

Module descriptors for BEd (Intermediate Phase Teaching)

Modules are presented in alphabetical order providing the title and the code.

ACADEMIC LITERACY (B-ALI 110)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of the module is to provide students with the relevant academic literacy knowledge, competencies, and skills essential for them to meaningfully engage with academic text and learning in a higher education context.

Learning outcomes

At the end of the module students should be able to:

- Understand academic literacy in a higher education context.
- Understand differences between personal and academic literacy.
- Use strategies that skilled readers need for meaning-making.
- Use reading and writing skills and competencies to learn in a higher education context.
- Understand academic conventions in order to write academic texts competently.

COMPUTER LITERACY (B-CLI 110)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of this module is for students to know and use digital technologies for learning and teaching.

Learning outcomes

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

- Understand digital technologies and electronics.
- Understand the basic operations of a computer.
- Use computers and digital electronics for personal, academic, and professional purposes.
- Use essential functions of the Internet and academic databases effectively for educational and professional purposes.

CRITICAL LITERACIES FOR TEACHERS (B-CLT 120)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

Critical literacy concerns asking critical questions on what we take for granted about how things are and how things work in our social world and how we 'read', shape (and are shaped by), and 'respond' to this. The purpose of the module is to enable students to develop analytic skills and competencies to analyse texts and social structures in order to understand why and how things are the way they are. They will also be enabled to develop and mediate such skills in the context of the classroom.

Learning outcomes

At the end of this module students should be able to:

- Understand critical literacies in the context of higher education and in schools.
- Understand identity formation and social structures.
- Understand new technologies and critical literacies.
- Use critical discourse analysis as an analytical tool.
- Develop a critical pedagogy orientation.
- Develop analytic skills in the classroom.

DIGITAL PEDAGOGIES FOR TEACHERS (B-DPT 410)

YEAR 4 NQF LEVEL 5 CREDITS: 10

Purpose

Digital technologies have permeated and influenced every facet of modern-day life, including what happens in schools and classrooms. Students, therefore, must be introduced to ways of using digital technologies in teaching and learning. This module aims to enable students to understand and apply their knowledge on digital technology and new technologies in the context of their studies and for teaching and learning in their field of practice; in advancing 21st century and the 4th Industrial Revolution (IR) skills.

Learning outcomes

At the end of this module, students should be able to:

- Understand digital technologies and their use for personal and pedagogical purposes.
- Use digital technology to support learning and enhance teaching in the classroom.

ECONOMIC AND MANAGEMENT SCIENCES (I-EMS 420)

YEAR 4 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of the Economic and Management Sciences module is to introduce students to Economic and Management Sciences, provide them with economic literacy and knowledge and skills required to prepare them to plan and implement a developmentally appropriate Economic and Management Sciences Learning Programme for Grade 7 as prescribed in the current curriculum (CAPS).

Learning outcomes

At the end of this module, students will be able to:

- Explain:
 - Concepts of the economy.
 - History of money, needs, and wants.
 - Goods, services, and the production process.
 - Inequality and poverty.
- Assess learning about concepts of the economy.
- Understand basic concepts of financial literacy.
- Understand business and the entrepreneur.

EDUCATION STUDIES 1: THEORIES OF CHILD DEVELOPMENT (B-EDS 111)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of this module is to develop students' knowledge and understanding of the various theoretical perspectives underpinning child development in context. Child development refers to the biological, cognitive, emotional, psychosocial and psychological changes that occur as a child progresses from conception to adolescence. The module also examines the implications of understanding child development for understanding the learner in the context of the classroom.

Learning outcomes

At the end of the module students should be able to:

- Understand child development in context.
- Understand child development theories.
- Understand and interpret the stages of child development.
- Understand the link between child development and the learner in the classroom.

EDUCATION STUDIES 2: THEORIES OF LEARNING AND TEACHING (B-EDS 122)

YEAR 1 NQF LEVEL 6 CREDITS: 12

Purpose

The purpose of the module is to provide students with knowledge about a range of learning and teaching theories, underpinned by developmental theories, which will inform their pedagogical practices. This module also provides students with knowledge on factors related to individual learners which influence learning and how they can take these into account in creating conducive and optimal learning environments.

Learning outcomes

At the end of this module students should be able to:

- Understand development theories grounding teaching and learning in theories of child development.
- Understand theories of learning and teaching and analyse their implications for teaching, learning, and assessment.
- Understand the interrelationship between cognition and learning and teaching.
- Reflect on theories to create developmentally appropriate and conducive learning and teaching environments.
- Think critically and reflexively about their evolving teaching practice.

EDUCATION STUDIES 3: CURRICULUM, PEDAGOGY, AND ASSESSMENT (B-EDS 213)

YEAR 2 NQF LEVEL 6 CREDITS: 12

Purpose

This module is designed to provide students with knowledge and understanding in (a) curriculum theory, curriculum development, and curriculum implementation, (b) conceptions of pedagogy and implications for planning and designing environments that promote deep learning, and (c) authentic assessment as a tool to plan and track learning.

Learning outcomes

At the end of this module students should be able to:

- Understand conceptions and theoretical underpinnings of curriculum, pedagogy, and assessment.
- Understand the purpose of schooling and implications for curriculum design and knowledge selection.
- Analyse and interpret curriculum decisions in a South African context.
- Understand dominant approaches to pedagogy and their implications for learning and teaching.
- Understand forms of assessment and the assessment loop.
- Understand links between curriculum, pedagogy and assessment and use this knowledge to plan appropriate learning and teaching environments.

EDUCATION STUDIES 4: HISTORY OF EDUCATION AND EDUCATION POLICIES (B-EDS 224)

YEAR 2 NQF LEVEL 6 CREDITS: 12

Purpose

This module is aimed at developing students' knowledge and understanding of the historical, political, and social forces that have shaped South African society and the education system over the past three centuries. This knowledge is aimed at enabling them to situate the current legislative, policy, curriculum, education frameworks and structures, and challenges which exist in education today, empowering them to respond to the system in their role as teachers in South Africa.

Learning outcomes

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

- Trace the historical developments of education in South Africa.
- Understand education pre-, during, and after apartheid.
- Understand the structure, organisation, and management of education in South Africa today.
- Use research to critically analyse the functioning of the South African education system today.

EDUCATION STUDIES 5: SOCIOLOGY OF EDUCATION (B-EDS 315)

YEAR 3 NQF LEVEL 7 CREDITS: 14

Purpose

The purpose of this module is to enable students to critically reflect on and engage with sociological issues and challenges that impact learners' experiences of schooling and how these might be overcome in a school and classroom context.

Learning outcomes

At the end of this module students should be able to:

- Understand ways in which social structures and forces shape education and experiences of school by learners.
- Understand global and local issues framing education and shaping school and classroom contexts.

ENGLISH FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE INTERMEDIATE PHASE 1 (I-FLE 221)

YEAR 2 NQF LEVEL 6 CREDITS: 12

Purpose

This module builds on the common module: *Introduction to the Language and Literacy Landscape Teaching in the Intermediate Phase* to enable students to (a) understand English prose and poetry, (b) understand language structure and linguistic and grammatical principles of English, (c) analyse prose (fictional) as a component in the study of literature, (d) understand and analyse children's literature, and (e) plan, implement, assess, and evaluate first additional language learning in Grade 4 and 5.

Learning outcomes

At the end of this module, students will be able to:

- Understand English prose and poetry.
- Understand the structure of English language.
- Analyse English fictional prose.
- Understand children's literature (fictional prose) in general and children's literature appropriate to Grades 4 and 5 in particular.
- Understand approaches to English first additional language instruction.
- Plan, implement, and evaluate a first additional language learning programme.
- Assess first additional language learning.
- Integrate language components and English across the curriculum.
- Identify and support learners with English language barriers to learning in a Grade 4 context.
- Resource English First Additional Language teaching and learning in Grade 4 and 5.

ENGLISH FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE INTERMEDIATE PHASE 2

(I-FLE 322)

YEAR 3 NQF LEVEL 6 CREDITS: 12

Purpose

This module will enable students to analyse English non-fictional prose and deepen their knowledge and understanding of (a) the components and grammatical principles of the English language, (c) children's and teenage literature, (d) using children's and teenage literature in literacy and language development, and (e) planning, resourcing, implementing, assessing, and evaluating English first additional language learning. The focus will also be on teaching and learning in Grade 6.

Learning outcomes

At the end of this module, students will be able to:

- Understand and analyse English non-fictional prose.
- Understand grammatical principles of the English language.
- Understand children's and teenage literature in general and children's literature appropriate to Grade 6 in particular.
- Use children's and teenage literature for literacy and language development.
- Understand English components in the intermediate Phase (with specific reference to Grade 6):
 - Speaking
 - Listening
 - Reading
 - Writing
 - Language structures and conventions
- Plan, implement, resource, and evaluate the first additional language learning programme in Grade 6.
- Integrate within and across the curriculum.
- Assess English as an additional language in Grade 6.
- Identify and support learners with language barriers to learning in Grade 6.
- Analyse English as an additional language teaching and learning challenges in the classroom.

ENGLISH FIRST ADDITIONAL LANGUAGE TEACHING IN THE INTERMEDIATE PHASE 3

(I-FLE 423)

YEAR 4

NQF LEVEL 7

CREDITS: 15

Purpose

Students will be able to study poetry as well as deepen their knowledge of the structure and principles of English through comparison with an African language. They will also extend their knowledge of children's and teenage literature, with specific emphasis on poetry. Students will be exposed to strategies that enable them to use literature to enhance language and literacy development. They will draw on previous knowledge (from modules previously completed) to deepen their understanding of how to plan, implement, resource, and assess a language and literacy programme in Grade 7. This includes reflecting on their own practice as well as on how to identify and support learners with language and literacy barriers to learning.

Learning outcomes

At the end of this module, students will be able to:

- Compare linguistic features of English with an African language.
- Understand genres and study poetry.
- Understand children's poetry.
- Understand and use children's poetry in language learning in Grade 7.
- Plan, implement, resource, and evaluate the first additional language learning programme.
- Integrate language components within and across the curriculum.
- Assess English as an additional language in Grade 7
- Develop an intervention programme for learners with English language barriers to learning.
- Analyse and respond to English as an additional language teaching and learning challenges in the classroom.

ENGLISH HOME AND FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE INTERMEDIATE PHASE 1

(I-EHF 211)

YEAR 2

NQF LEVEL 6

CREDITS: 15

Purpose

Through this module, students will (a) understand the structure of the English language, (b) understand how the structure of the English language impacts and therefore has particular implications for reading and writing in Grade 4, (c) understand the complexities and the processes of transitioning from Grade 3 to Grade 4, (d) discuss the various perspectives on comprehension and teaching comprehension, (e) understand the various approaches to teaching writing and the impact on literacy teaching, (f) understand and analyse literature appropriate for Grade 4, (g) understand and use children's literature (fictional texts) to enhance language development and literacy teaching for Grade 4, (h) draw on language and learning theories to plan an appropriate language and literacy programme in Grade 4, (i) discuss the elements of a language-rich environment appropriate for Grade 4, (j), explain some of the barriers to learning that impede optimal language acquisition and effective instruction in literacy.

This module also introduces students to pedagogical components essential for teaching English as an additional language.

Learning outcomes

- Understand the structure of the English language.
- Plan appropriate instruction for reading and writing appropriate for Grade 4.
- Analyse children's literature (fictional texts) appropriate for Grade 4.
- Understand the importance of children's literature in conventional literacy practices
- Use children's literature to teach essential components for reading and writing.
- Plan a language and literacy programme by planning appropriate literacy events and practices for Grade 4 learners.
- Assess Grade 4 learners' development in reading and writing and address transitional challenges between Grades 3 and 4.
- Discuss the elements of a language-rich environment.
- Select appropriate methods to teach English as a first additional language.
- Support learners with barriers to language acquisition and literacy teaching.

ENGLISH HOME AND FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE INTERMEDIATE PHASE 2

(I-EHF 222)

YEAR 2

NQF LEVEL 6

CREDITS: 15

Purpose

Through this module, students will (a) understand the structure of the English language, (b) understand how the structure of the English language impacts and therefore has particular implications for reading and writing in Grade 5 (c) discuss the various perspectives on comprehension and teaching comprehension, (d) understand the various approaches to teaching writing and the impact on literacy teaching, (e) understand and analyse literature appropriate for Grade 5, (f) understand and use children's literature (fictional texts) to enhance language development and literacy teaching for Grade 5, (g) draw on language and learning theories to plan an appropriate language and literacy programme in Grade 5, (h) discuss the elements of a language-rich and print-rich environment appropriate for Grade 5, (i), explain some of the barriers to learning that impede optimal language acquisition and effective instruction in literacy.

This module will also introduce students to pedagogical components essential for teaching English as an additional language.

Learning outcomes

- Understand the structure of the English language.
- Plan appropriate instruction for reading and writing appropriate for Grade 5.
- Analyse children's literature (fictional texts) appropriate for Grade 5.
- Understand the importance of children's literature in conventional literacy practices.
- Use children's literature to teach essential components for reading and writing.
- Plan a language and literacy programme by planning appropriate literacy events and practices for Grade 5 learners.
- Assess Grade 5 learners' development in reading and writing.
- Discuss the elements of a language-rich and a print-rich environment.
- Select appropriate methods to teach English as a first additional language.
- Support learners with barriers to language acquisition and literacy teaching.

ENGLISH HOME AND FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE INTERMEDIATE PHASE 3

(I-EHF 313)

YEAR 3

NQF LEVEL 6

CREDITS: 15

Purpose

Through this module, students will (a) understand the structure of the English language, (b) understand how the structure of the English language impacts and therefore has particular implications for reading and writing in Grade 6 (c) discuss the various perspectives on comprehension and teaching comprehension, (d) understand the various approaches to teaching writing and the impact on literacy teaching, (e) understand and analyse literature appropriate for Grade 6 and pedagogy as First Additional Language is developed to Grade 7 level (f) understand and use children's literature (fictional texts) to enhance language development and literacy teaching for Grade 6, (g) draw on language and learning theories to plan an appropriate language and literacy programme in Grade 6, (h) discuss the elements of a language-rich and print-rich environment appropriate for Grade 6, (i), explain some of the barriers to learning that impede optimal language acquisition and effective instruction in literacy (k) support transition from Grade 6 to 7.

This is the final (3rd) module of the English Home Language stream that also provides for First Additional (or second) Language Teaching of English.

Learning outcomes

- Understand the structure of the English language.
- Plan appropriate instruction for reading and writing appropriate for Grades 6 & 7.
- Analyse children's literature (fictional texts) appropriate for Grades 6 & 7.
- Understand the importance of children's literature in conventional literacy practices.
- Use children's literature to teach essential components for reading and writing.
- Plan a language and literacy programme by:
 - Planning appropriate literacy events and practices for Grade 6 & 7 learners.
- Assess Grade 6 & 7 learners' development in reading and writing.
- Discuss the elements of a language-rich and a print-rich environment.
- Select appropriate methods to teach English as a first additional language.
- Support learners with barriers to language acquisition and literacy teaching.

ENGLISH HOME AND FIRST LANGUAGE AND LITERACY TEACHING IN THE INTERMEDIATE PHASE 4

(I-EHF 414)

YEAR 4

NQF LEVEL 7

CREDITS: 15

Purpose

The purpose of the final module is to enable students to consolidate their understanding of the components in the structure of the English language. Students will be able to, compare the structure of different languages, use prose and poetry to teach home language and draw on language theories to deepen their understanding of how to plan, implement, resource, and evaluate a home language programme appropriate for Grade 7. The module enables students to critically engage with home language challenges through an analysis of home language research and intervention programmes. This with the view to enable them to develop home language programmes at the classroom level. Students also gain insight into the home language the Grade 7 to 8 transition challenges.

Learning outcomes

At the end of this module, students will be able to:

- Analyse canonical English prose and poetry appropriate for the Intermediate Phase.
- Understand language development in Grade 7.
- Use prose and poetry for Grade 7 language development.
- Understand approaches to language development in Grade 7.
- Understand how to integrate components of language and literacy within and across the curriculum.
- Understand differentiated language instruction.
- Analyse home language challenges in primary education.
- Develop a classroom intervention programme for home language in the Intermediate Phase.
- Plan, implement, resource, and assess language development in Grade 7.
- Understand Grade 7 to 8 transition language demands.
- Reflect on language and literacy teaching and learning practices.

**FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE INTERMEDIATE PHASE 1:
(AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA)
(I-FLA 221 /I-FLX 221 /I-FLZ 221 /I-FLS 221 / I-FLT 221)
YEAR 2 NQF LEVEL 6 CREDITS: 12**

Purpose

This module enables students to (a) understand additional language teaching with particular focus on prose and poetry, (b) understand and apply components and grammatical principles for Additional language (c) analyse prose (fictional) in the chosen additional language as a component in the study of literature, (d) understand and analyse children's literature, and (e) how to plan, implement, assess, and evaluate second language and literacy learning in Grades 4 and 5, with particular reference to reading and reading processes.

Learning outcomes

At the end of this module, students will be able to:

- Understand the structure of the specific additional language.
- Understand prose and poetry for the specific additional language.
- Understand children's literature (fictional prose) in general and children's literature appropriate to Grades 4 and 5 in particular.
- Understand approaches to first additional language instruction.
- Plan, implement, and evaluate a first additional language learning programme.
- Assess first additional language learning.
- Integrate language components and additional language across the curriculum.
- Identify and support learners with language barriers to learning in a Grade 4 and a Grade 5 context.
- Resource First Additional Language teaching and learning in Grades 4 and 5.

**FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE INTERMEDIATE PHASE 2:
(AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI)
(I-FLA 322 /I-FLX 322 /I-FLZ 322 /I-FLS 322)
YEAR 3 NQF LEVEL 6 CREDITS: 12**

Purpose

This module will enable students to analyse non-fictional prose and deepen their knowledge and understanding of (a) the components and grammatical principles of the chosen language, (b) children's and teenage literature, (c) using children's and teenage literature in literacy and language development, and (d) planning, resourcing, implementing, assessing, and evaluating additional language learning. The focus will also be on teaching and learning in Grade 6.

Learning outcomes

At the end of this module, students will be able to:

- Understand and analyse non-fictional prose in one of the four additional South African languages selected and as offered by the programme.
- Understand grammatical principles of the additional language.
- Understand children's and teenage literature in general and children's literature appropriate to Grade 6 in particular.
- Use children's and teenage literature for literacy instruction and language development.
- Understand the linguistic components necessary for the additional language selected in the intermediate Phase (with specific reference to Grade 6):
 - Speaking
 - Listening
 - Reading
 - Writing
- Language structures and conventions
- Plan, implement, resource, and evaluate the additional language learning programme in Grade 6.
- Integrate within and across the curriculum.
- Assess additional language learning in Grade 6.
- Identify and support learners with language barriers to language acquisition and literacy teaching and learning in Grade 6.
- Analyse additional language teaching and learning challenges in the classroom.

**FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE INTERMEDIATE PHASE 3:
(AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA)
(I-FLA 423 /I-FLX 423 /I-FLZ 423 /I-FLS 423 / I-FLT 423)
YEAR 4 NQF LEVEL 7 CREDITS: 15**

Purpose

Students will be able to study poetry as well as deepen their knowledge of the structure and principles of learning an additional language through comparison with the English language. They will also extend their knowledge of children's and teenage literature, with specific emphasis on poetry. Students will be exposed to strategies that enable them to use literature to enhance language and literacy development. They will draw on previous knowledge (from modules previously completed) to deepen their understanding of how to plan, implement, resource, and assess a language and literacy programme in the additional language for Grade 7 and transition to Grade 8. This includes reflecting on their own practice as well as on how to identify and support learners with language and literacy barriers to learning.

Learning outcomes

At the end of this module, students will be able to:

- Compare linguistic features of one of the four additional South African languages selected and as offered in the programme with the English language.
- Understand genres and study poetry.
- Understand children's poetry.
- Understand and use children's poetry in language learning in Grade 7.
- Plan, implement, resource, and evaluate the first additional language learning programme.
- Integrate language components within and across the curriculum.
- Assess an additional language in Grade 7.
- Develop an intervention programme for learners with additional language barriers to learning.
- Analyse and respond to additional language teaching and learning challenges in the classroom.

**FUNDAMENTAL MATHEMATICS (B-FMA 110)
YEAR 1 NQF LEVEL 5 CREDITS: 10**

Purpose

The purpose of this module is to develop students' mathematical knowledge and applied competencies so as to advance their personal and academic mathematics learning and by implication, teaching.

Learning outcomes

At the end of the module students should be able to:

- Understand and be able to apply standard methods and procedures in working with numbers and operations.
- Understand and be able to apply standard methods and procedures in working with fractions, decimals, and percentages.
- Understand and be able to apply standard methods and procedures in doing calculations with ratio, rate, and proportion.

**HOME LANGUAGE AND LITERACY TEACHING IN THE INTERMEDIATE PHASE 1
(AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA)
(I-HLA 211 /I-HLX 211 /I-HLZ 211 /I-HLS 211 /I-HLT 211)
YEAR 2 NQF LEVEL 6 CREDITS: 12**

Purpose

This module will enable students to (a) understand and analyse the structure of the chosen language structures, (b) understand and analyse canonical literature, (c) understand and use children's literature (fictional texts) to enhance literacy and language development, (d) draw on language and learning theories to plan an appropriate language and literacy programme in Grade 4.

Learning outcomes

At the end of this module students will be able to:

- Understand literature (prose and poetry).
- Understand and analyse fictional prose.
- Understand the structure of South-African languages.
- Understand children and teenage home language literature.
- Understand the role of children's literature in language development.
- Analyse language transitions from Grades 3 to 4.
- Understand components of language teaching in the Intermediate Phase.
- Understand the Grade 4 learning programme.
- Plan, implement, resource and evaluate home language learning programmes for Grade 4.
- Assess home language learning in Grade 4.
- Identify and support learners with home language barriers to learning.

**HOME LANGUAGE AND LITERACY TEACHING IN THE INTERMEDIATE PHASE 2
(AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA)
(I-HLA 222 /I-HLX 222 /I-HLZ 222 /I-HLS 222 / I-HLT 222)
YEAR 2 NQF LEVEL 6 CREDITS: 12**

Purpose

The purpose of the second module is to enable students to deepen their understanding of the components in the structure of home language, the study of non-fictional literature, children's nonfictional literature, draw on language and learning theories to deepen their understanding of language and literacy learning, and to understand and demonstrate how to plan a developmentally appropriate language and literacy programme in Grade 5.

Learning outcomes

At the end of this module students should be able to:

- Understand home language structure. □ Analyse non-fictional literature.
- Analyse non-fictional children's literature.
- Analyse phonological patterns in the home language
- Understand the use of children's literature to enhance home language learning.
- Understand home language learning in Grade 5.
- Understand approaches to home language learning in Grade 5.
- Understand how to integrate components of home language and home language across the Grade 5 curriculum.
- Understand differentiated home language instruction in Grade 5.
- Plan, implement, resource, and evaluate language and literacy programme in Grade 5.
- Assess Grade 5 language learning.
- Identify and support learners with home language barriers to learning in Grade 5.

**HOME LANGUAGE AND LITERACY TEACHING IN THE INTERMEDIATE PHASE 3
(AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA)
(I-HLA 313 /I-HLX 313 /I-HLZ 313 /I-HLS 313 /I-HLT 313)
YEAR 3 NQF LEVEL 6 CREDITS: 12**

Purpose

The purpose of the this module is to enable students to deepen their understanding of (a) the components in the structure of the chosen language, (b) language theories to enhance their knowledge of home language development (c) the study of poetry, (d) children's poetry in the home language, and (e) ways in which to plan and evaluate a home language programme appropriate for Grade 6.

Learning outcomes

At the end of this module, students will be able to:

- Understand the structure of home languages.
- Understand and analyse poetry.
- Understand and analyse children's poetry.
- Understand how to use poetry for home language development
- Understand approaches to home language development in Grade 6.
- Understand differentiated home language instruction Grade 6.
- Understand language teaching in the Intermediate Phase.
- Understand language teaching and learning in Grade 6.
- Plan, implement, resource and evaluate a home language programme appropriate for Grade 6.
- Integrate language across and within the curriculum.
- Assess home language learning in Grade 6.
- Identify and support learners with barriers to home language learning.
- Examine, analyse, and respond to language challenges in primary school.

**HOME LANGUAGE AND LITERACY TEACHING IN THE INTERMEDIATE PHASE 4
(AFRIKAANS, ISIXHOSA, ISIZULU, SEPEDI, SETSWANA)
(I-HLA 414 /I-HLX 414 /I-HLZ 414 /I-HLS 414 /I-HLT 414)
YEAR 4 NQF LEVEL 7 CREDITS: 15**

Purpose

The purpose of the final module is to enable students to consolidate their understanding of the Components in the structure of languages. Students will be able to use prose and poetry to teach home language and draw on language and learning theories to deepen their understanding of how to plan, implement and assess a developmentally appropriate language and literacy programme in Grade 7. The module addresses ways to identify and support learners with language and literacy barriers to learning in Grade 7 as well as address the grade transition challenges of Grades 7 to 8.

Learning outcomes

At the end of this module, students will be able to:

- Compare South-African language structures.
- Analyse prose and poetry.
- Analyse prose and poetry appropriate for the Intermediate Phase.
- Understand language development in Grade 7.
- Use prose and poetry for Grade 7 language development.
- Understand approaches to language development in Grade 7.
- Understand how to integrate components of language and literacy within and across the curriculum.
- Understand differentiated language instruction.
- Analyse home language challenges in primary education.
- Develop a classroom intervention programme for home language in the Intermediate Phase.
- Plan, implement, resource, and assess language development in Grade 7.
- Understand Grade 7 to 8 transition language demands.
- Reflect on language and literacy teaching and learning practices.

INTRODUCTION TO THE LANGUAGE AND LITERACY LANDSCAPE IN THE INTERMEDIATE PHASE (I-LLL 110)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of the first introductory language teaching module is to provide a situational, conceptual, theoretical, and pedagogical framework for South African languages taught as Home and First Additional Language and Literacy in the Intermediate Phase in a multilingual context. This is in preparation for the cognate modules in all languages offered in this programme and at least provides a rudimentary insight to student teachers of the languages they may meet in the classroom. This additionally assists students to choose later language streams through providing an overview of all potential subsequent language streams.

Learning outcomes

At the end of this module students should be able to:

- Understand the global and South African language landscape.
- Describe and analyse language theories, methods, and approaches.
- Understand language development and literacy acquisition.
- Understand language acquisition in a multilingual context or landscape.
- Plan a language and literacy teaching programme including assessment.

INTRODUCTION TO MATHEMATICS TEACHING IN THE INTERMEDIATE PHASE

(I-MAT 120)

YEAR 1

NQF LEVEL 5

CREDITS: 10

Purpose

This module follows on from the Fundamental Mathematics module in which the student's mathematics knowledge and competence was the focus. It is a conceptual module with the purpose of introducing students to mathematics as a discipline as well as to the theoretical perspectives that underpin mathematics education as a field of study. This module frames the student's understanding of mathematics, its knowledge structure, and the content of each content area (knowledge domain). Students will be introduced to the mathematics challenges experienced in primary education in South Africa. The Intermediate Phase and Grade 7 mathematics curriculum is introduced. This module will enable students to develop an overview of how to plan, implement, resource, and evaluate mathematics learning programmes as well as assess learning in the Intermediate Phase and Grade 7. The module provides an overview of how to assess mathematics learning as well as identify and support learners with mathematics barriers to learning.

Learning outcomes

At the end of this module, students will be able to:

- Understand the discipline of mathematics.
- Understand dominant discourses and theoretical perspectives in mathematics education.
- Understand the knowledge structure and knowledge domains of mathematics.
- Analyse the challenges in mathematics teaching and learning in primary schools in South Africa and internationally.
- Understand the Intermediate Phase mathematics curriculum.
- Understand how to plan, implement, resource and evaluate an Intermediate Phase mathematics learning programme.
- Understand how to assess mathematics learning.
- Understand barriers to mathematics learning in the Intermediate Phase and Grade 7.

INTRODUCTION TO NATURAL SCIENCES AND TECHNOLOGY TEACHING IN THE INTERMEDIATE PHASE

(I-NST 120)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of this module is to introduce natural sciences and technology as fields of study and provide students with an overview of each strand in each field of study. It also provides an overview of the conceptual and theoretical frameworks shaping each of these fields. It introduces students to current national and international discourses and research in natural sciences and technology. The module provides an overview of the Intermediate Phase Natural Sciences and Technology curriculum as well as an overview of how to plan, implement, resource, and evaluate natural sciences and technology learning programmes. It offers insight into how to assess natural sciences and technology learning in the Intermediate Phase and Grade 7.

Learning outcomes

At the end of this module, students will be able to:

- Understand natural sciences and technology as fields of study.
- Understand the nature of natural sciences and technology.
- Understand theoretical underpinnings of natural science and technology education.
- Understand the strands in natural sciences and technology.
- Understand the relationship between natural sciences and technology.
- Develop an overview of the national and international teaching and learning challenges in natural sciences and technology primary school classrooms.
- Develop an overview of how to plan, implement, resource and evaluate natural sciences and technology learning programmes in the Intermediate Phase and Grade 7.
- Develop an overview of how to assess natural sciences and technology in the Intermediate Phase and Grade 7.

LANGUAGE OF CONVERSATIONAL COMPETENCE

(ISIXHOSA, ISIZULU, SEPEDI, SETSWANA) (C-LCX 120 /C-LCZ 120 /C-LCS 120 / C-LCT 120)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of the module is to endow prospective teachers, who have no prior knowledge of an African language, with basic conversational competence in a DHET approved language (other than English or Afrikaans) and approved and offered by SANTS for this purpose. Successful completion of this module will enable teachers to communicate both orally and in other expressive and receptive forms in a multilingual classroom context in order to mediate learning and order in a classroom effectively.

Learning outcomes:

At the end of this module, students will be able to:

- Apply general communication skills in a language approved by the DHET other than English or Afrikaans;
- Apply both oral and non-oral communication skills essential for mediating learning in a classroom context.

MATHEMATICS TEACHING IN THE INTERMEDIATE PHASE 1 (I-MAT 221)

YEAR 2 NQF LEVEL 6 CREDITS: 12

Purpose

The purpose of this module is to continue (see Fundamental Mathematics, page 25) to develop the student's mathematical competence as well as their subject and pedagogical content knowledge to enable them to teach numbers, operations, and relationships in the Intermediate Phase and Grade 7. Students will be able to plan, implement, and evaluate teaching and assess learning in the Intermediate Phase and Grade 7 with specific reference to numbers, operations, and relationships. They will be able to identify and support learners with barriers to mathematics learning and address these in the context of mathematics teaching.

Learning outcomes

At the end of this module, students will be able to:

- Understand numbers, operations, and relationships.
- Understand and teach numbers, operations and relationships in the Intermediate Phase and Grade 7.
- Plan, implement, resource, and evaluate mathematics learning programmes in the Intermediate Phase and Grade 7 with special reference to numbers and number relations.
- Assess mathematics learning in the Intermediate Phase and Grade 7.
- Integrate mathematics within and across the curriculum.
- Identify and support learners with barriers to mathematics learning.

MATHEMATICS TEACHING IN THE INTERMEDIATE PHASE 2 (I-MAT 312)

YEAR 3 NQF LEVEL 6 CREDITS: 12

Purpose

The purpose of this module is to expand the student's mathematical competence as well as their mathematics subject and pedagogical content knowledge appropriate for the Intermediate Phase and Grade 7 with reference to space and shape. Students will be able to plan, implement, and evaluate learning programmes in the Intermediate Phase and Grade 7 with reference to space and shape. Students will be able to identify and support learners with barriers to mathematics learning and address these in the context of mathematics teaching.

Learning outcomes

At the end of this module, students will be able to:

- Understand space and shape.
- Understand and teach space and shape in the Intermediate Phase and Grade 7.
- Plan, implement, resource, and evaluate mathematics learning programmes.
- Assess learning of space and shape in the Intermediate Phase and Grade 7.
- Integrate space and shape within and across the curriculum.
- Identify and support for learners with barriers to mathematics learning.

MATHEMATICS TEACHING IN THE INTERMEDIATE PHASE 3 (I-MAT 323)

YEAR 3 NQF LEVEL 6 CREDITS: 12

Purpose

The purpose of this module is to expand mathematics subject knowledge on measurement as well as develop student's subject and pedagogical content knowledge appropriate in the Intermediate Phase with reference to measurement. Students will also be able to plan, implement and evaluate learning programmes and assess learning in the Intermediate Phase and Grade 7. They will be able to identify and support learners with mathematics barriers to learning and address these in the context of mathematics teaching. They will analyse research into mathematics teaching and learning in primary education.

Learning outcomes

At the end of this module, students will be able to:

- Understand and teach measurement in the Intermediate Phase and Grade 7.
- Plan and implement mathematics learning programmes.
- Assess learning with reference to measurement.
- Resource the mathematics classroom.
- Integrate mathematics within and across the curriculum.
- Identify and support learners with barriers to mathematics learning.
- Analyse mathematics challenges in primary education classrooms.

MATHEMATICS TEACHING IN THE INTERMEDIATE PHASE 4 (I-MAT 424)

YEAR 4 NQF LEVEL 7 CREDITS: 15

The purpose of this module is to extend students mathematics learning as well as their subject and pedagogical content knowledge on patterns, functions and algebra as well as data handling in the Intermediate Phase and Grade 7. Students will be able to plan, implement, and evaluate teaching and assess mathematics learning. They will be able to identify and support learners with barriers to mathematics learning. Students will analyse national and international research into mathematics teaching and learning in primary schools and develop appropriate interventions.

Learning outcomes

At the end of these modules, students will be able to:

- Understand patterns, functions, algebra, and data handling.
- Understand and teach patterns, functions, algebra, and data handling in the Intermediate Phase teaching and learning.
- Plan, implement, resource, and evaluate mathematics learning programmes in the Intermediate Phase and Grade 7.
- Assess mathematics learning in the Intermediate Phase and Grade 7.
- Integrate mathematics within and across the curriculum.
- Identify and support learners with barriers to mathematics learning.
- Analyse and respond to research on mathematics teaching and learning in South Africa and internationally.

NATURAL SCIENCES AND TECHNOLOGY TEACHING IN THE INTERMEDIATE PHASE 1

(I-NST 211)

YEAR 2

NQF LEVEL 6

CREDITS: 12

Purpose

The module introduces students to the subject content knowledge in the life sciences as a strand of natural sciences as well as the technology strand: structures. Students will gain insight into the subject and pedagogical content in the above strands appropriate for the Intermediate Phase and Grade 7. Students will understand how to plan, implement, resource, and evaluate an Intermediate Phase natural sciences and technology learning programme. The module will also enable them to assess natural sciences and technology in the Intermediate Phase and Grade 7. They will be able to identify and support learners with barriers to natural sciences and technology learning.

This module has the focus: Life Sciences, Structures and the Design Process

Learning outcomes

At the end of this module, students should be able to:

- Understand life sciences.
- Understand structures.
- Demonstrate an understanding of the life sciences and structures subject and pedagogical content knowledge pertaining to the Intermediate Phase and Grade 7.
- Plan, implement, resource and evaluate a natural sciences and technology learning programme in the Intermediate Phase and Grade 7.
- Design and assess experiments and investigations.
- Model creative solutions to identified problems.
- Evaluate information.
- Identify and support learners with barriers to natural sciences and technology learning.
- Reflect on natural sciences and technology teaching practice.

NATURAL SCIENCES AND TECHNOLOGY TEACHING IN THE INTERMEDIATE PHASE 2

(I-NST 312)

YEAR 3

NQF LEVEL 6

CREDITS: 12

Purpose

The module introduces students to the subject content of matter and materials in the natural sciences as well as the technology strands: processing, mechanical systems and control. Students will gain insight into the subject and pedagogical content in the above strands appropriate for the Intermediate Phase and Grade 7. Students will understand how to plan, implement, resource, and evaluate an Intermediate Phase natural sciences and technology learning programmes. The module will also enable them to assess natural sciences and technology learning in the Intermediate Phase and Grade 7 as well as to identify and support learners with barriers to natural sciences and technology learning.

Learning outcomes

At the end of this module, students should be able to:

- Demonstrate content knowledge of matter and materials.
- Demonstrate content knowledge on processing, and mechanical systems and control.
- Demonstrate subject and pedagogical content knowledge in the above appropriate for the Intermediate Phase and Grade 7.
- Plan, implement, resource and evaluate natural sciences and technology learning programmes in the Intermediate Phase and Grade 7.
- Assess natural sciences and technology in the Intermediate Phase and Grade 7
- Plan and design appropriate experiments and investigations.
- Model creative solutions to identified problems.
- Evaluate and report on information.
- Identify and support learners with barriers to natural sciences and technology learning.
- Reflect on science and technology teaching practice.

NATURAL SCIENCES AND TECHNOLOGY TEACHING IN THE INTERMEDIATE PHASE 3

(I-NST 323)

YEAR 3

NQF LEVEL 6

CREDITS: 12

Purpose

The module introduces students to the subject content knowledge in the natural sciences strands of energy and change as well as deepen their understanding of the technology strands: electrical systems and control. Students will gain insight into the subject and pedagogical content in the above strands appropriate for the Intermediate Phase and Grade 7. Students will understand how to plan, implement, resource, and evaluate Intermediate Phase and Grade 7 natural sciences and technology learning programmes. The module will also enable them to assess natural sciences and technology in the Intermediate Phase and Grade 7 as well as identify and support learners with barriers to natural sciences and technology learning.

Learning outcomes

At the end of this module, students should be able to:

- Understand energy and change.
- Understand the relationship between energy and change and electrical systems and controls.
- Demonstrate an understanding of the energy and change subject and pedagogical content knowledge pertaining to the above strands appropriate for the Intermediate Phase and Grade 7.
- Plan, implement, resource and evaluate a natural sciences and technology learning programme in the Intermediate Phase and Grade 7.
- Design and assess experiments and investigations.
- Model creative solutions to identified problems.
- Understand and use graphical communication practices in Technology.
- Evaluate and report on information.
- Reflect on natural sciences and technology teaching practice.

NATURAL SCIENCES AND TECHNOLOGY TEACHING IN THE INTERMEDIATE PHASE 4

(I-NST 414)

YEAR 4

NQF LEVEL 7

CREDITS: 15

Purpose

The module introduces students to the subject content knowledge in the natural sciences strands of earth and beyond as well as deepen their understanding of the technology strands: systems and control (hydraulics and pneumatics). Students will gain insight into the subject and pedagogical content in the above strands appropriate for the Intermediate Phase and Grade 7. Students will understand how to plan, implement, resource, and evaluate an Intermediate Phase natural sciences and technology learning programme. The module will also enable them to assess natural sciences and technology in the Intermediate Phase and Grade 7. Students will also analyse national and international research into natural sciences and technology teaching and learning in primary schools and develop appropriate interventions.

Learning outcomes

At the end of this module, students should be able to:

- Understand earth and beyond.
- Understand structures and processing.
- Demonstrate an understanding of the earth and beyond subject and pedagogical content knowledge pertaining to the above strands appropriate for the Intermediate Phase and Grade 7.
- Plan, implement, resource and evaluate a natural sciences and technology learning programme in the Intermediate Phase.
- Design and assess experiments and investigations.
- Model creative solutions to identified problems.
- Evaluate information.
- Reflect on natural sciences and technology teaching practice.
- Analyse and respond to challenges in natural sciences and technology classrooms in the Intermediate Phase and Grade 7.

PROFESSIONAL STUDIES IN THE INTERMEDIATE PHASE 1: CLASSROOM PRACTICE

(I-PFS 121)

YEAR 1 NQF LEVEL 5 CREDITS: 10

Purpose

The purpose of this module is to develop students' understanding of the Intermediate Phase classroom context, in particular their pedagogical content knowledge and understanding of the principles, practices, and methods of teaching and learning commensurate with young children's ages and stages of development, contextual realities, and the social factors that shape pedagogy in context. This module also develops students' knowledge and competency to work with difference in the classroom, and identify, seek assistance and/or respond to barriers to learning.

Learning outcomes

At the end of this module students should be able to:

- Understand the Intermediate Phase learner.
- Understand the Intermediate Phase teaching and learning context and how it differs from other phases of schooling in South Africa.
- Understand curriculum, pedagogical, and assessment imperatives, principles, and practices appropriate for the Intermediate Phase.
- Understand the South African Intermediate Phase curriculum.
- Understand the importance of and how to teach all subjects in the Intermediate Phase.
- Design, implement, and evaluate classroom practice.
- Understand processes for the identification of learners with barriers to learning.
- Identify learners with barriers to learning.
- Identify appropriate support (internal and external to the school and the school system) for learners with barriers to learning.
- Identify and establish appropriate classroom support for learners with barriers to learning.

PROFESSIONAL STUDIES IN THE INTERMEDIATE PHASE 2: SCHOOL AND CLASSROOM MANAGEMENT (I-PFS 212)

YEAR 2 NQF LEVEL 6 CREDITS: 12

Purpose

This module aims to apprise students of the relevant conceptual understanding of leadership and management discourses and styles in general and leadership and management in an education context. Students will be exposed to leadership, managerial, and governance systems and procedures necessary for effective functioning at macro (education system), meso (school), and micro (classroom) levels. The notion of teachers as leaders and managers and the roles and responsibilities this entails is integral to the knowledge students will gain in this module.

Learning outcomes

At the end of this module students should be able to:

- Describe educational leadership and education management.
- Understand the relationship between leadership and management.
- Analyse theories and models of leadership in education.
- Analyse leadership styles and their implication for school and classroom practice.
- Understand and apply knowledge of classroom leadership and management.

PROFESSIONAL STUDIES IN THE INTERMEDIATE PHASE 3: SOCIAL JUSTICE AND CURRENT ISSUES IN EDUCATION

(I-PFS 223)

YEAR 2 NQF LEVEL 6 CREDITS: 12

Purpose

This module aims to provide students with conceptual tools to understand, analyse, and respond to current issues in education from a social justice perspective.

Learning outcomes

At the end of this module students should be able to:

- Understand perspectives on social justice in education
- Understand critical issues in South Africa that shape learners and their experience of school.
- Understand critical issues in South Africa that shape learning and teaching.
- Critically analyse factors shaping school and classroom practices in a localised context.
- Design and implement responses to localised school and classroom issues and challenges.
- Reflect on teacher's role as an agent of change.

PROFESSIONAL STUDIES IN THE INTERMEDIATE PHASE 4: TEACHER IDENTITY AND THE PROFESSION

(I-PFS 324)

YEAR 3 NQF LEVEL 7 CREDITS: 14

Purpose

This is the final module in Professional Studies. The purpose of this module is to empower students to understand their identities as professionals by critically engaging with legislative and policy frameworks as well as by understanding the professional, moral, and ethical responsibilities associated with their role as teachers.

Learning outcomes

At the end of this module students should be able to:

- Understand teacher identity and professionalism
- Understand the role of the teacher in a democratic society.
- Analyse the moral, ethical, and values dimensions of teacher's work.
- Understand the teacher as an agent of change.
- Demonstrate professional judgment and become a reflective practitioner.

RESEARCH IN EDUCATION (B-RED 400)

YEAR 4 NQF LEVEL 7 CREDITS: 22

Purpose

The purpose of this module is to provide the student teacher with an understanding of research appropriate for improving classroom practice. Students are introduced to action research and how it can be used to improve teaching so that learners will be better able to learn. Further to this, it provides the opportunity for the student teacher to engage in their own action research project.

Learning outcomes

At the end of this module students should be able to:

- Understand the purpose and use of action research in education.
- Understand the principles and cycle of action research.
- Identify a problem in an authentic school/classroom context.
- Design and carry out an action research project.
- Reflect on practice
- Use evidence to enhance teaching

WORKPLACE INTEGRATED LEARNING (WIL) IN THE INTERMEDIATE PHASE

Workplace Integrated Learning in the programme comprises 24 weeks as follows:

YEAR OF STUDY	NUMBER OF WEEKS
1	5
2	5
3	6
4	8
Total number of weeks	24

WORKPLACE INTEGRATED LEARNING (I-WIL 101)

YEAR 1 NQF LEVEL 5 CREDITS: 18

Students will spend **FIVE** weeks of structured supervised and assessed teaching practice in the school. WIL I is to be completed in the first academic year. Students will:

- Participate in the full day of the school.
- Profile the school, classroom and a learner through targeted observation and reflection.
- Observe planning and teaching of the mentor teacher.
- Reflect on observations and ask questions to deepen their own understanding of teaching and learning.
- Plan and present a variety of lessons with guidance from the mentor teacher.

WORKPLACE INTEGRATED LEARNING (I-WIL 202)

YEAR 2 NQF LEVEL 6 CREDITS: 20

Students will spend **FIVE** weeks of structured supervised and assessed teaching practice in the school. WIL II is to be completed during the student's second academic year. Students will: □
Participate in the full day of the school.

- Profile the school, classroom and two learners through targeted observation and reflection.
- Observe planning and teaching of the mentor teacher.
- Reflect on observations and ask questions to deepen their own understanding of teaching and learning.
- Plan and present a variety of lessons with guidance from the mentor teacher, teaching daily from the second week progressing to presenting consecutive lessons and a full day.

WORKPLACE INTEGRATED LEARNING (I-WIL 303)

YEAR 3 NQF LEVEL 6 CREDITS: 22

Students will spend **SIX** weeks of structured supervised and assessed teaching practice in the school. WIL III is to be completed during the student's third academic year. Students will:

- Participate in the full day of the school.
- Profile the surrounding community, school, classroom and learners through targeted observation and reflection.
- Observe planning and teaching of the mentor teacher.
- Reflect on observations and ask questions to deepen their own understanding of teaching and learning.
- Plan and present a variety of lessons with guidance from the mentor teacher, teaching consecutive lessons daily from the second week progressing to teaching for full days and a full week.

WORKPLACE INTEGRATED LEARNING (I-WIL 404)

YEAR 4 NQF LEVEL 7 CREDITS: 26

Students will spend **EIGHT** weeks of structured supervised and assessed teaching practice in the school. WIL IV is to be completed during the student's final academic year. Students will: □ Participate in the full day of the school.

- Profile the surrounding community, school, classroom and learners through targeted observation and reflection.
- Observe planning and teaching of the mentor teacher.
- Reflect on observations and ask questions to deepen their own understanding of teaching and learning.
- Plan and present a variety of lessons with guidance from the mentor teacher, teaching consecutive full days from the second week progressing to teaching for a full week and taking over all classroom and school activities for a week.