# Study units for the Advanced Certificate in Education

*(offered by the Department of Further Teacher Education)*

**Telephone number 012 429 4594**

<table>
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<th>Syllabus</th>
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## Accounting Education

**ACN101M  Accounting concepts, principles and procedures (S1 and S2)**

*Purpose:* to introduce students to the fundamental concepts and principles of accounting; the collecting and processing of accounting data of an enterprise; the accounting treatment and disclosure of noncurrent assets and current assets, non-current liabilities and current liabilities, sole enterprises, non-profit organisations and the recording of transactions from incomplete records.

**ACN102N  Accounting reporting (S1 and S2)**

*Co-requisite: ACN101*

*Purpose:* to introduce students to the underlying accounting transactions and the accounting treatment and disclosure of partnerships, close corporations, the equity of companies, cash flow statements, manufacturing enterprises and branch accounts as well as planning and control.

**ACEAE48  Accounting education**

*Purpose:* to develop teachers with the necessary knowledge, skills and attitudes regarding the nature and structure of accounting education; introducing the National Curriculum Statement Grades 10-12 with reference to the subject Accounting; formulating teaching and learning outcomes and introducing effective teaching strategies and methods, designing learning programmes, year plans, work schedules and lesson plans; classroom practice and assessment planning.

**ACECE2C  Computer literacy for teachers (One paper of two hours)**

*Purpose:* to introduce students to the basic components of computer hardware and software, and how to integrate its use in teaching and learning.

**MNB101D  Business management 1A (S1 and S2)**

*Purpose:* to enable students to gain knowledge and insight into related aspects of business management such as the business world and business management; entrepreneurship; general management.

**LADEMSJ  Teaching Economic and Management Sciences**

*Purpose:* to prepare teachers with the necessary knowledge, skills, attitudes and values so that they will be able to equip learners with the knowledge and comprehension of economic and management skills that will enable them to play a vital role in the process of transforming the country's economic, social, political, technological, physical and demographic environment.

**ACEAE36  Accounting education in practice**

*Purpose:* to develop teachers with the necessary knowledge, skills, and attitudes regarding recording and reporting; the use of portfolios: standardisation and objectives; guidelines for the use of portfolios; assessing portfolios and compiling a complete portfolio.

## Computer-integrated Education

**ACECE1B  Introduction to computers in education (One paper of two hours)**

*Purpose:* to introduce students to the educational potential, limitations and applications of information and communication technologies (ICTs), and to the planning and management of the integration and use of ICTs in classrooms.

**ACECE2C  Computer literacy for teachers (One paper of two hours)**

*Purpose:* to introduce students to the basic components of computer hardware and software, and how to integrate its use in teaching and learning.

**ACECE3D  Integrating computers in education (One paper of two hours)**

*Purpose:* to introduce students to the theories, principles, strategies and methods for integrating information and communication technologies (ICTs) in teaching and learning events, and to develop their skills in designing, developing and facilitating ICT-integrated learning environments.

**ACECE4E  On-line learning (One paper of two hours)**

*Purpose:* to introduce students to the potential, limitations, characteristics and modes of teaching and learning by using the Internet/Worldwide Web.

**ACECE5F  Practical educational computing**

*Purpose:* to provide students with opportunities to gain practical experience in applying their ICT knowledge and skills to enhance and enrich teaching and learning in the classroom.

## Educational Leadership
School management (One paper of two hours)
Purpose: to introduce students to the internal and external environment of school management, with particular reference to instructional leadership, learner management, financial management, parent involvement and the marketing of the school.

Human resources management I (One paper of two hours)
Purpose: to provide students with knowledge and skills to effectively manage personnel issues, with particular reference to staffing and staff induction, personnel development, staff appraisal, working in groups and personnel motivation.

Human resources management II (One paper of two hours)
Purpose: to empower students to develop and manage interpersonal skills, with particular reference to leadership, effective communication, negotiation, conflict management and interviewing skills.

Legal issues in Educational Leadership (One paper of two hours)
Purpose: to provide students with knowledge about the legal context of school management and to demonstrate competence on selected legal issues in school management.

Computer literacy for teachers (One paper of two hours)
Purpose: to introduce students to the basic components of computer hardware and software, and how to integrate its use in teaching and learning.

English

For all students intending to teach at Senior and Further Education and Training Phases.

Language proficiency (English communication for Education) (One paper of two hours)
Purpose: to explore the nature and implications of English as a language of learning, to improve learners’ communicative competence in English in the classroom and in the school, and to develop their study skills and English reading and writing skills.

Teaching English: General principles (One paper of three hours)
(a) Communicative/situational/integrated approaches to teaching the four skills
(b) ELT and ESL approaches; multilingual and multicultural teaching
(c) Lesson planning
(d) Assessment
(e) Group work, teaching large classes

Exploring and teaching fiction (One paper of three hours)*
(a) An introduction to the study of fiction: a selection of twentieth-century texts, at least one of which will be African/South African
(b) Approaches to teaching fiction

English Language Studies (One paper of three hours)*
(a) English language studies and language teaching
(b) Listening, note-taking and summarizing skills
(c) Speaking skills for basic social interaction (structural-functional approaches), other speaking skills
(d) Producing a variety of texts; the writing process
(e) Integrating the four skills

Poetry, theatre and society (One paper of three hours)
Purpose: to equip students to be creative, innovative teachers of English poetry and drama by providing them with knowledge of, and requiring them to reflect on, evaluate and implement a variety of strategies in the practice of teaching poetry and drama in the Senior Phase and Further Education and Training. Students are introduced to terminology used in the study of poetry and are given a range of ideas and techniques for teaching poetry in their own classrooms. Qualifying students are able to read and respond to a play (as distinct from other literary forms) as both text and performance and to impart this experience to their learners. They are also introduced to OBE concerns and terminology.

History, context and foundations of Environmental Education
Purpose: to introduce educators to the relevant features of the historical context of environmental education and to enable learners to understand the various foundations and positions of EE. They should further be in a position to identify and understand how the presentation of EE is influenced by the cited various foundations and positions of EE in practice.

Contemporary trends, curriculum theory and learning in environmental education
Purpose: to provide students with specialised knowledge, skills and competencies to identify and debate recent trends in environmental education and to enable educators to update, enrich and/or supplement the existing knowledge and competence of qualifiers about trends in education and to provide learners with knowledge about the environmental education role in curriculum development.

Environmental education research, quality assurance and assessment in environmental education
Purpose: to introduce educators to research techniques appropriate to environmental education and to develop environmental education research competencies through learning activities that facilitate outcomes-based education. In achieving this purpose, students will be enabled to conduct meaningful environmental education research in practice to achieve academic, occupational and professional growth through reflective study and ongoing research and to introduce students to basic assessment skills related to environmental education.

Business management 1A (S1 and S2)
Purpose: to enable students to gain knowledge and insight into related aspects of business management such as the business world and business management; entrepreneurship; general management.
FOO3036  Beverage studies  
*Prerequisite:* FO50015, FO50026, FO50049, FO5005A  
*Purpose:* to enable students to develop the competence to serve wine, spirits and liqueurs, beer and non-alcoholic beverages correctly in a hospitality facility.

FOO3048  Food preparation for the hospitality industry  
*Prerequisite:* FO50015, FO50026, FO50049, FO5005A  
*Purpose:* to enable students to understand the theoretical aspects of food preparation to prepare and serve nutritious and exquisite meals elegantly in the shortest time possible.

FOO3059  Food preparation for the hospitality industry practical  
*Prerequisite:* FO50F3F, FO50F6J  
*Purpose:* to enable students to develop the competence required to prepare and serve nutritious and exquisite meals elegantly in the shortest time possible.

HPM201B  Organisation and management*  
*Purpose:* to enable students to develop the ability to apply management and operational competence in managing a food service operation.

HPM202C  Meal management*  
*Purpose:* to enable students to develop the ability to apply meal management principles and skills in a food service operation in order to ensure high quality with customer satisfaction.

HP304C  Hospitality project  
*Purpose:* to enable students to develop the ability to apply the competence of making scientifically sound decisions in executing a project in a food service operation successfully, according to given criteria.

HP305D  Operations: data systems  
*Purpose:* to enable students to demonstrate the practical skills and abilities to operate a data system for the hospitality industry successfully.

HP3019  Introduction to housekeeping  
*Purpose:* to enable students to develop the ability to apply the competence in providing a housekeeping service of high quality in the hospitality industry.

HP302A  Front office operations  
*Purpose:* to enable students to develop the competence to apply basic management principles and skills to ensure a high standard of service in the hospitality industry.

HP303B  Accommodation operations  
*Purpose:* to enable students to develop the competence to apply basic management principles and skills to ensure a high standard of service in the hospitality industry.

HO60M1P  General methodology for teaching hospitality studies  
*Purpose:* to enable students to develop the competences to teach Hospitality Studies in the GET and FET bands.

HO60M2Q  Specific methodology for teaching hospitality studies  
*Purpose:* to enable students to develop the competences to teach Hospitality Studies in the GET and FET bands.

HO60MPB  Hospitality studies methodology practical  
*Purpose:* to enable students to develop the competence required to serve food and beverages correctly according to its kind.

**Inclusive Education**

FDESN1R  Introduction to Inclusive Education (One paper of two hours)  
*Syllabus:* Learners who experience barriers to learning and development: causes of barriers, history, policy documents  
Parents and families of learners who experience barriers to learning and development  
Education support services and national associations (NGOs)

FDESE28  Assessment and learner support (One paper of two hours)  
*Syllabus:* Assessment: Theory, assessment strategies, report writing; Learner support: Designing a learner support programme, support strategies, classroom management, collaboration with parents, education support services, and community services

FDESN3T  Barriers to learning: Impairments (One paper of two hours)  
*Syllabus:* Causes and identification of, as well as support to, learners with epilepsy and physical, learning, intellectual, hearing, visual and multiple impairments or behavioural problems.

FDESN4U  Learner support (intellectual or physical or deafness or blindness or behavioural) (One paper of two hours)  

**NB**

Students must choose the Early childhood development OR Foundation phase OR Intermediate phase OR Senior phase OR Further education and training band and will also be allowed to specialise in at least one of the following by means of assignments and portfolios:

Intellectual impairment  
Physical impairment  
Deafness  
Blindness  
Behavioural problems
Syllabus: Support to learners with epilepsy and physical, intellectual, hearing, visual and multiple impairments or behavioural problems in the Early childhood development, Foundation phase, Intermediate phase, Senior phase and Further education and training band; factors influencing development and learning; support to at-risk learners.

**FDES5V  Teaching practice I (intellectual or physical or deafness or blindness or behavioural) (One paper of two hours)**

Syllabus: Completion of an assignment and one workbook which include a portfolio, assessment strategies and reports of learner support to a learner who experience barriers to learning. The marks for the assignment and workbook will constitute 80% of the final mark for this module.

**FDES6W  Teaching practice II**

Syllabus: Completion of an assignment and one workbook which include a portfolio, assessment strategies and reports of learner support to a learner who experience barriers to learning. The marks for the assignment and workbook will constitute 100% of the final mark.

**FDEL4G  Learner support for learners experiencing learning difficulties (One examination paper of 2 hours and one practical assignment for examination purposes.) A reader is prescribed to complement the study guide and is available from Unisa press.**

Syllabus: The world in which a learner lives and learns as the cause of learning problems; the world in which the learner lives and learns; the quality of the school environment and the teaching as the cause of learning problems; problems relating to the teacher; problems relating to the teacher’s participation in the teaching event; learner-related problems; language problems; reading problems; written language; English as a second language and medium of instruction; problems with mathematics in primary school; study problems; problems related to a learner’s parents and home upbringing; problems with parent participation.

Completion of a workbook – assess a learner who experiences language difficulties (listening, speaking, reading and writing) as well as mathematical difficulties. The mark for this workbook will contribute towards the final mark.

**FDEL5H  Teaching practice – Learners experiencing difficulties (One examination paper of 2 hours and one practical assignment for examination purposes.) A reader is prescribed to complement the study guide and is available from Unisa press.**

Syllabus: The role of the school in relation to learners with learning difficulties; principles for assisting learners with learning difficulties; general principles for assisting learners with learning difficulties and lesson planning; teaching strategies, methods and aids; group assistance; assistance with learning difficulties in the learning areas; assisting learners with language problems, reading problems, written language problems, English as a second language problems, mathematical problems, study problems; parent guidance with respect to children with learning difficulties.

Completion of a workbook which include a portfolio, learning programmes and reports of learner support to at least three individual learners who experience learning difficulties (language, mathematics and study skills), and a group of learners who experience ESL difficulties. The mark for this workbook will contribute towards the final mark.

**FDEL6J  Teaching practice (Learning difficulties) Module 6 (Only for those students who have not yet completed the old syllabus)**

Syllabus: Completion of at least two workbooks: Workbook 1 – Completion of a workbook – assess a learner who experiences language difficulties (listening, speaking, reading and writing) as well as mathematical difficulties. The mark for this workbook will contribute towards the final mark. Workbook 2: Completion of a workbook which include portfolios, learning programmes and reports of learning support to at least three individual learners with learning difficulties (language, mathematics and study skills), and a group of learners who experience ESL difficulties. The mark for this workbook will contribute towards the final mark.

**Life Orientation**

**FDEGD1T  Child development I (One paper of two hours)**

Clarification of concepts, the fields of development, the influence of heredity and the environment on the development of the child, the role of phaseology in the development of the child, the development of the preschool child, the primary school child and the secondary school child in totality.

**FDEGD2U  Learning and learning problems (One paper of two hours)**

Definition of learning, characteristics of the learner, learning theories, definition of learning disabilities and learning handicaps, categories of learning disabilities, characteristics of children with learning disabilities, identification and diagnosis of children with learning disabilities, the role of the subject/class teacher in teaching children with learning disabilities, structuring and planning instruction for children with learning disabilities and possible strategies to help children with learning disabilities.

**FDEGD3V  Career Guidance (One paper of two hours)**

Introduction and theoretical background to career guidance, the different role players in career guidance, career guidance theories, guidance to the secondary school learner with regard to decision making, career guidance in the secondary school, the secondary school learner and the choice of subjects, guidance to the secondary school learner with the choosing of subjects, the secondary school learner and the choosing of a career, guidance to the secondary school learner in the choosing of a career, guidance to the secondary school learner with regard to attitude towards work, how to choose and find a job, unemployment and entrepreneurship.

**FDEGD4W  Child development II: problems in childhood and adolescence (One paper of two hours)**

Normal and abnormal development, indicators of problems in children, distinction between emotional, behavioural, developmental and learning problems, disability and handicap, general causes of problems in children, the extent of problems in children, classification of problems in children, identification of the child with problems, manifestations of specific affective problems in children and how to deal with it, the relationship between affective problems and behavioural problems, manifestations of specific behavioural problems and how to deal with it.

**FDEGD5X  Methodology of life orientation (One paper of two hours)**

Definition of life orientation, principles of life orientation, aims of life orientation in schools, life orientation to the whole learner, characteristics of the life orientation educator as a person, data collection, data processing, assistance to the learner with problems, planning and organisation of the life orientation centre and a workable life orientation system, liaison function of the life orientation educator, life orientation strategies in group context and for individuals, aids for life orientation; record keeping, planning of the life orientation programme in the school, evaluation and aspects or themes in life orientation (curriculum)

**Life Sciences Education**
NB
This programme has been temporarily suspended until further notice.

ACELSCC  Teaching of cells, tissues and molecular studies
Purpose: to provide teachers with the necessary teaching skills, competences, understanding and knowledge of tissues, cells and molecular studies to enable them to teach these outcomes based.

ACELSOQ  Teaching organism structure and processes
Purpose: to provide teachers with the necessary teaching skills, competence, understanding and knowledge of organisms, their structure, and the various processes in the basic life systems of plants and humans, to enable them to teach these outcomes based.

ACELSDD  Teaching diversity and continuity
Purpose: to provide teachers with the necessary teaching skills, competence, understanding and knowledge of diversity, change and continuity, to enable them to teach these outcomes based.

ACELSEE  Teaching environmental studies in the life sciences
Purpose: to provide teachers with the necessary teaching skills, competence, understanding and knowledge of human influence on the environment, the management and maintenance of natural resources and local environmental problems, to enable them to teach these outcomes based.

ACELSPR  Classroom practice in the life sciences
Purpose: to provide teachers with the necessary skills, competence and knowledge of teaching strategies and methods for life sciences teaching and enable teachers to conduct classroom research; to implement various assessment strategies and techniques to enable them to assess learners effectively.

Mathematics Education
(Further Education and Training Band)

FDEME1J  Precalculus A (One paper of two hours as well as a portfolio)
Purpose: to present Basic Algebra, Intermediate trigonometry and a portfolio on work done in the context of teacher education.

MAT111N  Precalculus mathematics B* (One paper of two hours)
Prerequisite: Mathematics as in Sc1(1)(b)(i)–(iv) in Part 7 of the Calendar.
Purpose: to acquire practical experience of vectors, polar co-ordinates, the complex number system, theory of polynomials, systems of linear equations, sequences, mathematical induction, binomial theorem, conic sections.

FDEME8R  Statistics education
Prerequisite: One of the following:
(a) Mathematics Higher Grade at Matriculation level passed with at least 40% (E-symbol).
(b) Mathematics Standard Grade at Matriculation level passed with at least 50% (D-symbol).
(c) Mathematics at Matriculation level passed prior to differentiation.
(d) An equivalent examination in Mathematics.
Purpose: to provide under-qualified Mathematics teachers with the basic statistical concepts and skills, as well as the necessary experiences which will enable them to teach Statistics to learners up to Grade 12.

MAT112P  Calculus A* (One paper of two hours)
Prerequisite:
ONE of the following:
(a) Mathematics HIGHER GRADE passed with at least 50% (D symbol) or 80% (A symbol) on STANDARD GRADE at Matriculation level
(b) Mathematics at Matriculation level passed prior to differentiation
(c) An equivalent examination in Mathematics see Sc1(1)(b)(iv) in Part 7 of the Calendar
(d) MAT10/MPE110/MSE110
(e) MAT011 passed with at least 75%
Purpose: to equip students with those basic skills in differential and integral calculus which are essential for the physical, life and economic sciences. Some simple applications are covered. More advanced techniques and further applications are dealt with in module MAT113.

FDEME5N  Geometry (One paper of two hours)
Purpose: to orientate the learner to an Inductive approach to geometry, Euclidean geometry, Non-Euclidean geometry and to a Dynamic geometry computer program like Geometer's Sketchpad.

FDEME6P  Mathematics Education (One paper of two hours)
Purpose: to introduce the student to mathematics education themes like Modelling; The nature of Mathematics/Mathematics Education; All components of the curriculum framework; Strategic teaching and learning; Problem solving and classroom practice.

Mathematics Education (Intermediate and Senior Phase)

ACEME1C  Learning and teaching of Intermediate and Senior mathematics (One paper of three hours)
Syllabus:
- Learning and Teaching Models
- The nature and promotion of Mathematical Thinking
- Modelling
- Curriculum development
- Teaching strategies and lesson plans
- Material development
- Context and OBE
- Problem solving
Mathematical knowledge, skills and values
Continuous assessment
Baseline assessment
Diagnostic assessment
Formative assessment
Summative assessment
Systemic assessment
Methods, techniques and tools for assessment activities
Design of instruments for assessment

ACEME2D  Algebra for Intermediate and Senior teachers (One paper of three hours)
Syllabus:
- Numeration systems, number and numeral
- Ancient numerations systems - Greek, Egyptian, Babylonian, Mayan Roman
- How to use concrete material in the teaching of basic number concepts
- Operations - the four basic operations in Mathematics
- How to teach operations for understanding
- Problem solving skills in teaching of number and operations
- Different models of fractions
- Fractions: Common, desimal and percentage and computations involving these
- The different structures in the teaching of multiplication/division and addition/subtraction
- Ratio and proportion
- Numerical and geometrical patterns
- Algebraic thinking processes
- Linear and quadratic equations, expressions and functions
- Interpretations of linear and quadratic functions

ACEME3E  Spatial development for Intermediate and Senior teachers (One paper of three hours)
Syllabus:
- A learning and teaching theory for spatial development
- Curriculum work about different spatial developmental strands: visual (sight), space and shape, and location (position)
- The use of Geometer’s Sketchpad
- Basic geometry
- Basic trigonometry
- Basic analytical geometry
- Arbitrary units
- Length
- Area
- Volume & capacity
- Mass and weight
- Time
- Angles
- Standard units for measurement
- Estimation and error
- Developing formulae

ACEME4F  Mathematical practices for Intermediate and Senior teachers (One paper of three hours)
Syllabus:
- Criteria for successful INSET projects
- Basic research strategies
- Completion of classroom based research project
- Criteria for a portfolio
- Completion of own portfolio to illustrate own classroom practices
- Preparation and planning to teach effective mathematics from the portfolio
- The professional development of the Mathematics Teacher
- The nature and role of teaching practice
- The working and use of a basic pocket calculator as a teaching and learning tool in mathematics
- Geometer’s Sketchpad
- Fathom
- Basic computer skills
- Spreadsheet
- Word processing

ACEME5G  Basic statistical and financial education (One paper of three hours)
Syllabus:
- Collect and representing data in graphs, statistical tables and diagrams
- Averages
- Measures and centre, and spread
- Probability of a single event
- Simulations to construct empirical probability distributions
- Relative frequency and basic probability, make and test of conjectures
Sampling, and sampling techniques
Buying and selling
Profit and loss
Budgets
Reading and interpreting accounts
Loans
Simple and compound interest
Hire purchase
Exchange rates
Commission
Rental and banking
Origin of money and financial systems

Multicultural Education

FDEMC1E  Theory and practice of Multicultural Education I (One paper of two hours)
(a) Historical development
(b) Philosophical foundations
(c) Perspectives on multicultural education
   ■ anti-racist education
   ■ conflict theories
   ■ critical pedagogy
   ■ liberal-humanist theories

FDEMC2F  The nature and characteristics of Multicultural Education (One paper of two hours)
(a) Defining multicultural education
(b) Goals of multicultural education
(c) Multicultural education in practice

FDEMC3G  Multicultural teaching methodology (One paper of two hours)
(a) Developing multicultural curricula
(b) Teaching strategies
(c) Teaching and learning styles
(d) Preparing and selecting multicultural instructional material
(e) Evaluation

FDEMC4H  Theory and practice of Multicultural Education II (One paper of two hours)
(a) Race, racism, ethnicity and culture
(b) Gender and class issues
(c) Social inequality and education
(d) Language diversity and multilingual teaching
(e) Human rights in education
(f) Values in education
(g) Educational equality for exceptional pupils

FDEMC5J  Managing multicultural schools (One paper of two hours)
(a) School ethos and policy
(b) Effective communication
(c) Managing change
(d) Negotiation and conflict resolution skills
(e) Issues of parent participation in multicultural schools

Natural Science Education (Intermediate and Senior Phase)

ACENS1E  Teaching natural sciences I (One paper of three hours)
Purpose: to provide school teachers with knowledge of fundamental concepts of natural sciences (life and living, earth and beyond) and skills of designing suitable activities to support learning in these fields.

ACENS2F  Teaching Natural Sciences II (One paper of three hours)
Purpose: to provide school teachers with knowledge of fundamental concepts of natural sciences (energy and change, matter and materials) and skills of designing suitable activities to support learning in these fields.

ACENS3G  Facilitation and management of practical work (One paper of three hours)
Purpose: to provide learners with (a) knowledge and skills of facilitating practical work and science process skills in a school setting, and (b) knowledge and skills of managing a laboratory in a school setting and to enable learners to demonstrate competence in facilitating practical work in a responsible and safe manner.

ACENS4H  Teaching science, environment and society (One paper of three hours)
Purpose: to provide school teachers with (a) knowledge of fundamental issues in the teaching of natural sciences with particular reference to the interaction of the environment and society as stipulated in the revised national curriculum statement of the Republic of South Africa and (b) knowledge, skills, values and attitudes to facilitate teaching in the Natural Sciences in the Senior schooling phase.

ACECE2C  Computer literacy for teachers (One paper of two hours)
Purpose: to introduce students to the basic components of computer hardware and software, and how to integrate its use in teaching and learning.
Tourism Education

**NB**
This curriculum was previously known as Travel and Tourism Education

**ACETETR**  Teaching tourism as an interrelated system
*Purpose:* to provide teachers with an understanding and knowledge of the interdependence of various sectors in the tourism industry and to enable them to teach it outcomes based.

**ACETEC8**  Teaching communication and customer care
*Purpose:* to provide teachers with the necessary skills and competences to teach learners to apply effective communication skills, to demonstrate professional conduct, deliver service excellence and function as a team member.

**ACETEA5**  Teaching tourism attractions and trends
*Purpose:* to provide teachers with the necessary skills and competences to teach learners to analyse and critically evaluate geographic information from a variety of sources to locate destinations, and determine reasons why tourists choose them. Teachers should also be able to guide learners to interpret statistics related to travel trends and explore the impact of major events, world affairs and unforeseen occurrences on travel trends.

**ACETERP**  Teaching responsible and sustainable tourism
*Purpose:* to enable teachers to acquire the knowledge, skills, values and attitudes related to the environment and to demonstrate to learners the importance and benefit of responsible and sustainable tourism on social, economic and environmental growth.

**ACETEPM**  Classroom practice and careers in tourism
*Purpose:* to enable teachers to manage and execute classroom related requirements of the learning programme Tourism and provide learners with appropriate career guidance.

**TRANSITIONAL ARRANGEMENTS**

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<tr>
<th>Modules passed</th>
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<tbody>
<tr>
<td>ACETT14, ACETT6A</td>
<td>ACETETR</td>
</tr>
<tr>
<td>ACETT36, ACETT59</td>
<td>ACETEC8</td>
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<tr>
<td>ACETT25, ACETT48</td>
<td>ACETEA5</td>
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<td>ACETT78, ACETT8C</td>
<td>ACETERP</td>
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<tr>
<td>ACETT9D, ACETT03</td>
<td>ACETERM</td>
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**Technology Education (General Education and Training Band)**

**FDETE1A**  Technology A (Background to Technology) (One paper of two hours)
Structures  
Processing and production  
Energy  
Materials  
Information  
Systems and control systems

**FDETE2B**  Technology Education I (One paper of two hours)
Conceptual framework  
The technological process  
The nature of Technology Education  
Assessment in Technology Education

**FDETE5E**  Technology Education II (One paper of two hours)
Practical work in Technology Education  
The Technology Learning Area in context  
Teaching the Technology Learning Area

**FDETE4D**  Technology B (One paper of two hours)
Project portfolio

**ACECE2C**  Computer literacy for teachers (One paper of two hours)
*Purpose:* to introduce students to the basic components of computer hardware and software, and how to integrate its use in teaching and learning.