p>Address learners' pre- conceptions</p> <p>6. Critique curriculum policies</p> <ul style="list-style-type: none"> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> <li>Critique</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to...</p> <p>Demonstrate knowledge and understanding of the foundations of teaching and learning in Computer Application Technology.</p> <p>Demonstrate knowledge and understanding of the relevant policies in Computer Application Technology teaching and learning.</p> <p>Select and use appropriate strategies, methods and techniques in the teaching and learning of Computer Application Technology</p> <p>Design appropriate lesson plans in Computer Application Technology taking into account theories of teaching, learning, child development and curriculum needs.</p> <p>Design appropriate assessment strategies in Computer Application Technology.</p> <p>Design, select and adapt appropriate teaching and learning support materials for Computer Application Technology.</p>	<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>Use elementary statistical information to manage teaching, learning and assessment in Computer Application Technology.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Computer Application Technology.</li> <li>Use the results of assessment to improve teaching and learning of in Computer Application Technology. Adapt lessons and assessment tasks to accommodate learners with different learning problems in Computer Application Technology.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the Computer Application Technology classroom and to enhance his/her own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Computer Application Technology. Evaluate curriculum policies in Computer Application Technology.</li> </ul>
<p><b>Method of delivery: Full Time</b></p>	<p><b>Method of delivery: Full Time</b></p>

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)		
<b>Content:</b>  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  Assessment in Economics  Assessment strategies  5. Lesson design in Economics  Lesson design  6. Learning and Teaching Support Materials in Economics			<b>Content:</b>  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  5. 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:			Module outcomes:		

<p>On successful completion of the module, students will be able to...</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the foundations of teaching and learning in Economics.</li> <li>• Demonstrate knowledge and understanding of the relevant policies in Economics teaching and learning.</li> <li>• Select and use appropriate strategies, methods and techniques in the teaching and learning of Economics.</li> <li>• Design appropriate lesson plans in Economics taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>• Design appropriate assessment strategies in Economics.</li> <li>• Design, select and adapt appropriate teaching and learning support materials for Economics,</li> </ul>			<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use elementary statistical information to manage teaching, learning and assessment in Economics.</li> <li>• Demonstrate competence in assessing and monitoring learner progress and achievement in Economics.</li> <li>• Use the results of assessment to improve teaching and learning of in Economics.</li> <li>• Adapt lessons and assessment tasks to accommodate learners with different learning problems in Economics.</li> <li>• Demonstrate competence to learn from available research in order to improve teaching <b>in the in</b> Economics classroom and to enhance his/her own academic learning.</li> <li>• Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Economics.</li> <li>• Evaluate curriculum policies in Economics.</li> </ul>		
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>		
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Semester 1:</b> <b>EMGD101 3MGD101</b>	<b>NQF level: 6</b>	<b>Semester 2:</b> <b>EMGD102 3MGD102</b>	<b>NQF level: 6</b>	
<b>Title: Engineering Graphic Design Education A (FET)</b>			<b>Title: Engineering Graphic Design Education B EGD (FET)</b>		
<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>1. Foundations of teaching and learning in EGD History of EGD teaching and learning</li> <li>2. EGD Education policy documents Subject policy documents</li> <li>3. Teaching and learning strategies in EGD Teaching and Learning theories Teaching and learning strategies</li> <li>4. Assessment in EGD Assessment strategies</li> <li>5. Lesson design in EGD Lesson design</li> </ol>			<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>1. Management of EGD teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>2. Curriculum differentiation and adaptive teaching in EGD Barriers to learning and development Designing differentiated learning activities</li> <li>3. Classroom research in EGD Use Action research in EGD Use of research literature to improve classroom practice</li> <li>4. Develop pedagogical content knowledge in EGD</li> <li>Epistemology</li> <li>5. Pre-conceptions in EGD</li> </ol>		

6. Learning and Teaching Support Materials in EGD			Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in EGD <ul style="list-style-type: none"> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically <b>diverse backgrounds with different learning needs</b></li> </ul>		
<b>Module outcomes:</b>  On successful completion of the module, students will be able to... <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in Engineering Graphic Design.</li> <li>Demonstrate knowledge and understanding of the relevant policies in Engineering Graphic Design teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Engineering Graphic Design.</li> <li>Design appropriate lesson plans in Engineering Graphic Design taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Engineering Graphic Design.</li> <li>Design, select and adapt appropriate teaching and learning support materials for Engineering Graphic Design.</li> </ul>			<b>Module outcomes:</b>  On successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>Use elementary statistical information to manage teaching, learning and assessment in EGD.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in EGD.</li> <li>Use the results of assessment to improve teaching and learning of in EGD.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in EGD.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the EGD classroom and to enhance his/her own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in EGD.</li> <li>Evaluate curriculum policies in EGD.</li> </ul>		
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>		
<b>Assessment modes: This module is assessed by means of examination.....</b>			<b>Assessment modes: This module is assessed by means of examination.....</b>		
<b>Module code:-</b>	<b>Semester 1: EMEN101 3MEN101</b>	<b>NQF level: 6</b>	<b>Semester 2: EMEN102 3MEN102</b>	<b>NQF level: 6</b>	

Title: English Home Language Education A	Title: English Home Language Education B
<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>Foundations of teaching and learning in English language <ul style="list-style-type: none"> <li>History of English language teaching and learning</li> <li>Classical period</li> <li>Modern period</li> <li>Commercial period</li> <li>Electronic period</li> </ul> </li> <li>English Home language Education curriculum policy documents <ul style="list-style-type: none"> <li>Subject policy documents</li> <li>Language-in-education policy</li> <li>Teaching language skills</li> <li>Teaching literary and non- literary texts</li> <li>Teaching language structures and convention</li> </ul> </li> <li>Teaching methodologies in English Home language <p>Teaching and Learning theories</p> <p>Approaches to teaching English Home language</p> <p>Methods of teaching English Home language</p> <p>The use of ICT in the language classroom</p> <p>Learning styles</p> <p>Teaching and learning strategies</p> </li> <li>Assessment in English Home language <ul style="list-style-type: none"> <li>Language assessment practices</li> <li>Assessment strategies in English Home language</li> <li>Questioning skills as assessment in English Home language learning</li> <li>Types of questions in English Home language learning</li> <li>Educational taxonomies for language learning</li> <li>Assessment for learning: critical language awareness</li> <li>Assessment for learning: understanding key literary concepts</li> </ul> </li> <li>Lesson design in English Home language</li> </ol>	<p><b>Content:</b></p> <ol style="list-style-type: none"> <li>Management of English Home language teaching and learning in school <ul style="list-style-type: none"> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> </ul> </li> <li>Curriculum differentiation and adaptive teaching in English Home language <ul style="list-style-type: none"> <li>Barriers to English Home language learning and development</li> <li>Designing differentiated language learning activities</li> </ul> </li> <li>Classroom research in English Home language <ul style="list-style-type: none"> <li>Use Action research in English Home language</li> <li>Use of research literature to improve English Home language classroom practice</li> </ul> </li> <li>Develop pedagogical content knowledge in English Home language</li> <li>Epistemology</li> <li>Pre-conceptions in English Home language <ul style="list-style-type: none"> <li>Identify pre-conceptions</li> <li>Language attitudes</li> <li>Address learners' pre- conceptions</li> </ul> </li> <li>Critique English Home Language curriculum policies in English <ul style="list-style-type: none"> <li>Principles underpinning and guiding English Home language curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection in English Home language</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul> </li> </ol>

<ul style="list-style-type: none"> <li>Lesson design</li> </ul> <p>6. Learning and Teaching Support Materials in English Home Language</p> <p>Guidelines for designing effective English language teaching materials</p> <p>Designing and selecting materials for teaching language skills; language structures and conventions; literary and non-literary texts</p>				
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to...</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in English Home language.</li> <li>Demonstrate knowledge and understanding of the relevant policies in English Home language teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of English Home language.</li> <li>Design appropriate lesson plans in English Home language taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in English Home language.</li> <li>Design, select and adapt appropriate teaching and learning support materials for English Home language.</li> </ul>			<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>Use elementary statistical information to manage teaching, learning and assessment in English Home language.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in English Home language.</li> <li>Use the results of assessment to improve teaching and learning of in English Home language.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in English Home language.</li> <li>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.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in English Home language.</li> <li>Evaluate curriculum policies in English Home language.</li> </ul>	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1:</b> EMEF101 3MEF101	<b>NQF level: 6</b>	<b>Semester 2:</b> EMEF102 3MEF102	<b>NQF level: 6</b>
<b>Title: Afrikaans Language Education A</b>			<b>Title: Afrikaans Language Education B</b>	
<p><b>Content:</b></p> <p>1. Foundations of teaching and learning in Afrikaans</p> <p>History of Afrikaans teaching and learning</p>			<p><b>Content:</b></p> <p>1. Management of Afrikaans teaching and learning in school</p> <p>Use elementary statistical information to manage teaching, learning and assessment activities</p>	

<p>2. Afrikaans Language Education policy documents</p> <p>Subject policy documents</p> <p>3. Teaching and learning strategies in Afrikaans</p> <p>Teaching and Learning theories</p> <p>Teaching and learning strategies</p> <p>4. Assessment in Afrikaans Language</p> <p>Assessment strategies</p> <p>5. Lesson design in Afrikaans</p> <p>Lesson design</p> <p>6. Learning and Teaching Support Materials</p>	<p>2. Curriculum differentiation and adaptive teaching in Afrikaans</p> <p>Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Afrikaans</p> <p>Use Action research in Afrikaans Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge in Afrikaans</p> <p>Epistemology 5. Pre-conceptions in Afrikaans</p> <p>Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in Afrikaans</p> <ul style="list-style-type: none"> <li>• Principles underpinning and guiding the curriculum</li> <li>• Opportunities for linking teaching, learning, assessment and reflection</li> <li>• Opportunities the curriculum offers for continuity beyond their phase</li> <li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>• Principles underpinning and guiding the curriculum</li> <li>• Opportunities for linking teaching, learning, assessment and reflection</li> <li>• Opportunities the curriculum offers for continuity beyond their phase</li> <li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to...</p> <p>Demonstrate knowledge and understanding of the foundations of teaching and learning in Afrikaans.</p> <p>Demonstrate knowledge and understanding of the relevant policies in Afrikaans teaching and learning.</p> <p>Select and use appropriate strategies, methods and techniques in the teaching and learning of Afrikaans</p> <ul style="list-style-type: none"> <li>• Design appropriate lesson plans in Afrikaans taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>• Design appropriate assessment strategies in Afrikaans.</li> </ul>	<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <p>Use elementary statistical information to manage teaching, learning and assessment in Afrikaans.</p> <p>Demonstrate competence in assessing and monitoring learner progress and achievement in Afrikaans.</p> <ul style="list-style-type: none"> <li>• Use the results of assessment to improve teaching and learning of Afrikaans.</li> <li>• Adapt lessons and assessment tasks to accommodate learners with different learning problems in Afrikaans.</li> <li>• Demonstrate competence to learn from available research in order to improve teaching in the Afrikaans classroom and</li> </ul>

<ul style="list-style-type: none"> <li>Design, select and adapt appropriate teaching and learning support materials for Afrikaans.</li> </ul>			to enhance his/her own academic learning. <ul style="list-style-type: none"> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Afrikaans.</li> <li><b>Evaluate curriculum policies in Afrikaans.</b></li> </ul>		
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Semester 1:</b> <b>EMGE101 3MGE101</b>	<b>NQF level: 6</b>	<b>Semester 2:</b> <b>EMGE102 3MGE102</b>	<b>NQF level: 6</b>	
<b>Title: Geography Education A</b>			<b>Title: Geography Education B</b>		
<b>Content:</b>  1. Foundations of teaching and learning in Geography History of Geography teaching and learning 2. Geography Education policy documents Subject policy documents 3. Teaching and learning strategies in Geography Teaching and Learning theories Teaching and learning strategies 4. Assessment in Geography Assessment strategies 5. Lesson design in Geography Lesson design 6. Learning and Teaching Support Materials in Geography			<b>Content:</b>  1. Management of Geography teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in Geography Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Geography Use Action research in Geography Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge in Geography – Epistemology of Geography – Addressing alternative – pre and misconceptions – Reveal learners' pre conceptions – Present an exposing event – Ask learners to describe or present their conceptions – Discuss and evaluate conceptions – Create conceptual conflict – Encourage cognitive accommodation and guide conceptual restructuring 5. Curriculum policy in Geography Critique curriculum policies in Geography		
<b>Module outcomes:</b>  On successful completion of the module, students will be able to:			<b>Module outcomes:</b>  On successful completion of the module, students will be able to:		

<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the foundations of teaching and learning in Geography.</li> <li>• Demonstrate knowledge and understanding of the relevant policies in Geography teaching and learning.</li> <li>• Select and use appropriate strategies, methods and techniques in the teaching and learning of Geography.</li> <li>• Design appropriate lesson plans in Geography taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>• Design appropriate assessment strategies in Geography.</li> <li>• Design, select and adapt appropriate teaching and learning support materials for Geography.</li> </ul>			<ul style="list-style-type: none"> <li>• Use elementary statistical information to manage teaching, learning and assessment in Geography.</li> <li>• Demonstrate competence in assessing and monitoring learner progress and achievement in Geography.</li> <li>• Use the results of assessment to improve teaching and learning of in Geography.</li> <li>• Adapt lessons and assessment tasks to accommodate learners with different learning problems in Geography.</li> <li>• Demonstrate competence to learn from available research in order to improve teaching <b>in the</b> Geography classroom and to enhance his/her own academic learning.</li> <li>• Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Geography.</li> <li>• Evaluate curriculum policies in Geography.</li> </ul>		
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>		
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Semester 1: EMHY101 3MHY101</b>	<b>NQF level: 6</b>	<b>Semester 2: EMHY 102 3MHY 102</b>	<b>NQF level: 6</b>	
<b>Title: History Education A</b>			<b>Title: History Education B</b>		
<b>Content:</b>  1. Foundations of teaching and learning in History History of teaching and learning History  2. History Education policy documents Subject policy documents  3. Teaching and learning strategies in History Teaching and Learning theories Teaching and learning strategies  4. Assessment in History Assessment strategies  5. Lesson design in History Lesson design  6. Learning and Teaching Support Materials in History			<b>Content:</b>  1. Management of History teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in History  Barriers to learning and development Designing differentiated learning activities 3. Classroom research in History  Use Action research in History Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge in History  Epistemology 5. Pre-conceptions in History  Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in History		

			<ul style="list-style-type: none"> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>		
<b>Module outcomes:</b>  On successful completion of the module, students will be able to... <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in History.</li> <li>Demonstrate knowledge and understanding of the relevant policies in History teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of History.</li> <li>Design appropriate lesson plans in History taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in History.</li> <li>Design, select and adapt appropriate teaching and learning support materials for History</li> </ul>			<b>Module outcomes:</b>  On successful completion of the module, students will be able to: <p>Use elementary statistical information to manage teaching, learning and assessment in History.</p> <p>Demonstrate competence in assessing and monitoring learner progress and achievement in History.</p> <p>Use the results of assessment to improve teaching and learning of in History.</p> <p>Adapt lessons and assessment tasks to accommodate learners with different learning problems in History.</p> <p>Demonstrate competence to learn from available research in order to improve teaching in the History classroom and to enhance his/her own academic learning.</p> <p>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in History.</p> <p>Evaluate curriculum policies in History.</p>		
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>		
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Semester 1: EMZU101 3MZU101</b>	<b>NQF level: 6</b>	<b>Semester 2: EMZU102 3MZU102</b>	<b>NQF level: 6</b>	
<b>Title: IsiZulu Home Language Education A</b>			<b>Title: IsiZulu Home Language Education B</b>		

Content:	Content:
<p>1. Foundations of teaching and learning in IsiZulu language</p> <ul style="list-style-type: none"> <li>• History of IsiZulu language teaching and learning</li> <li>• Classical period</li> <li>• Modern period</li> <li>• Commercial period</li> <li>• Electronic period</li> </ul> <p>2. IsiZulu Home Language Education curriculum policy documents</p> <ul style="list-style-type: none"> <li>• Subject policy documents</li> <li>• Language-in-education policy</li> <li>• Teaching language skills</li> <li>• Teaching literary and non- literary texts</li> <li>• Teaching language structures and conventions</li> </ul> <p>3. Teaching methodologies in IsiZulu Home language</p> <ul style="list-style-type: none"> <li>• Teaching and Learning theories</li> <li>• Approaches to teaching IsiZulu Home language</li> <li>• Methods of teaching IsiZulu Home language</li> <li>• The use of ICT in the language classroom</li> <li>• Learning styles</li> <li>• Teaching and learning strategies</li> </ul> <p>4. Assessment in IsiZulu Home language</p> <ul style="list-style-type: none"> <li>• Language assessment practices</li> <li>• Assessment strategies in IsiZulu Home language</li> <li>• Questioning skills as assessment in IsiZulu</li> <li>• Home language learning</li> <li>• Types of questions in IsiZulu Home language learning</li> <li>• Educational taxonomies for language learning</li> <li>• Assessment for learning: critical language awareness</li> </ul>	<p>1. Management of IsiZulu Home language teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities</p> <p>2. Curriculum differentiation and adaptive teaching in IsiZulu Home language</p> <p>Barriers to IsiZulu Home language learning and development Designing differentiated language learning activities</p> <p>3. Classroom research in IsiZulu Home language</p> <p>Use Action research in IsiZulu Home language Use of research literature to improve IsiZulu Home language classroom practice</p> <p>4. Develop pedagogical content knowledge in IsiZulu Home language</p> <p>Epistemology</p> <p>5. Pre-conceptions in IsiZulu Home language</p> <ul style="list-style-type: none"> <li>– Identify pre-conceptions</li> <li>– Language attitudes</li> <li>– Address learners' pre- conceptions</li> </ul> <p>6. Critique IsiZulu Home Language curriculum policies in IsiZulu</p> <ul style="list-style-type: none"> <li>• Principles underpinning and guiding IsiZulu Home language curriculum</li> <li>• Opportunities for linking teaching, learning, assessment and reflection in IsiZulu Home language</li> <li>• Opportunities the curriculum offers for continuity beyond their phase</li> <li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique</li> <li>• Principles underpinning and guiding the curriculum</li> <li>• Opportunities for linking teaching, learning, assessment and reflection</li> <li>• Opportunities the curriculum offers for continuity beyond their phase</li> <li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>

<ul style="list-style-type: none"> <li>Assessment for learning: understanding key literary concepts</li> </ul> <p>5. Lesson design in IsiZulu Home language</p> <p>Lesson design</p> <p>6. Learning and Teaching Support Materials in IsiZulu Home Language</p> <p>Guidelines for designing effective IsiZulu language teaching materials</p> <p>Designing and selecting materials for teaching language skills; language structures and conventions; literary and non- literary texts</p>					
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to...</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language.</li> <li>Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home language.</li> <li>Design appropriate lesson plans in IsiZulu Home language taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in IsiZulu Home language.</li> <li>Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home language.</li> </ul>			<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>Use elementary statistical information to manage teaching, learning and assessment in IsiZulu Home language.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu Home language.</li> <li>Use the results of assessment to improve teaching and learning of in IsiZulu Home language.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home language.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the IsiZulu Home language classroom and to enhance his/her own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in IsiZulu Home language.</li> </ul>		
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>		
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Semester 1: EMZA101 3MZA101</b>	<b>NQF level: 6</b>	<b>Semester 2: EMZA102 3MZA102</b>	<b>NQF level: 6</b>	
<b>Title: IsiZulu Language Education A</b>			<b>Title: IsiZulu First Additional Language Education B</b>		
<b>Content:</b>			<b>Content:</b>		
1. Foundations of teaching and learning in isiZulu			1. Management of IsiZulu First Additional language teaching and learning in school		

<p>History of isiZulu teaching and learning</p> <p>2. IsiZulu First Additional education policy documents</p> <p>Subject content in First Additional FET policy documents</p> <p>3. Teaching and learning strategies in isiZulu First Additional language contexts</p> <p>Teaching and Learning theories</p> <p>Teaching and learning strategies</p> <p>4. Assessment in isiZulu First Additional language contexts</p> <p>Assessment strategies</p> <p>5. Lesson design in isiZulu First Additional language contexts</p> <p>Lesson design</p> <p>6. Learning and Teaching Support Materials in isiZulu First Additional language contexts</p> <p>Designing and/or selecting materials for teaching language skills; language structures and conventions and literary and non-literary texts.</p>	<p>Use elementary statistical information to manage teaching, learning and assessment activities</p> <p>2. Curriculum differentiation and adaptive teaching in IsiZulu First Additional language</p> <p>Barriers to learning and development Designing differentiated learning activities</p> <p>3. Classroom research in IsiZulu</p> <ul style="list-style-type: none"> <li>– Use Action research in isiZulu First Additional language classrooms</li> <li>– Use of research literature to improve classroom practice in isiZulu First Additional language</li> </ul> <p>4. Develop pedagogical content knowledge in IsiZulu</p> <ul style="list-style-type: none"> <li>– Epistemology of IsiZulu as a First additional language</li> <li>– Addressing alternative – pre-misconceptions</li> <li>– Reveal learners' pre conceptions</li> <li>– Present an exposing event</li> <li>– Ask learners to describe or present their conceptions</li> <li>– Discuss and evaluate conceptions</li> <li>– Create conceptual conflict</li> <li>– Encourage cognitive accommodation and guide conceptual restructuring</li> </ul> <p>5. Curriculum policy in IsiZulu First additional language</p> <p>Critique curriculum policies in FET IsiZulu First additional language</p>
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <p>Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu First Additional language.</p> <p>Demonstrate knowledge and understanding of the relevant policies in IsiZulu First Additional teaching and learning.</p> <p>Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu First Additional language.</p> <p>Design appropriate lesson plans in IsiZulu First Additional language taking into account theories of teaching, learning, child development and curriculum needs.</p> <p>Design appropriate assessment strategies in IsiZulu First Additional language.</p> <p>Design, select and adapt appropriate teaching and learning support materials for IsiZulu First Additional language.</p>	<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use elementary statistical information to manage teaching, learning and assessment in isiZulu First Additional language.</li> <li>• Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu First Additional language.</li> <li>• Use the results of assessment to improve teaching and learning of in isiZulu First Additional language.</li> <li>• Adapt lessons and assessment tasks to accommodate learners with different learning problems in isiZulu First Additional language.</li> <li>• Demonstrate competence to learn from available research in order to improve teaching in the isiZulu First Additional</li> </ul>

			language classroom and to enhance their own academic learning. <ul style="list-style-type: none"> <li>• Develop content knowledge to plan, implement and assess effective teaching and learning experiences in isiZulu.             <ul style="list-style-type: none"> <li>• Evaluate curriculum policies in isiZulu First Additional language.</li> </ul> </li> </ul>		
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>		
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Semester 1: EMLO101 3MLO101</b>	<b>NQF level: 6</b>	<b>Semester 2: EMLO102 3MLO102</b>	<b>NQF level: 6</b>	
<b>Title: Life Orientation Education A</b>			<b>Title: Life Orientation Education B</b>		
<b>Content:</b>  1. Foundations of teaching and learning in Life Orientation  History of Life Orientation teaching and learning  2. Life Orientation Education policy documents  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			<b>Content:</b>  1. Management of Life Orientation teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities 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  <ul style="list-style-type: none"> <li>• Principles underpinning and guiding the curriculum</li> <li>• Opportunities for linking teaching, learning, assessment and reflection</li> <li>• Opportunities the curriculum offers for continuity beyond their phase</li> <li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>• Principles underpinning and guiding the curriculum</li> </ul>		

			<ul style="list-style-type: none"> <li>• Opportunities for linking teaching, learning, assessment and reflection</li> <li>• Opportunities the curriculum offers for continuity beyond their phase</li> <li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>		
<b>Module outcomes:</b>  On successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the foundations of teaching and learning in Life Orientation.</li> <li>• Demonstrate knowledge and understanding of the relevant policies in Life Orientation teaching and learning.</li> <li>• Select and use appropriate strategies, methods and techniques in the teaching and learning of Life Orientation.</li> <li>• Design appropriate lesson plans in Life Orientation taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>• Design appropriate assessment strategies in Life Orientation.</li> <li>• Design, select and adapt appropriate teaching and learning support materials for Life Orientation</li> </ul>			<b>Module outcomes:</b>  On successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>• Use elementary statistical information to manage teaching, learning and assessment in Life Orientation.</li> <li>• Demonstrate competence in assessing and monitoring learner progress and achievement in Life Orientation.</li> <li>• Use the results of assessment to improve teaching and learning of in Life Orientation.</li> <li>• Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Orientation.</li> <li>• Demonstrate competence to learn from available research in order to improve teaching in the Life Orientation classroom and to enhance his/her own academic learning.</li> <li>• Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Life Orientation.</li> <li>• Evaluate curriculum policies in Life Orientation.</li> </ul>		
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>		
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Semester 1: EMLS101 3MLS101</b>	<b>NQF level: 6</b>	<b>Semester 2: EMLS102 3MLS102</b>	<b>NQF level: 6</b>	
<b>Title:</b> Life Sciences Education A			<b>Title:</b> Life Sciences Education B		
<b>Content:</b>  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			<b>Content:</b>  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		

<p>Teaching and Learning theories</p> <p>Teaching and learning strategies</p> <p>4. Assessment in Life Sciences</p> <p>Assessment strategies</p> <p>5. Lesson design in Life Sciences</p> <p>Lesson design</p> <p>6. Learning and Teaching Support Materials in Life Sciences</p> <p>Improvisation in the FET Phase Life Science</p> <p>7. Experiments, demonstrations and investigations in Life Sciences</p>	<p>3. Classroom research in Life Sciences</p> <p>Use Action research in Life Sciences</p> <p>Use of research literature to improve classroom practice</p> <p>4. Develop pedagogical content knowledge in Life Sciences</p> <ul style="list-style-type: none"> <li>– Epistemology</li> <li>– Addressing alternative – pre and misconceptions</li> <li>– Reveal learners' pre conceptions</li> <li>– Present an exposing event</li> <li>– Ask learners to describe or present their conceptions</li> <li>– Discuss and evaluate conceptions</li> <li>– Create conceptual conflict</li> <li>– Encourage cognitive accommodation and guide conceptual restructuring</li> </ul> <p>5. Curriculum policy in Life Sciences</p> <p>Critique curriculum policies in Life Sciences</p> <p>6.Experiments, demonstrations and investigations in Life Sciences</p>
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to...</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the foundations of teaching and learning in Life Sciences.</li> <li>• Demonstrate knowledge and understanding of the relevant policies in Life Sciences teaching and learning.</li> <li>• Select and use appropriate strategies, methods and techniques in the teaching and learning of Life Sciences.</li> <li>• Design appropriate lesson plans in Life Sciences taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>• Design appropriate assessment strategies in Life Sciences.</li> <li>• Design, select and adapt appropriate teaching and learning support materials for Life Sciences.</li> <li>• Conduct experiments, demonstrations and investigations in Life Science that range from those that are prescribed by the school curriculum policy, the teacher to those that emerge from learners' own questions.</li> </ul>	<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use elementary statistical information to manage teaching, learning and assessment in Life Sciences.</li> <li>• Demonstrate competence in assessing and monitoring learner progress and achievement in Life Science.</li> <li>• Use the results of assessment to improve teaching and learning of in Life Sciences.</li> <li>• Adapt lessons and assessment tasks to accommodate learners with different learning problems in Life Sciences.</li> <li>• Demonstrate competence to learn from available research in order to improve teaching in the Life Sciences classroom and to enhance their own academic learning.</li> <li>• Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Life Sciences.</li> <li>• Evaluate curriculum policies in Life Sciences.</li> </ul>

			<ul style="list-style-type: none"> <li>Conduct experiments, demonstrations and investigations in Physical Science that range from those that are prescribed by the school curriculum policy, the teacher to those that emerge from learners' own questions.</li> </ul>		
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>		
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Semester 1: EMMA102 3MMA102</b>	<b>NQF level: 6</b>	<b>Semester 2: EMMA102 3MMA102</b>	<b>NQF level: 6</b>	
<b>Title:</b> Mathematics Education A (FET)			<b>Title:</b> Mathematics Education B (FET)		
<b>Content:</b>  1. Foundations of teaching and learning in Mathematics  History of Mathematics teaching and learning  2. Mathematics Education policy documents  Subject policy documents  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			<b>Content:</b>  Management of Mathematics teaching and learning in school Use elementary statistical information to manage teaching, learning and assessment activities Curriculum differentiation and adaptive teaching in Mathematics  Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Mathematics  Use Action research in Mathematics Use of research literature to improve classroom practice 4. Develop pedagogical content knowledge in Mathematics  Epistemology 5. Pre-conceptions in Mathematics  Identify pre-conceptions Address learners' pre- conceptions 6. Critique curriculum policies in Mathematics  <ul style="list-style-type: none"> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li><b>Principles underpinning and guiding the curriculum</b></li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> </ul>		

			<ul style="list-style-type: none"> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>		
<b>Module outcomes:</b>  On successful completion of the module, students will be able to... <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the foundations of teaching and learning in Mathematics.</li> <li>Demonstrate knowledge and understanding of the relevant policies in Mathematics teaching and learning.</li> <li>Select and use appropriate strategies, methods and techniques in the teaching and learning of Mathematics.</li> <li>Design appropriate lesson plans in Mathematics taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>Design appropriate assessment strategies in Mathematics.</li> <li>Design, select and adapt appropriate teaching and learning support materials for Mathematics.</li> </ul>			<b>Module outcomes:</b>  On successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>Use elementary statistical information to manage teaching, learning and assessment in Mathematics.</li> <li>Demonstrate competence in assessing and monitoring learner progress and achievement in Mathematics.</li> <li>Use the results of assessment to improve teaching and learning of in Mathematics.</li> <li>Adapt lessons and assessment tasks to accommodate learners with different learning problems in Mathematics.</li> <li>Demonstrate competence to learn from available research in order to improve teaching in the Mathematics classroom and to enhance his/her own academic learning.</li> <li>Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Mathematics.</li> <li>Evaluate curriculum policies in Mathematics.</li> </ul>		
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>		
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Semester 1: EMPS101 3MPS101</b>	<b>NQF level: 6</b>	<b>Semester 2: EMPS102 3MPS102</b>	<b>NQF level: 6</b>	
<b>Title:</b> Physical Sciences Education A			<b>Title:</b> Physical Sciences Education B		
<b>Content:</b>  1. Foundations of teaching and learning in Physical Science  History of Physical Science teaching and learning  2. Physical Science Education policy documents  Subject policy documents  3. Teaching and learning strategies in Physical Science  Teaching and Learning theories  Teaching and learning strategies			<b>Content:</b>  1. Management of Physical Sciences teaching and learning in school  Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching in Physical Sciences  Barriers to learning and development Designing differentiated learning activities 3. Classroom research in Physical Sciences  Use Action research in Physical Sciences Use of research literature to improve classroom practice		

<p>4. Assessment in Physical Science</p> <p>Assessment strategies</p> <p>5. Lesson design in Physical Science</p> <p>Lesson design</p> <p>6. Learning and Teaching Support Materials in Physical Science</p> <p>Improvisation in FET Phase science</p> <p>7. Experiments, demonstrations and investigations in Physical Science</p>	<p>4. Develop pedagogical content knowledge in Physical Science</p> <ul style="list-style-type: none"> <li>– Epistemology of science</li> <li>– Addressing alternative – pre and misconceptions</li> <li>– Reveal learners' pre conceptions</li> <li>– Present an exposing event</li> <li>– Ask learners to describe or present their conceptions</li> <li>– Discuss and evaluate conceptions</li> <li>– Create conceptual conflict</li> <li>– Encourage cognitive accommodation and guide conceptual restructuring</li> </ul> <p>5. Curriculum policy in Physical Sciences</p> <p>Critique curriculum policies in Physical Science</p>
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the foundations of teaching and learning in Physical Science.</li> <li>• Demonstrate knowledge and understanding of the relevant policies in Physical Science teaching and learning.</li> <li>• Select and use appropriate strategies, methods and techniques in the teaching and learning of Physical Science.</li> <li>• Design appropriate lesson plans in Physical Science taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>• Design appropriate assessment strategies in Physical Science.</li> <li>• Design, select and adapt appropriate teaching and learning support materials for Physical Science.</li> <li>• Conduct experiments, demonstrations and investigations in Physical Science that range from those that are prescribed by the school curriculum policy, the teacher, to those that emerge from learners' own questions</li> </ul>	<p><b>Module outcomes:</b></p> <p><b>On successful completion of the module, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use elementary statistical information to manage teaching, learning and assessment in Physical Sciences.</li> <li>• Demonstrate competence in assessing and monitoring learner progress and achievement in Physical Sciences.</li> <li>• Use the results of assessment to improve teaching and learning of Physical Sciences.</li> <li>• Adapt lessons and assessment tasks to accommodate learners with different learning problems in Physical Sciences.</li> <li>• Demonstrate competence to learn from available research in order to improve teaching in the Physical Science classroom and to enhance their own academic learning.</li> <li>• Develop content knowledge to plan, implement and assess effective teaching and learning experiences.</li> <li>• Evaluate curriculum policies in Physical Sciences</li> <li>• Conduct experiments, demonstrations and investigations in Physical Science that range from those that are prescribed by the school curriculum policy, the teacher to those that emerge from learners' own questions</li> </ul>
<p><b>Method of delivery: Full Time</b></p>	<p><b>Method of delivery: Full Time</b></p>

<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Semester 1: EMTO101 3MTO101</b>	<b>NQF level: 6</b>	<b>Semester 2: EMTO102 3MTO102</b>	<b>NQF level: 6</b>	
<b>Title:</b> Tourism Education A (FET)			<b>Title:</b> Tourism Education B		
<b>Content:</b>  1. Foundations of teaching and learning in Tourism  History of Tourism teaching and learning  2. Tourism Education policy documents  Subject policy documents  3. Teaching and learning strategies 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			<b>Content:</b>  <b>1. Management of Tourism teaching and learning in school</b> Use elementary statistical information to manage teaching, learning and assessment activities 2. Curriculum differentiation and adaptive teaching 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 <ul style="list-style-type: none"> <li>• Principles underpinning and guiding the curriculum</li> <li>• Opportunities for linking teaching, learning, assessment and reflection</li> <li>• Opportunities the curriculum offers for continuity beyond their phase</li> <li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>• Principles underpinning and guiding the curriculum</li> <li>• Opportunities for linking teaching, learning, assessment and reflection</li> <li>• Opportunities the curriculum offers for continuity beyond their phase</li> <li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>		
<b>Module outcomes:</b>			<b>Module outcomes:</b>		

<p>On successful completion of the module, students will be able to...</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the foundations of teaching and learning in Tourism.</li> <li>• Demonstrate knowledge and understanding of the relevant policies in Tourism teaching and learning.</li> <li>• Select and use appropriate strategies, methods and techniques in the teaching and learning of Tourism.</li> <li>• Design appropriate lesson plans in Tourism taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>• Design appropriate assessment strategies in Tourism.</li> <li>• Design, select and adapt appropriate teaching and learning support materials for Tourism.</li> </ul>			<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use elementary statistical information to manage teaching, learning and assessment in Tourism.</li> <li>• Demonstrate competence in assessing and monitoring learner progress and achievement in Tourism.</li> <li>• Use the results of assessment to improve teaching and learning of in Tourism.</li> <li>• Adapt lessons and assessment tasks to accommodate learners with different learning problems in Tourism.</li> <li>• Demonstrate competence to learn from available research in order to improve teaching in the Tourism classroom and to enhance his/her own academic learning.</li> <li>• Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Tourism.</li> <li>• Evaluate curriculum policies in Tourism.</li> </ul>	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
<b>Assessment modes: This module is assessed by means of examination.....</b>			<b>Assessment modes: This module is assessed by means of examination.....</b>	
<b>Module code:-</b>	<b>Semester 1: EMEM101 3MEM101</b>	<b>NQF level: 6</b>	<b>Semester 2: EMEM102 3MEM102</b>	<b>NQF level: 6</b>
<b>Title: Economic and Management Sciences Education A (SP)</b>			<b>Title: Economic and management sciences Education B (SP)</b>	
<p><b>Content:</b></p> <p>1. Foundations of teaching and learning in Economics and Management Sciences</p> <p>History of Economics and Management Sciences teaching and learning</p> <p>2. Economics and Management Sciences Education policy documents</p> <p>Subject policy documents</p> <p>3. Teaching and learning strategies in Economics and Management Sciences</p> <p>Teaching and Learning theories</p> <p>Teaching and learning strategies</p> <p>4. Assessment in Economics and Management Sciences</p>			<p><b>Content:</b></p> <p>1. Management of Economics and Management Sciences teaching and learning in school</p> <p>Use elementary statistical information to manage teaching, learning and assessment activities</p> <p>2. Curriculum differentiation and adaptive teaching in Economics and Management Sciences</p> <p>Identify barriers to learning and development</p> <p>Design differentiated learning activities to respond to the above</p> <p>3. Classroom research in Economics and Management Sciences</p> <p>Use Action research in Accounting Use of research literature to improve classroom practice</p>	

<p>Assessment strategies</p> <p>5. Lesson design in Economics and Management Sciences</p> <p>Lesson design</p> <p>6. Learning and Teaching Support Materials in Economics and Management Sciences</p>	<p>4. Develop pedagogical content knowledge in Economics and Management Sciences</p> <p>Epistemology</p> <p>5. Pre-conceptions in Economics and Management Sciences</p> <p>Identify pre-conceptions Address learners' pre- conceptions</p> <p>6. Critique curriculum policies in Economics and Management Sciences</p> <p>Principles underpinning and guiding the curriculum</p> <ul style="list-style-type: none"> <li>• Opportunities for linking teaching, learning, assessment and reflection</li> <li>• Opportunities the curriculum offers for continuity beyond their phase</li> <li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>• Principles underpinning and guiding the curriculum</li> <li>• Opportunities for linking teaching, learning, assessment and reflection</li> <li>• Opportunities the curriculum offers for continuity beyond their phase</li> <li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to...</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the foundations of teaching and learning in Economics and Management Sciences.</li> <li>• Demonstrate knowledge and understanding of the relevant policies in Economics and Management Sciences teaching and learning.</li> <li>• Select and use appropriate strategies, methods and techniques in the teaching and learning of Economics and Management Sciences.</li> <li>• Design appropriate lesson plans in Economics and Management Sciences taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>• Design appropriate assessment strategies in Economics and Management Sciences.</li> </ul>	<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use numerical and elementary statistical information to manage teaching, learning and assessment in Economics and Management Sciences.</li> <li>• Demonstrate competence in assessing and monitoring learner progress and achievement in Economics and Management Sciences.</li> <li>• Use the results of assessment to improve teaching and learning of in Economics and Management Sciences.</li> <li>• Adapt lessons and assessment tasks to accommodate learners with different learning problems in Economics and management Sciences.</li> <li>• Demonstrate competence to learn from available research in order to improve teaching in the in Economics and Management Sciences classroom and to enhance their own academic learning.</li> </ul>

<ul style="list-style-type: none"> <li>Design, select and adapt appropriate teaching and learning support materials for Economics and Management Sciences.</li> </ul>			Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Economics and Management	
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: EMEL101 3MEL101</b>	<b>NQF level: 6</b>	<b>Semester 2: EMEL102 3MEL102</b>	<b>NQF level: 6</b>
<b>Title: English Home Language Education A</b>			<b>Title: English Home Language Education B</b>	
<b>Content:</b>  1. Foundations of teaching and learning in English language <ul style="list-style-type: none"> <li>History of English language teaching and learning</li> <li>Classical period</li> <li>Modern period <ul style="list-style-type: none"> <li>Commercial period</li> <li>Electronic period</li> </ul> </li> </ul> 2. English Home Language Education curriculum policy documents <ul style="list-style-type: none"> <li>Subject policy documents</li> <li>Language-in-education policy</li> <li>Teaching language skills</li> <li>Teaching literary and non- literary texts</li> <li>Teaching language structures and conventions</li> </ul> 3. Teaching methodologies in English Home language <ul style="list-style-type: none"> <li>Teaching and Learning theories</li> <li>Approaches to teaching English Home language</li> <li>Methods of teaching English Home language</li> <li>The use of ICT in the language classroom</li> <li>Learning styles</li> </ul>			<b>Content:</b>  1. Management of English Home language teaching and learning in school <ul style="list-style-type: none"> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> </ul> 2. Curriculum differentiation and adaptive teaching in English Home language <ul style="list-style-type: none"> <li>Barriers to English Home language learning and development</li> <li>Designing differentiated language learning activities</li> </ul> 3. Classroom research in English Home language <ul style="list-style-type: none"> <li>Use Action research in English Home language</li> <li>Use of research literature to improve English Home language classroom practice</li> </ul> 4. Develop pedagogical content knowledge in English Home language Epistemology 5. Pre-conceptions in English Home language <ul style="list-style-type: none"> <li>Identify pre-conceptions</li> <li>Language attitudes</li> <li>Address learners' pre- conceptions</li> </ul> 6. Critique English Home Language curriculum policies in English <ul style="list-style-type: none"> <li>Principles underpinning and guiding English Home language curriculum</li> </ul>	

<ul style="list-style-type: none"> <li>• Teaching and learning strategies</li> </ul> <p>4. Assessment in English Home language</p> <p>Language assessment practices</p> <p>Assessment strategies in English Home language</p> <p>Questioning skills as assessment in English Home language learning</p> <p>Types of questions in English Home language learning</p> <p>Educational taxonomies for language learning</p> <p>Assessment for learning: critical language awareness</p> <p>Assessment for learning: understanding key literary concepts</p> <p>5. Lesson design in English Home language</p> <p>Lesson design</p> <p>6. Learning and Teaching Support Materials in English Home Language</p> <p>Guidelines for designing effective English language teaching materials</p> <p>Designing and selecting materials for teaching language skills; language structures and conventions; literary and non-literary texts</p>	<ul style="list-style-type: none"> <li>• Opportunities for linking teaching, learning, assessment and reflection in English Home language</li> <li>• Opportunities the curriculum offers for continuity beyond their phase</li> <li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique</li> <li>• Principles underpinning and guiding the curriculum</li> <li>• Opportunities for linking teaching, learning, assessment and reflection</li> <li>• Opportunities the curriculum offers for continuity beyond their phase</li> <li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to...</p> <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of the foundations of teaching and learning in English Home language.</li> <li>– Demonstrate knowledge and understanding of the relevant policies in English Home language teaching and learning.</li> <li>– Select and use appropriate strategies, methods and techniques in the teaching and learning of English Home language.</li> <li>– Design appropriate lesson plans in English Home language taking into account theories of teaching, learning, child development and curriculum needs.</li> </ul>	<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>– Use elementary statistical information to manage teaching, learning and assessment in English Home language.</li> <li>– Demonstrate competence in assessing and monitoring learner progress and achievement in English Home language.</li> <li>– Use the results of assessment to improve teaching and learning of in English Home language.</li> <li>– Adapt lessons and assessment tasks to accommodate learners with different learning problems in English Home language.</li> </ul>

<ul style="list-style-type: none"> <li>– Design appropriate assessment strategies in English Home language.</li> <li>– Design, select and adapt appropriate teaching and learning support materials for English Home language.</li> </ul>			<ul style="list-style-type: none"> <li>– 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.</li> <li>– Develop content knowledge to plan, implement and assess effective teaching and learning experiences in English Home language.</li> <li>– Evaluate curriculum policies in English Home language.</li> </ul>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1:</b> <b>EMEG101 3MEG101</b>	<b>NQF level: 6</b>	<b>Semester 2:</b> <b>EMEG102 3MEG102</b>	<b>NQF level: 6</b>
<b>Title:</b> English First Additional Language Education A			<b>Title:</b> English First Additional Language Education B	
<b>Content:</b>  <b>1. Foundations of teaching and learning in English</b>  <ul style="list-style-type: none"> <li>– History of English Language teaching and learning</li> <li>– Classical period</li> <li>– Modern period</li> <li>– Commercial period</li> <li>– Electronic period</li> </ul> <b>2. English First Additional language Education curriculum policy documents</b>  <ul style="list-style-type: none"> <li>– Subject policy documents</li> <li>– Language-in-education policy</li> <li>– Teaching language skills</li> <li>– Teaching literary and non- literary texts</li> <li>– Teaching language structures and conventions</li> </ul> <b>3. Teaching methodologies in English First Additional language</b>  <ul style="list-style-type: none"> <li>– Teaching and Learning theories</li> <li>– The role of the first /home language in additional language teaching</li> </ul>			<b>Content:</b>  <b>1.</b> Management of English First Additional language teaching and learning in school <b>2.</b> Use elementary statistical information to manage teaching, learning and assessment activities <b>3.</b> Curriculum differentiation and adaptive teaching in English First Additional language. <b>4.</b> Barriers to English First Additional language learning and development <b>5.</b> Designing differentiated language learning activities <b>6.</b> Classroom research in English First Additional language <b>7.</b> Use Action research in English First Additional language <b>8.</b> Use of research literature to improve English First Additional language classroom practice <b>9.</b> Develop pedagogical content knowledge in English First Additional language <b>10.</b> Epistemology <b>11.</b> Pre-conceptions in English First Additional language  <ul style="list-style-type: none"> <li>– Identify pre-conceptions</li> <li>– Language attitudes</li> <li>– Address learners' pre- conceptions</li> <li>– Critique English First Additional Language curriculum policies</li> <li>– Principles underpinning and guiding English Home language curriculum</li> </ul>	

<ul style="list-style-type: none"> <li>– Approaches to teaching English First Additional language</li> <li>– Methods of teaching English First Additional language</li> <li>– The use of ICT in the language classroom</li> <li>– Learning styles</li> <li>– Teaching and learning strategies</li> <li><b>4. Assessment in English Home language</b> <ul style="list-style-type: none"> <li>– Language assessment practices</li> <li>– Assessment strategies in English First Additional language</li> <li>– Questioning skills as assessment in English First Additional language learning</li> <li>– Types of questions in English First Additional language learning</li> <li>– Educational taxonomies for language learning</li> <li>– Assessment for learning: critical language awareness</li> <li>– Assessment for learning: understanding key literary concepts</li> </ul> </li> <li><b>5. Lesson design in English First Additional language</b></li> <li><b>6. Lesson design</b></li> <li><b>7. Learning and Teaching Support Materials in English Home Language</b></li> <li><b>8. Guidelines for designing effective English language teaching materials</b></li> <li><b>9. Designing and selecting materials for teaching language skills; language structures and conventions; literary and non-literary texts</b></li> </ul>	<ul style="list-style-type: none"> <li>– Opportunities for linking teaching, learning, assessment and reflection in English Home language</li> <li>– Opportunities the curriculum offers for continuity beyond their phase</li> <li>– How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique</li> <li>– Principles underpinning and guiding the curriculum</li> <li>– Opportunities for linking teaching, learning, assessment and reflection</li> <li>– Opportunities the curriculum offers for continuity beyond their phase</li> <li>– How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to...</p> <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of the foundations of teaching and learning in English First Additional language.</li> <li>– Demonstrate knowledge and understanding of the relevant policies in English First Additional language teaching and learning.</li> <li>– Select and use appropriate strategies, methods and techniques in the teaching and learning of English First Additional language .</li> <li>– Design appropriate lesson plans in English taking into account theories of teaching, learning, child development and curriculum needs.</li> </ul>	<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>– Use elementary statistical information to manage teaching, learning and assessment in English First Additional language.</li> <li>– Demonstrate competence in assessing and monitoring learner progress and achievement in English First Additional language.</li> <li>– Use the results of assessment to improve teaching and learning of in English First Additional language.</li> <li>– Adapt lessons and assessment tasks to accommodate learners with different</li> </ul>

<ul style="list-style-type: none"> <li>– Design appropriate assessment strategies in English First Additional language .</li> <li>– Design, select and adapt appropriate teaching and learning support materials for English First Additional language.</li> </ul>			<ul style="list-style-type: none"> <li>learning problems in English First Additional language.</li> <li>– Demonstrate competence to learn from available research in order to improve teaching in the English First Additional language classroom and to enhance his/her own academic learning.</li> <li>– Develop content knowledge to plan, implement and assess effective teaching and learning experiences in English First Additional language.</li> <li>• Evaluate curriculum policies in English First Additional language.</li> </ul>		
<b>Method of delivery: Full Time</b>			<b>Method of delivery: Full Time</b>		
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Semester 1: EMHS101 3MHS101</b>	<b>NQF level: 6</b>	<b>Semester 2: EMHS102 3MHS102</b>	<b>NQF level: 6</b>	
<b>Title:</b> Social Sciences Education A			<b>Title:</b> Social Sciences Education B		
<b>Content:</b> <ol style="list-style-type: none"> <li>1. Foundations of teaching and learning in Social Sciences</li> <li>2. History of Social Sciences teaching and learning</li> <li>3. Social Science Education policy documents</li> <li>4. Subject policy documents</li> <li>5. Teaching and learning strategies in Social Science</li> <li>6. Teaching and Learning theories</li> <li>7. Teaching and learning strategies</li> <li>8. Assessment in Social Sciences</li> <li>9. Assessment strategies</li> <li>10. Lesson design in Social Sciences</li> <li>11. Lesson design</li> <li>12. Learning and Teaching Support Materials in Social Sciences</li> </ol>			<b>Content:</b> <ol style="list-style-type: none"> <li>1. Social Sciences teaching and learning in school</li> <li>2. Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>3. Curriculum differentiation and adaptive teaching in Social Sciences</li> <li>4. Identify barriers to learning and development</li> <li>5. Design differentiated learning activities to respond to the above</li> <li>6. Classroom research in Social Sciences</li> <li>7. Use Action research in Social Sciences</li> <li>8. Use of research literature to improve classroom practice</li> <li>9. Develop pedagogical content knowledge</li> <li>10. Epistemology</li> <li>11. Pre-conceptions</li> <li>12. Identify pre-conceptions</li> <li>13. Address learners' pre- conceptions</li> <li>14. Critique curriculum policies</li> </ol> <ul style="list-style-type: none"> <li>– Principles underpinning and guiding the curriculum</li> <li>– Opportunities for linking teaching, learning, assessment and reflection</li> <li>– Opportunities the curriculum offers <b>for</b> continuity beyond their phase</li> <li>– How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>– Principles underpinning and guiding the curriculum</li> </ul>		

			<ul style="list-style-type: none"><li>– Opportunities for linking teaching, learning, assessment and reflection</li><li>– Opportunities the curriculum offers for continuity beyond their phase<ul style="list-style-type: none"><li>• How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li></ul></li></ul>		
<b>Module outcomes:</b>  On successful completion of the module, students will be able to...			<b>Module outcomes:</b>  On successful completion of the module, students will be able to...		
<ul style="list-style-type: none"><li>– Demonstrate knowledge and understanding of the foundations of teaching and learning in Social Sciences.</li><li>– Demonstrate knowledge and understanding of the relevant policies in Social Sciences teaching and learning.</li><li>– Select and use appropriate strategies, methods and techniques in the teaching and learning of Social Science.</li><li>– Design appropriate lesson plans in Social Sciences taking into account theories of teaching, learning, child development and curriculum needs.</li><li>– Design appropriate assessment strategies in Social Sciences.</li><li>– Design, select and adapt appropriate teaching and learning support materials for Social Sciences.</li></ul>			<ul style="list-style-type: none"><li>– Use elementary statistical information to manage teaching, learning and assessment in Physical Sciences.</li><li>– Demonstrate competence in assessing and monitoring learner progress and achievement in Physical Sciences.</li><li>– Use the results of assessment to improve teaching and learning of Physical Sciences.</li><li>– Adapt lessons and assessment tasks to accommodate learners with different learning problems in Physical Sciences.</li><li>– Demonstrate the competence needed to learn from available research to improve the teaching of Physical Science and to enhance their own academic learning.</li><li>– Develop content knowledge to plan, implement and assess effective teaching and learning experiences.</li><li>– Evaluate curriculum policies in Physical Sciences</li></ul>		
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Semester 1:</b> EMZH101 3MZH101	<b>NQF level: 6</b>	<b>Semester 2:</b> EMZH102 3MZH102	<b>NQF level: 6</b>	
<b>Title:</b> IsiZulu Home Language Education A			<b>Title:</b> IsiZulu Home Language Education B		

Content:	Content:
<b>1. Foundations of teaching and learning in IsiZulu language</b> <ul style="list-style-type: none"> <li>History of IsiZulu language teaching and learning</li> <li>Classical period</li> <li>Modern period</li> <li>Commercial period</li> <li>Electronic period</li> </ul>	<ul style="list-style-type: none"> <li>Management of IsiZulu Home language teaching and learning in school</li> <li>Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>Curriculum differentiation and adaptive teaching in IsiZulu Home language</li> <li>Barriers to IsiZulu Home language learning and development</li> <li>Designing differentiated language learning activities</li> </ul>
<b>2. IsiZulu Home Language Education curriculum policy documents</b> <ul style="list-style-type: none"> <li>Subject policy documents</li> <li>Language-in-education policy</li> <li>Teaching language skills</li> <li>Teaching literary and non- literary texts</li> <li>Teaching language structures and conventions</li> </ul>	<ul style="list-style-type: none"> <li>Classroom research in IsiZulu Home language</li> <li>Use Action research in IsiZulu Home language</li> <li>Use of research literature to improve IsiZulu Home language classroom practice</li> <li>Develop pedagogical content knowledge in IsiZulu Home language</li> <li>Epistemology</li> <li>Pre-conceptions in IsiZulu Home language</li> <li>Identify pre-conceptions</li> </ul>
<b>3. Teaching methodologies in IsiZulu Home language</b> <ul style="list-style-type: none"> <li>Teaching and Learning theories</li> <li>Approaches to teaching IsiZulu Home language</li> <li>Methods of teaching IsiZulu Home language</li> <li>The use of ICT in the language classroom</li> <li>Learning styles</li> <li>Teaching and learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>Language attitudes</li> <li>Address learners' pre- conceptions</li> <li>Critique IsiZulu Home Language curriculum policies in IsiZulu</li> <li>Principles underpinning and guiding IsiZulu Home language curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection in IsiZulu Home language</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs critique</li> </ul>
<b>4. 4Assessment in IsiZulu Home language</b> Language assessment practices <ul style="list-style-type: none"> <li>Assessment strategies in IsiZulu Home language</li> <li>Questioning skills as assessment in IsiZulu Home language learning</li> <li>Types of questions in IsiZulu Home language learning</li> <li>Educational taxonomies for language learning</li> </ul>	<ul style="list-style-type: none"> <li>Principles underpinning and guiding the curriculum</li> <li>Opportunities for linking teaching, learning, assessment and reflection</li> <li>Opportunities the curriculum offers for continuity beyond their phase</li> <li>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>
<b>5. Assessment for learning: critical language awareness</b>	
<b>6. Assessment for learning: understanding key literary concepts</b>	
<b>7. Lesson design in IsiZulu Home language</b>	
<b>8. Lesson design</b>	

<p>9. Learning and Teaching Support Materials in IsiZulu Home Language</p> <p>10. Guidelines for designing effective IsiZulu language teaching materials</p> <p>11. Designing and selecting materials for teaching language skills; language structures and conventions; literary and non-literary texts</p>	
<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to...</p> <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu Home language.</li> <li>– Demonstrate knowledge and understanding of the relevant policies in IsiZulu Home language teaching and learning.</li> <li>– Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu Home language.</li> <li>– Design appropriate lesson plans in IsiZulu Home language taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>– Design appropriate assessment strategies in IsiZulu Home language.</li> <li>– Design, select and adapt appropriate teaching and learning support materials for IsiZulu Home language.</li> </ul>	<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>– Use elementary statistical information to manage teaching, learning and assessment in IsiZulu Home language.</li> <li>– Demonstrate competence in assessing and monitoring learner progress and achievement in IsiZulu Home language.</li> <li>– Use the results of assessment to improve teaching and learning of in IsiZulu Home language.</li> <li>– Adapt lessons and assessment tasks to accommodate learners with different learning problems in IsiZulu Home language.</li> <li>– Demonstrate competence to learn from available research in order to improve teaching in the IsiZulu Home language classroom and to enhance his/her own academic learning.</li> <li>– Develop content knowledge to plan, implement and assess effective teaching and learning experiences in IsiZulu Home language.</li> <li>– Evaluate curriculum policies in IsiZulu Home language.</li> </ul>
<p><b>Method of delivery:</b> Full Time</p>	<p><b>Method of delivery:</b> Full Time</p>
<p>Assessment modes: This module is assessed by means of examination.....</p>	<p>Assessment modes: This module is assessed by means of examination.....</p>

Module code:-	Semester 1: EMZF101 3MZF101	NQF level: 6	Semester 2: EMZF102 3MZF102	NQF level: 6
<b>Title:</b> IsiZulu First Additional Language Education A			<b>Title:</b> IsiZulu First Additional Language Education B	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Foundations of teaching and learning in isiZulu</li> <li>– History of isiZulu teaching and learning</li> <li>– IsiZulu First Additional education policy documents</li> <li>– Subject content in First Additional policy documents</li> <li>– Teaching and learning strategies in isiZulu First Additional language contexts</li> <li>– Teaching and Learning theories</li> <li>– Teaching and learning strategies</li> <li>– Assessment in isiZulu First Additional language contexts</li> <li>– Assessment strategies</li> <li>– Lesson design in isiZulu First Additional language contexts</li> <li>– Lesson design</li> <li>– Learning and Teaching Support Materials in isiZulu First Additional language contexts</li> <li>– Designing and/or selecting materials for teaching language skills; language structures and conventions and literary and non-literary texts</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Management of IsiZulu First Additional language teaching and learning in school</li> <li>– Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>– Curriculum differentiation and adaptive teaching in IsiZulu First Additional language</li> <li>– Barriers to learning and development</li> <li>– Designing differentiated learning activities</li> <li>– Classroom research in IsiZulu First Additional language</li> <li>– Use Action research in isiZulu First Additional language classrooms</li> <li>– Use of research literature to improve classroom practice in isiZulu First Additional language</li> <li>– Develop pedagogical content knowledge in IsiZulu</li> <li>– Epistemology of IsiZulu as a First additional language</li> <li>– Addressing alternative – pre-misconceptions</li> <li>– Reveal learners' pre conceptions</li> <li>– Present an exposing event</li> <li>– Ask learners to describe or present their conceptions</li> <li>– Discuss and evaluate conceptions</li> <li>– Create conceptual conflict</li> <li>– Encourage cognitive accommodation and guide conceptual restructuring</li> <li>– Curriculum policy in GET IsiZulu First additional language</li> <li>– Critique curriculum policies in IsiZulu First additional language</li> </ul>	
<b>Module outcomes:</b>  On successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of the foundations of teaching and learning in IsiZulu First Additional language.</li> <li>– Demonstrate knowledge and understanding of the relevant policies in IsiZulu First Additional teaching and learning.</li> </ul>			<b>Module outcomes:</b>  On successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>– Use elementary statistical information to manage teaching, learning and assessment in isiZulu First Additional language.</li> <li>– Demonstrate competence in assessing and monitoring learner progress and</li> </ul>	

<ul style="list-style-type: none"><li>- Select and use appropriate strategies, methods and techniques in the teaching and learning of IsiZulu First Additional language.</li><li>- Design appropriate lesson plans in IsiZulu First Additional language taking into account theories of teaching, learning, child development and curriculum needs.</li><li>- Design appropriate assessment strategies in IsiZulu First Additional language.</li><li>- Design, select and adapt appropriate teaching and learning support materials for IsiZulu First Additional language.</li></ul>			<ul style="list-style-type: none"><li>- achievement in IsiZulu First Additional language.</li><li>- Use the results of assessment to improve teaching and learning of in isiZulu First Additional language.</li><li>- Adapt lessons and assessment tasks to accommodate learners with different learning problems in isiZulu First Additional language.</li><li>- Demonstrate competence to learn from available research in order to improve teaching in the isiZulu First Additional language classroom and to enhance their own academic learning.</li><li>- Develop content knowledge to plan, implement and assess effective teaching and learning experiences in isiZulu First Additional language.</li><li>- Evaluate curriculum policies in IsiZulu First Additional language.</li></ul>		
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....		
<b>Module code:-</b>	<b>Semester 1:</b> <b>EMLG101 3MLG101</b>	<b>NQF level: 6</b>	<b>Semester 2:</b> <b>EMLG102 3MLG102</b>	<b>NQF level: 6</b>	
<b>Title:</b> Life Orientation Education A (SP)			<b>Title:</b> Life Orientation Education B (SP)		
<b>Content:</b> <ul style="list-style-type: none"><li>- Foundations of teaching and learning in Life Orientation</li><li>- History of Life Orientation teaching and learning</li><li>- Life Orientation Education policy documents</li><li>- Subject policy documents</li><li>- Teaching and learning strategies in Life Orientation</li><li>- Teaching and Learning theories</li><li>- Teaching and learning strategies</li><li>- Assessment in Life Orientation</li><li>- Assessment strategies</li><li>- Lesson design in Life Orientation</li><li>- Lesson design</li><li>- Learning and Teaching Support Materials in Life Orientation</li></ul>			<b>Content:</b> <ul style="list-style-type: none"><li>- Life Orientation teaching and learning in school</li><li>- Use elementary statistical information to manage teaching, learning and assessment activities</li><li>- Curriculum differentiation and adaptive teaching in Life Orientation</li><li>- Identify barriers to learning and development</li><li>- Design differentiated learning activities to respond to the above</li><li>- Classroom research in Life Orientation</li><li>- Use Action research in Life Orientation</li><li>- Use of research literature to improve classroom practice</li><li>- Develop pedagogical content knowledge in Senior Phase Life Orientation</li><li>- Epistemology</li></ul> <p>5. Pre-conceptions in Senior Phase Life Orientation</p> <p>Identify pre-conceptions Address learners' pre- conceptions</p>		

	<p>6. Critique curriculum policies in Senior Phase Life Orientation</p> <ul style="list-style-type: none"> <li>– Principles underpinning and guiding the curriculum</li> <li>– Opportunities for linking teaching, learning, assessment and reflection</li> <li>– Opportunities the curriculum offers for continuity beyond their phase</li> <li>– How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>– Principles underpinning and guiding the curriculum</li> <li>– Opportunities for linking teaching, learning, assessment and reflection</li> <li>– Opportunities the curriculum offers for continuity beyond their phase</li> </ul> <p>How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</p>
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to...</p> <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of the foundations of teaching and learning in Senior Phase Life Orientation.</li> <li>– Demonstrate knowledge and understanding of the relevant policies in Senior Phase Life Orientation teaching and learning.</li> <li>– Select and use appropriate strategies, methods and techniques in the teaching and learning of Senior Phase Life Orientation.</li> <li>– Design appropriate lesson plans in Senior Phase Life Orientation taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>– Design appropriate assessment strategies in Senior Phase Life Orientation.</li> <li>– Design, select and adapt appropriate teaching and learning support materials for Senior Phase Life Orientation</li> </ul>	<p><b>Module outcomes:</b></p> <p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>– Use elementary statistical information to manage teaching, learning and assessment in Senior Phase Life Orientation.</li> <li>– Demonstrate competence in assessing and monitoring learner progress and achievement in Senior Phase Life Orientation.</li> <li>– Use the results of assessment to improve teaching and learning of in Senior Phase Life Orientation.</li> <li>– Adapt lessons and assessment tasks to accommodate learners with different learning problems in Senior Phase Life Orientation.</li> <li>– Demonstrate the competence needed to learn from available research in order to improve the teaching of Senior Phase Life Orientation and to enhance their own academic learning.</li> <li>– Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Senior Phase Life Orientation.</li> <li>– Evaluate curriculum policies in Senior Phase Life Orientation.</li> </ul>
<b>Method of delivery: Full Time</b>	<b>Method of delivery: Full Time</b>

<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1: EMMG101 3MMG101</b>	<b>NQF level: 6</b>	<b>Semester 2: EMMG102 3MMG102</b>	<b>NQF level: 6</b>
<b>Title: Mathematics Education A (SP)</b>			<b>Title: Mathematics Education B (SP)</b>	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Foundations of teaching and learning in Mathematics</li> <li>– History of Mathematics teaching and learning</li> <li>– Mathematics Education policy documents</li> <li>– Subject policy documents</li> <li>– Teaching and learning strategies in Mathematics</li> <li>– Teaching and Learning theories</li> <li>– Teaching and learning strategies</li> <li>– Assessment in Mathematics</li> <li>– Assessment strategies</li> <li>– Lesson design in Mathematics</li> <li>– Lesson design</li> <li>– Learning and Teaching Support Materials</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Mathematics teaching and learning in school</li> <li>– Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>– Curriculum differentiation and adaptive teaching in Mathematics</li> <li>– Identify barriers to learning and development Design differentiated learning activities to respond to the above</li> <li>– research in Mathematics</li> <li>– Use Action research in Mathematics</li> <li>– Use of research literature to improve classroom practice</li> <li>– Develop pedagogical content knowledge</li> <li>– Epistemology</li> <li>– Pre-conceptions</li> <li>– Identify pre-conceptions</li> <li>– Address learners' pre- conceptions</li> <li>– Critique curriculum policies</li> <li>– Principles underpinning and guiding the curriculum</li> <li>– Opportunities for linking teaching, learning, assessment and reflection</li> <li>– Opportunities the curriculum offers for continuity beyond their phase</li> <li>– How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>– Principles underpinning and guiding the curriculum</li> <li>– Opportunities for linking teaching, learning, assessment and reflection</li> <li>– Opportunities the curriculum offers for continuity beyond their phase</li> <li>– How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>	

<b>Module outcomes:</b>  On successful completion of the module, students will be able to... <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of the foundations of teaching and learning in Senior Phase Mathematics.</li> <li>– Demonstrate knowledge and understanding of the relevant policies in Senior Phase Mathematics teaching and learning.</li> <li>– Select and use appropriate strategies, methods and techniques in the teaching and learning of Senior Phase Mathematics.</li> <li>– Design appropriate lesson plans in Senior Phase Mathematics taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>– Design appropriate assessment strategies in Senior Phase Mathematics.</li> <li>– Design, select and adapt appropriate teaching and learning support materials for Senior Phase Mathematics.</li> </ul>			<b>Module outcomes:</b>  On successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>– Use elementary statistical information to manage teaching, learning and assessment in Senior Phase Mathematics.</li> <li>– Demonstrate competence in assessing and monitoring learner progress and achievement in Senior Phase Mathematics.</li> <li>– Use the results of assessment to improve teaching and learning of in Senior Phase Mathematics.</li> <li>– Adapt lessons and assessment tasks to accommodate learners with different learning problems in Senior Phase Mathematics.</li> <li>– Demonstrate the competence needed to learn from available research in order to improve the teaching of Senior Phase Mathematics and to enhance their own academic learning.</li> <li>– Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Senior Phase Mathematics.</li> <li>– Evaluate curriculum policies in Senior Phase Mathematics.</li> </ul>	
<b>Method of delivery:</b> Full Time			<b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1:</b> <b>EMNS101 3MNS101</b>	<b>NQF level: 6</b>	<b>Semester 2:</b> <b>EMNS102 3MNS102</b>	<b>NQF level: 6</b>
<b>Title:</b> Natural Sciences Education A			<b>Title:</b> Natural Sciences Education B	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Foundations of teaching and learning in Natural Sciences</li> <li>– History of Natural Sciences teaching and learning</li> <li>– Natural Sciences Education policy documents</li> <li>– Subject policy documents</li> <li>– Teaching and learning strategies in Natural Sciences</li> <li>– Teaching and Learning theories</li> <li>– Teaching and learning strategies</li> <li>– Assessment in Natural Sciences</li> <li>– Assessment strategies</li> <li>– Lesson design in Natural Sciences</li> </ul>			<b>Content:</b>  Natural Sciences teaching and learning in school <ul style="list-style-type: none"> <li>– Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>– Curriculum differentiation and adaptive teaching in Natural Sciences</li> <li>– Identify barriers to learning and development</li> <li>– Design differentiated learning activities to respond to the above</li> <li>– Classroom research in Natural Sciences</li> <li>– Use Action research in Natural Sciences</li> </ul>	

<ul style="list-style-type: none"> <li>– Lesson design</li> <li>– Learning and Teaching Support Materials in Physical Science</li> <li>– Improvisation in FET Phase science</li> <li>– Experiments, demonstrations and investigations in Natural Sciences</li> </ul>	<ul style="list-style-type: none"> <li>– Use of research literature to improve classroom practice</li> <li>– Develop pedagogical content knowledge in Natural Sciences</li> <li>– Epistemology of Science</li> <li>– Pre-conceptions in Natural Sciences</li> <li>– Identify pre-conceptions in Natural Sciences</li> <li>– Address learners' pre- conceptions</li> <li>– Critique curriculum policies in Natural Sciences</li> <li>– Principles underpinning and guiding the curriculum</li> <li>– Opportunities for linking teaching, learning, assessment and reflection</li> <li>– Opportunities the curriculum offers for continuity beyond their phase</li> <li>– How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> <li>– Experiments, demonstrations and investigations in Natural Sciences</li> </ul>
<p><b>Module outcomes:</b> On successful completion of the module, students will be able to...</p> <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of the foundations of teaching and learning in Natural Sciences.</li> <li>– Demonstrate knowledge and understanding of the relevant policies in Natural Sciences teaching and learning.</li> <li>– Select and use appropriate strategies, methods and techniques in the teaching and learning of Natural Sciences.</li> <li>– Design appropriate lesson plans in Natural Science taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>– Design appropriate assessment strategies in Natural Sciences.</li> <li>– Design, select and adapt appropriate teaching and learning support materials for Natural Sciences.</li> <li>– Conduct experiments, demonstrations and investigations in Natural Sciences that range from those that are prescribed by the school curriculum policy, the teacher, or those that emerge from learners' own questions.</li> </ul>	<p><b>Module outcomes:</b> On successful completion of the module, students will be able to...</p> <ul style="list-style-type: none"> <li>– Use elementary statistical information to manage teaching, learning and assessment in Natural Sciences.</li> <li>– Demonstrate competence in assessing and monitoring learner progress and achievement in Natural Sciences.</li> <li>– Use the results of assessment to improve teaching and learning of Natural Sciences.</li> <li>– Adapt lessons and assessment tasks to accommodate learners with different learning problems in Natural Sciences.</li> <li>– Demonstrate the competence needed to learn from available research to improve the teaching of the Natural Sciences and to enhance their own academic learning.</li> <li>– Develop content knowledge to plan, implement and assess effective teaching and learning experiences.</li> <li>– Evaluate curriculum policies in Natural Sciences</li> <li>– Conduct experiments, demonstrations and investigations in the Natural Sciences that range from those that are prescribed by the school curriculum policy, the teacher, or</li> </ul>

			those that emerge from learners' own questions.	
<b>Method of delivery:</b> Full Time			– <b>Method of delivery:</b> Full Time	
<b>Assessment modes:</b> This module is assessed by means of examination.....			<b>Assessment modes:</b> This module is assessed by means of examination.....	
<b>Module code:-</b>	<b>Semester 1:</b> <b>EMTK101 3MTK101</b>	<b>NQF level: 6</b>	<b>Semester 2:</b> <b>EMTK102 3MTK102</b>	<b>NQF level: 6</b>
<b>Title: Technology Education A</b>			<b>Title: Technology Education B</b>	
<b>Content:</b> <ul style="list-style-type: none"> <li>– Foundations of teaching and learning in Technology</li> <li>– History of Technology teaching and learning</li> <li>– Technology Education policy documents</li> <li>– Subject policy documents</li> <li>– Teaching and learning strategies in Technology</li> <li>– Teaching and Learning theories</li> <li>– Teaching and learning strategies</li> <li>– Assessment in Technology Education</li> <li>– Assessment strategies</li> <li>– Lesson design in Technology</li> <li>– Lesson design</li> <li>– Learning and Teaching Support Materials in Technology</li> </ul>			<b>Content:</b> <ul style="list-style-type: none"> <li>– Technology teaching and learning in school</li> <li>– Use elementary statistical information to manage teaching, learning and assessment activities</li> <li>– Curriculum differentiation and adaptive teaching in Technology</li> <li>– Identify barriers to learning and development</li> <li>– Design differentiated learning activities to respond to the above</li> <li>– Classroom research in Technology</li> <li>– Use Action research in Mathematics</li> <li>– Use of research literature to improve classroom practice</li> <li>– Develop pedagogical content knowledge</li> <li>– Epistemology</li> <li>– Pre-conceptions</li> <li>– Identify pre-conceptions</li> <li>– Address learners' pre- conceptions</li> <li>– Critique curriculum policies</li> <li>– Principles underpinning and guiding the curriculum</li> <li>– Opportunities for linking teaching, learning, assessment and reflection</li> <li>– Opportunities the curriculum offers <b>for</b> continuity beyond their phase</li> <li>– How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs Critique</li> <li>– Principles underpinning and guiding the curriculum</li> <li>– Opportunities for linking teaching, learning, assessment and reflection</li> <li>– Opportunities the curriculum offers for continuity beyond their phase</li> <li>– How well the curriculum caters for inclusion of children from culturally and linguistically diverse backgrounds with different learning needs</li> </ul>	

<b>Module outcomes:</b> On successful completion of the module, students will be able to... <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of the foundations of teaching and learning in Technology.</li> <li>– Demonstrate knowledge and understanding of the relevant policies in Technology teaching and learning.</li> <li>– Select and use appropriate strategies, methods and techniques in the teaching and learning of Technology.</li> <li>– Design appropriate lesson plans in Technology taking into account theories of teaching, learning, child development and curriculum needs.</li> <li>– Design appropriate assessment strategies in Technology.</li> <li>– Design, select and adapt appropriate teaching and learning support materials for Technology.</li> </ul>	<b>Module outcomes:</b> On successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>– Use elementary statistical information to manage teaching, learning and assessment in Technology.</li> <li>– Demonstrate competence in assessing and monitoring learner progress and achievement in Technology.</li> <li>– Use the results of assessment to improve teaching and learning of in Technology.</li> <li>– Adapt lessons and assessment tasks to accommodate learners with different learning problems in Technology.</li> <li>– Demonstrate the competence needed to learn from available research to improve the teaching of Technology and to enhance their own academic learning.</li> <li>– Develop content knowledge to plan, implement and assess effective teaching and learning experiences in Technology.</li> <li>– Evaluate curriculum policies in Technology.</li> </ul>
<b>Method of delivery:</b> Full Time	<b>Method of delivery:</b> Full Time
<b>Assessment modes:</b> This module is assessed by means of examination.....	<b>Assessment modes:</b> This module is assessed by means of examination.....

FED.15.1.3.

### 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: 6
<b>Title:</b> Education Studies 1B			<b>Title:</b> Educational Studies 2A (Educational Psychology)	
<b>Content:</b> Philosophical foundations of curriculum design and development, Conceptions of curriculum and their implication in the teaching and learning environment in S.A, Theories underpinning curriculum research internationally and in South Africa, Skills in curriculum design and development			<b>Content:</b> <ol style="list-style-type: none"> <li><b>Introduction to Educational psychology</b> <ul style="list-style-type: none"> <li>– Learning and teaching today.</li> <li>– The role of educational psychology.</li> <li>– Using research to understand and improve learning.</li> </ul> </li> <li><b>Theories of development</b> <ul style="list-style-type: none"> <li>– Definition of development</li> </ul> </li> </ol>	

	<ul style="list-style-type: none"> <li>– Physical development</li> <li>– Cognitive theories of development</li> <li>– Language development</li> <li>– Social and personal development</li> <li>– Moral development</li> </ul> <p><b>3. Individual differences</b></p> <p><b>Intelligence</b></p> <ul style="list-style-type: none"> <li>– Learning and thinking styles</li> <li>– Learners with learning challenges</li> <li>– Learners with impairments</li> <li>– Gifted and talented learners</li> <li>– Culture and diversity</li> </ul> <p><b>4. Theories of learning</b></p> <ul style="list-style-type: none"> <li>– Behaviorist views on learning</li> <li>– Cognitive views of learning</li> <li>– Social cognitive view of learning</li> <li>– Constructivist views of learning</li> </ul> <p><b>5. Learning and motivation</b></p> <ul style="list-style-type: none"> <li>– Definition of motivation</li> <li>– Types of motivation</li> <li>– Theories of motivation</li> <li>– Role played by motivation in learning</li> </ul>
<p><b>Module outcomes:</b></p> <p>By the end of the module, students should be equipped with: -</p> <ul style="list-style-type: none"> <li>– Demonstrate knowledge and understanding of the philosophical foundations of curriculum design and development.</li> <li>– Demonstrate an understanding of the philosophical principles underpinning the South African school curriculum and their implications to teaching and learning.</li> <li>– Demonstrate an understanding of theories underpinning curriculum research and practice.</li> <li>– Demonstrate the skills needed for curriculum design and development.</li> </ul>	<p><b>Module outcomes:</b></p> <p>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.</p>
<b>Method of delivery:</b> Full Time	<b>Method of delivery:</b> Full Time

<b>Assessment modes:</b> 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.: <ul style="list-style-type: none"> <li>– Presentation/ case study/ weekly review/ reflection</li> <li>– Assignment</li> <li>– Test</li> <li>– Summative written Examination: (2-hour examination at the end of the semester)</li> </ul>			<b>Assessment modes:</b> 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.: <ul style="list-style-type: none"> <li>– Presentation/ case study/ weekly review/ reflection</li> <li>– Assignment</li> <li>– Test</li> <li>– Summative written Examination:(2-hour examination at the end of the semester)</li> </ul>	
<b>Module code:-</b>	<b>Semester 1:</b> <b>EDCO101 3DCO101</b>	<b>NQF level: 5</b>	<b>Semester 2:</b> <b>EDST122 3DST122</b>	<b>NQF level: 5</b>
<b>Title:</b> Education in Context			<b>Title:</b> Education Studies 2B (Educational Management)	
<b>Content:</b> South African Education in Context; Barriers to learning and Elementary statistics for teachers			<b>Content:</b> <p><b>1 Teaching as a profession</b></p> <ul style="list-style-type: none"> <li>– Characteristics of a profession</li> <li>– Education management theories</li> <li>– Educational ethics</li> <li>– The professional code of conduct</li> <li>– The service conditions of educators</li> </ul> <p><b>2 The school as an organisation</b></p> <ul style="list-style-type: none"> <li>– Universal characteristics of a school as an organisation</li> <li>– Managing conflict in an organisation</li> <li>– Management of change in schools</li> </ul> <p><b>3 Administration as it relates to school administration and school management</b></p> <ul style="list-style-type: none"> <li>– School Administration</li> <li>– Key performance areas</li> <li>– The Difference between Managers and Leaders</li> <li>– The school principal as an educational manager</li> <li>– Management duties of the school principal aimed at effective routine school administration</li> <li>– School Management</li> <li>– Basic concepts in school</li> </ul>	

			<p>management</p> <ul style="list-style-type: none"> <li>– School Management Tasks</li> <li>– Planning</li> <li>– Organising</li> <li>– Leading</li> <li>– Controlling</li> <li>– Theories of educational management</li> <li>– The Situational Theory</li> <li>– The Characteristic Theory</li> <li>– Systems Theory.</li> <li>– Bureaucratic Theory</li> <li>– Hierarchical Theory</li> <li>– Democratic Theory</li> <li>– Ambiguous Theory</li> <li>– Legislation and policies impacting on school practice</li> </ul> <p>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</p>	
<p><b>Module outcomes:</b> By the end of the module, students should: - Demonstrate a critical understanding of the South African educational context. Identify and critically reflect on barriers to learning and manage the school's statistical information</p>			<p><b>Module outcomes:</b> To apply knowledge and skills of classroom and school management to interpret the legislation and policies which impact on school practice in the Senior Phase and FET Teaching.</p>	
<p><b>Method of delivery:</b> Full Time</p>			<p><b>Method of delivery:</b> Full Time</p>	
<p><b>Assessment modes:</b> This module is assessed by means of tests, assignments and examination.....</p>			<p><b>Assessment modes:</b> 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.:</p> <p>Presentation/ case study/ weekly review/ reflection, Assignment, Test Summative written Examination: (2 hour examination at the end of the semester)</p>	
<p><b>Module code:-</b></p>	<p><b>Semester 1:</b> <b>EGPE101 3GPE101</b></p>	<p><b>NQF level: 7</b></p>	<p><b>Semester 2:</b></p>	<p><b>NQF level: 7</b></p>
<p><b>Title:</b> General Pedagogy</p>			<p><b>Title:</b></p>	
<p><b>Content:</b> Introduction into the teaching profession, The learner and the learning process, Teaching and learning strategies, Orientation into assessment Purposes, procedures in continuous assessment, Implication of assessment on teachers' professionalism and responsibilities</p>			<p><b>Content:</b></p>	

<p><b>Module outcomes:</b></p> <p>By the end of the module, students should be equipped with: -</p> <p>Demonstrate knowledge and understanding of various methods of teaching and their application in teaching and learning milieu.</p> <p>Critically evaluate learning and teaching activities against the knowledge acquired on principles and approaches to teaching and learning</p> <p>Demonstrate knowledge and understanding of the purpose of various learning styles in a class with diverse learning needs.</p> <p>Demonstrate knowledge and understanding of the various concepts and contexts in assessment.</p> <p>Demonstrate the ability to produce assessment plans and activities.</p>	<p><b>Module outcomes:</b></p>
<p><b>Method of delivery:</b> Full Time</p>	<p><b>Method of delivery:</b> Full Time</p>
<p><b>Assessment modes:</b> Continuous as well as summative assessment will take place. A variety of methods, strategies and tools will be used to assess achievement of competences e.g.:Presentation/ case study/ weekly review/ reflection Assignment ,Test .Summative written Examination: (2 hour examination at the end of the semester)</p>	<p><b>Assessment modes:</b> This module is assessed by means of examination.....</p>

COMPULSORY MODULES		
Module code:-	Year module: ETSE14A	NQF level: 6
<b>Title:</b> School Experience		
<b>Content:</b> 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.		
<b>Module outcomes:</b> 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.		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> Continuous formative assessment of learning through participation in class and including micro-teaching activities. Summative assessment of learning through practical activities, more practical activities in the form of an observation and teaching journal completed as part of the Wednesday and block schooling sessions. Reflections on selected themes chosen from school based observations and teaching experiences with focus on improving students' teaching conduct in future.  This module is assessed by means of examination.....		
Module code:-	Year module: ETSP14B	NQF level: 6
<b>Title:</b> School Experience		
<b>Content:</b> 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.		
<b>Module outcomes:</b> The purpose of this module is to engage prospective teachers in the realities of school-based teaching under the experienced eye of a professional teacher thus enabling them to practice what has been taught to them and thereby develop and grow professionally.		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> 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.....		

Early Childhood Education (ECE)													
Module code	HEQSf Aligned Module Code	Old Programme module code	Descriptive Name	Primary Lecturer		Secondary Lecturer		Weighting					
				Lecturer name	Staff Number	Lecturer name	Staff Number	Assignment Mark		Test Mark		Practical Mark	
								AM1	AM2	TM1	TM2	PM1	PM2
EEZU111	3EZU111	ELLZ111	IsiZulu Home Language 1*	ZE Mtshali	14578			40		60			
EENG112	3ENG112	EEGL112	English FAL 1	TA Mbatha	15791			40		60			
EELK111	3ELK111	EEHS111	Life Skills 1A*	ECA Kok	11610			40		60			
EELK112	3ELK112	EEHS112	Life Skills 1B*	ECA Kok	11610			40		60			
EEMA111	3EMA111	ESFN111	Basic Mathematics 1A*	CN Luthuli	10414			40		60			
EEMA112	3MA112	ESFN112	Basic Mathematics 1B*	CN Luthuli	10414			40		60			
EEDS111	3EDS111	NONE	Education Studies 1A: Child Development	N Ncama	20683			40		60			
EEPS112	3EPS112	NONE	Pedagogical Studies 1B: Classroom Mngmt	ZE Mtshali	14578			40		60			
EECA100	3ECA100	NONE	Academic & Computer Literacy*	IC Deca-Anyanwu	20388			40		60			
EENG211	3ENG211	NONE	English FAL 2	C Fynn	20837			40		60			
EEZU212	3EZU212	NONE	IsiZulu Home Language 2	C Fynn	20837			40		60			
EEGL211	3ELG211	EFPL212	Language Education (English FAL) 2A	ZE Mtshali	14578			40		60			
EEGL212	3ELG212	EFPL211	Language Education (isiZulu HL) 2B*	C Fynn	20837			40		60			
EELK211	3ELK211	EFPS211	Life Skills 2A	SCB Xulu	15284			40		60			
EELK212	3ELK212	EFPS212	Life Skills 2B	N Ncama	20683			40		60			
EEMA211	3EMA211	EFPN211	Mathematics Education 2A*	MM Sibisi	20950			40		60			
EEMA212	3EMA212	EFPN212	Mathematics Education 2B	MM Sibisi	20950			40		60			
EEPS211	3EPS211	NONE	Pedagogical Studies 2A: Curriculum Dvlpmnt	N Ncama	20683			40		60			

EEDS212	3EDS212	NONE	Education Studies 2B: Child Development	ECA Kok	11610			40		60			
EECL200	3ECL200	NONE	Conversational Language Afrikaans	CN Luthuli	10414			40		60			
EENG311	3ENG311	NONE	English FAL 3	C Fynn	20837			40		60			
EEZU312	3EZU312	NONE	IsiZulu Home Language 3	SCB Xulu	15284			40		60			
EEGL311	3EGL311	EFPL312	Language Education (English FAL) 3A	TA Mbatha	15791			40		60			
EEGL312	3EGL312	EFPL311	Language Education (isiZulu HL) 3B	ZE Mtshali	14578			40		60			
EEDS311	3EDS311	EFPS411	Education Studies 3A: Child Development	ECA Kok	11610			40		60			
EELK312	3ELK312	EFPS312	Life Skills Education 3B	N Ncama	20683			40		60			
EEMA300	3EMA300	EFPN311	Mathematics Education 3	MM Sibisi	20950			40		60			
NONE	NONE	EFPN312	Mathematics Education 3	MM Sibisi	20950			40		60			
EEZU400	3EZU400	NONE	IsiZulu Home Language 4	SCB Xulu	15284			40		60			
EENG400	3ENG400	NONE	English FAL 4	TA Mbatha	15791			40		60			
EELK400	3ELK400	NONE	Life Skills Education 4 (SL)	IC Deca-Anyanwu	20388			40		60			
EEDS400	3EDS400	NONE	Education Studies: Educational Law & Systems	C Anyanwu				40		60			
EEDS410	3EDS410	NONE	Education Studies: Sociology and Philosophy	Mrs Mbuyazi				40		60			
EEDS420	3EDS420	NONE	Education Studies: History and Comparative Educ.	Mrs Mbuyazi				40		60			
EFPN411	NONE	NONE	Foundation phase studies Numeracy 4A	ECA Kok	11610			40		60			
EFPL411	NONE	NONE	Foundation phase studies Literacy 4A	SCB Xulu	15284			40		60			
EFPS311	NONE	NONE	Foundation phase studies Life skills 3A	ECA Kok	11610			40		60			
<b>Department of Arts and Languages Education (DALE)</b>													
ELZL111	3LZL111	ELZN111		W. Mthembu-Ngema	10642	PK Mdluli	18511	50		50			

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

NONE	3LCS100	NONE	Conversational Language for Teachers – Sesotho	Dr N Khoalenyane	13202			40		60			
NONE	ELGN 412	NONE	English Language Education	Dr TN Ngema	18781			50		50			
NONE	ELEL 400	NONE	English First Additional Language Education 4	Dr TN Ngema	18781			25		25		50	
NONE	3MEF 102	NONE	English First Additional Language Education A	Dr TN Ngema	18781			50		50			
NONE	3MEG 102	NONE	English First Additional Language Education A	Dr TN Ngema	18781			50		50			
ELEL312	3LEL312	ELGN312	English Language Education B	Ms Z V Hlatshwayo &	11565			50		50			
NONE	3DSL100	NONE	Academic Literacy for teachers	Dr NP Khumalo &	13113	Ms LLP Bele	15047	50		50			
NONE	3LTL100	NONE	English Language for Teaching and Learning	Dr NP Khumalo	13113			50		50			
ELZN212	3LZN212	ELZL212	IsiZulu Language Education 2A	Ms LLP Bele	15047			50		50			
ELCT400	NONE	NONE	Conversational Lang for Teachers	Dr. OP Masuelele	21074			50		50			
EPPS212	3PPS212	NONE	Creative Arts	Dr. OP Masuelele	21074			50		50			
ELGF312	NONE	NONE	Method of English 312	Mr TS Dlamini	20969			50		50			
NONE	3LTC300	NONE	English as a Language of Teaching and Learning.	Mr TS Dlamini	20969			50		50			

### Mathematics Science and Technology Education (MSTE)

ESMA221	3SMA221	NONE		Mr T Talasi						33.3	33.3	33.3	
NONE	NONE	ESMA411		Mr T Talasi						33.3	33.3	33.3	
NONE	NONE	EMMG101		Mr T Talasi						33.3	33.3	33.3	
NONE	NONE	ESCM311		Mr A Chibisa						33.3	33.3	33.3	
NONE	NONE	EMCS101		Mr A Chibisa						33.3	33.3	33.3	
NONE	NONE	EMCS102		Mr A Chibisa						33.3	33.3	33.3	
NONE	NONE	ESCM312		Mr A Chibisa						33.3	33.3	33.3	
NONE	NONE	ESCL112		Mr A Chibisa						33.3	33.3	33.3	
EMMA101	3MMA101	NONE		Mr BS Gwala				50		50			
EMMG101	3MMG101	NONE		Mr SG Ngema				50		50			
NONE	NONE	ESMN311		Dr BG Ndawonde				10	20	25	25	20	

NONE	NONE	ESMN101		Dr BG Ndawonde				40		60			
NONE	NONE	ESDF 411		Dr RC Gayadeen				50		50			
NONE	NONE	ESDF 411		Dr RC Gayadeen				50		50			
NONE	NONE	ESTM 311		Dr RC Gayadeen				50		50			
NONE	NONE	ESNT400		Mr RC Gayadeen				50		50			
ESIC100	3SIC100	NONE		Miss NM Gumbi						33.3	33.3	33.3	
EDSL100	3DSL100	NONE		Miss NM Gumbi						33.3	33.3	33.3	
ESBM211	3SBM211	NONE		Dr A Krishnannair				50	50	50			
ESMA121	3SMA121	NONE		Dr A Krishnannair				50	50	50			
NONE	NONE	ESPS311		Mr NH Ngwenya				15	15	35	35		
NONE	NONE	ESMN311		Mr NH Ngwenya				10	20	25	25	20	
NONE	NONE	ESNT400		Mr NH Ngwenya									
NONE	NONE	ESMC 311		Prof DC Sibaya				50		50			
NONE	NONE	EMMA101		Prof DC Sibaya									
NONE	NONE	ESMA 400		Prof DC Sibaya				50		50			
NONE	NONE	ESBS411		Ms N Xaba				30	30	40			
NONE	NONE	ESPB411		Ms N Xaba				30	30	40			
EMPS101	3MPS101	ESBC411		Mr MG Tshabalala				50		50			
EMNS101	3MNS101	NONE		Mr MG Tshabalala				50		50			
NONE	NONE	ESAE411		Mr A Sondlo				40	30	30			
ESNT111	3SNT111	NONE		Mr A Sondlo				50		50			
NONE	NONE	ESEE211		Mr A Sondlo									
ESNT311	3SNT311	NONE		Dr TW Chinaka				40		30	30		
ESNT111	3SNT111	NONE		Dr TW Chinaka				50		50			
NONE	NONE	ESMA411		Mrs CT Chihambakwe						33.3	33.3	33.3	
NONE	NONE	ESMA211		Mrs PN Mathaba				40		60			
NONE	NONE	ESMA311		Mrs PN Mathaba				40		60			
ESNT211	3SNT211	NONE		Dr PJ Kok				40		30	30		
ESNT311	3SNT311	NONE		Dr PJ Kok				40		30	30		
NONE	NONE	ESIT411		Dr PJ Kok				30	30	40			
NONE	NONE	ESCM311		Mr D Mutambara				30		35	35		
NONE	NONE	EMCS101		Mr D Mutambara				30		35	35		
<b>Social Science Education (SSE)</b>													
NONE	NONE	ESMB 311	Method of Business studies	S Mokoena	11837	BT Gamede	12454	50		50			
NONE	NONE	ESMB312	Method of Business studies	S Mokoena	11837	BT Gamede	12454	50		50			

EMBS101	3MBS101	NONE	Business Studies Education(FETT)	S Mokoena	11837	BT Gamede	12454	50		50			
EMBS102	3MBS102	NONE	Business Studies Education(FETT)	S Mokoena	11837	BT Gamede	12454	50		50			
NONE	NONE	EESE411	Economics Education B	S Mokoena	11837	BT Gamede	12454	50		50			
NONE	NONE	EESE412	Economics Education B	S Mokoena	11837	BT Gamede	12454	50		50			
EEBS211	3EBS211	NONE	Basic Social Science and Life Skills	N Mqadi	21175	KG Mkhwanazi	13548	50		50			
NONE	NONE	EESS312	Social Sciences Education (IP)	D Mncube	11950	MC Dube		20		30		50	
EESS111	3ESS111	NONE	Social Sciences 1A	O. Ajani		M. Brett	1644	50		50			
EESS112	3ESS112	NONE	Social Sciences 1B	N Mqadi	21175	M. Brett	1644	50		50			
NONE	NONE	EESS112	Social Sciences 1B	N Mqadi	21175	M. Brett	1644	50		50			
EEBE212	3EBE212	NONE	Basic EMS	N Mqadi	21175	KG Mkhwanazi	13548	50		50			
NONE	NONE	ESMG312	Method of Geography (FET)	D. Mncube	11950	L Mngoma		50		50			
NONE	NONE	EEMS312	Social Sciences Education (SP)	D. Mncube	11950	F Gxwabeni	21210	20		30		50	
EMHS102	3MHS102	NONE	Social Sciences Education (SP)	D. Mncube	11950	F Gxwabeni	21210	20		30		50	
EMHY102	3MHY102	NONE	History Education	MC Dube	13477	F Gxwabeni	21210						
NONE	NONE	ESMH312	Method of History	MC Dube	13477	F Gxwabeni	21210	20		35		45	
NONE	NONE	EESE212	Economic And Management Sciences Education	K.G Mkhwanazi	13548	MR Khumatake	19861	20		35		45	
NONE	NONE	EESA412	ACCOUNTING	K.G Mkhwanazi	13548	MR Khumatake	19861	50		50			
EESS312	3ESS312	NONE	Method of Social Sciences	D Mncube	11950	F Gxwabeni	21210	40		60			
NONE	NONE	EESH412	Heritage Studies	F Gxwabeni	21210	MC Dube	13477	30		30		40	
NONE	NONE	EESH411	The Changing World and Ideologies	F Gxwabeni	21210	MC Dube	13477	50				50	
NONE	NONE	EESE111	Economic and Management Sciences 1A (Econ.)	S Mokoena	11837	BT Gamede	12454	50				50	
NONE	NONE	EESE112	Economic and Management Sciences 1B	S Mokoena	11837	BT Gamede	12454	20		40	40		
NONE	NONE	EESB411	Business Management 4A	S Mokoena	11837	BT Gamede	12454	40		60			

NONE	NONE	EESB412	Business Management 4B	S Mokoena	11837	BT Gamede	12454	40		60			
NONE	3MEC101	NONE	Economics Education A	BT Gamede	12454	S Mokoena	11837	50		50			
NONE	3MEC102	NONE	Economics Education B	BT Gamede	12454	S Mokoena	11837	50		50			
NONE	NONE	ESME311	Method of Economics 3A	BT Gamede	12454	S Mokoena	11837	50		50			
NONE	NONE	ESME312	Method of Economics 3B	BT Gamede	12454	S Mokoena	11837	50		50			
<b>Educational Foundations and Management (EFM)</b>													
EDST111	3DST111	NONE	Education Studies 1A	LC Mthethwa	17880	LP Sibisi	15833	40		60			
EDST112	3DST112	NONE	Education Studies 1B	LC Mthethwa	17880	LP Sibisi	15833	40		60			
EGEP111	3GEP111	NONE	General Pedagogy 1A	MJ Gina	19924	TZ Ngidi	17388	40		60			
EGEP112	3GEP112	NONE	General Pedagogy 1B	MJ Gina	19924	TZ Ngidi	17388	40		60			
EDST312	3DST312	NONE	Education Studies 3B	AB Buthelezi	13620	TZ Ngidi	17388	40		60			
EDST122	3DST122	NONE	Education Studies 2B	IS Kapueja	11524	CJG Bender	17976	40		60			
EDC0101	3DC0101	NONE	Education in context	IS Kapueja	11524			40		60			
NONE	NONE	EPCE412	Citizenship Education	VS Xulu	13837	LP Sibisi	15833	40		60			
NONE	NONE	EPSJ412	Social Justice and Human Right	VS Xulu	13837	LP Sibisi	15833	40		60			
NONE	NONE	EFMS312	Comparative Education	VS Xulu	13837	LP Sibisi	15833	40		60			
NONE	NONE	EDSE312	Society Education Law and School Governance	AB Buthelezi	13620	TZ Ngidi	17388	40		60			
NONE	NONE	EAMS412	Mngmt of Schl System and Extra Curricular Activities	CJG Bender	17976	TZ Ngidi	17388	40		60			
NONE	NONE	EPL591	Educational Planning	HG Khanyile	19925	IS Kapueja	11524	50		50			
NONE	NONE	EMC591	Educational Management	HG Khanyile	19925	IS Kapueja	11524	50		50			
<b>Educational Psychology and Special Education (EPSE)</b>													
EPPS311	3PPS311	NONE						50	50				
EMLO311	3MLO101	NONE						50	50				
NONE	NONE	EPLO311						50	50				
EMLG101	3MLG101	NONE						50	50				
NONE	NONE	EPPE411						50	50				
EDST121	3DST121	NONE						50	50				
EGEP211	3GEP211	NONE								50	50		
NONE	NONE	EPIE 411								50	50		
NONE	NONE	EPPS400								50	50		

EPPS 211	3PPS 211	NONE								50	50		
NONE	NONE	EPPM 211								50	50		
EPPS111	3PPS111									50	50		
NONE	NONE	EPIP111								50	50		
EDST211	3DST211	NONE								50	50		
EDST212	3DST212	NONE								50	50		
NONE	NONE	EPDL211								50	50		
NONE	NONE	EPSP411								50	50		

**FED.16.1.**

**FED.16.2.**

**FED.16.6.1.**

**WEIGHTINGS FOR TEACHING PRACTICE MODULES- EPPU**

**%WEIGHTINGS FOR B ED FOUNDATION PHASE NEW PROGRAMME MODULES**

Module Code	Module name	Assignment	Practical	Presentation	Journal	TOTAL	DP		Assignment/RE	Practical/	Presentation	Journal	TOTAL		Final Mark
	FIRST SEMESTER MARKS								SECOND SEMESTER MARKS						
3ETP 100	School Experience 1	10	10	10	20	50	50		10	10	10	20	50		100
3ETP 200	School Experience 2	10	10	10	20	50	50		10	10	10	20	50		100
3ETP 300	School Experience 3	10	10	10	20	50	50		10	10	10	20	50		100

**FED.16.6.2.**

**%WEIGHTINGS FOR B ED INTERMEDIATE PHASE NEW PROGRAMME MODULES**

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

**FED.16.6.3. %WEIGHTINGS FOR B ED SP & FET NEW PROGRAMME MODULES**

3PTE 100	Teaching Practice 1	10	10	10	20	50	50		10	10	10	20	50		100
3PTE200	Teaching Practice 2	10	10	10	20	50	50		10	10	10	20	50		100
3PTE300	Teaching Practice 3	10	10	10	20	50	50		10	10	10	20	50		100

**FED.16.6.4. %WEIGHTINGS FOR ALL PHASES OF THE OLD B ED PROGRAMME MODULES**

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