

# **Tutorial Letter 103/2/2018**

**Social Sciences**

**Intermediate and Senior Phase**

**PST103E**

**Semester 2**

**Department: Curriculum and Instructional  
Studies**

## **IMPORTANT INFORMATION**

Marking guidelines and format of the Examination paper.

Define tomorrow.

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**MARKING GUIDELINES AND THE FORMAT OF THE EXAMINATION PAPER  
SECOND SEMESTER 2018: PST103E**

**SECTION A: MARKING GUIDELINES/MEMOS FOR ASSIGNMENT 01 AND 02**

**ASSIGNMENT 01: COMPULSORY ASSIGNMENT (N.B. This assignment counts 20% towards your semester/final mark)**

**SECTION A: MARKING MEMO/GUIDELINES**

1. 3
2. 1
3. 2
4. 3
5. 2
6. 1
7. All students were credited
8. 2
9. 2
10. 2
11. 3
12. 1
13. 3
14. 1
15. 1
16. 2
17. 2
18. 1
19. 1
20. 1

**100]**

**ASSIGNMENT 02: OPTIONAL ASSIGNMENT**

**As indicated in the Tutorial Letter 101, please be aware that the mark for this OPTIONAL assignment does not count towards your semester/final mark**

**ASSIGNMENT 02: MARKING GUIDELINES**

**SECOND SEMESTER 2018**

**QUESTION 1**

- 1.1 Define the concept fieldwork. What value does fieldwork have for the learner of Social Sciences?**

Fieldwork may be regarded as any educational activity that takes place outside the formal classroom. It may take place on the school grounds or in a local park, on an excursion or in fact anywhere where practical outdoor classroom activities are possible. (2)

- \* Teaching and learning can easily be integrated with assessment
- \* It can be used to introduce or end a lesson or theme
- \* It can easily link the classroom with the real world
- \* Learners learn by doing
- \* It broadens the learners' horizons
- \* Learners can interact with the teacher and other learners easily (8)

**(ANY OTHER RELEVANT POINT)**

**1.2 Why do we study the subject: History?**

- The past helps us to understand the present and project into the future
- History facts help us to interpret life situations
- It helps us to learn where we come from
- To learn what is happening in other countries (2)

**(ANY OTHER RELEVANT FACT)**

**1.3 Mention any TWO principles of effective assessment**

- It has to be planned in advance
- It must have a clear purpose
- It must be relevant-based on the lesson at hand
- It must suit the level of the learners
- Provide feedback as early as possible
- Allow new evidence to replace old evidence
- Assessment should be regarded as part and parcel of learning
- Effective assessment fosters motivation
- Effective assessment is always sensitive and constructive (2)

**(ANY OTHER RELEVANT MATTER)**

**1.4 The establishment of positive attitudes and values is an important aspect of History and Geography teaching and learning. What POSITIVE attitudes and values can be established by the teaching and learning of History and Geography? Give examples of THREE attitudes and examples of THREE values for ONE of these subjects (either Geography or History).**

**Attitude:** the way of feeling or thinking about something

**Value:** the usefulness, worth, helpfulness or importance of something

On the basis of these explanations, the student should give three POSITIVE ATTITUDES and three POSITIVE VALUES that are brought about by the teaching and learning of one of these subjects, that is, either Geography or History.

E.G Geography: POSITIVE ATTITUDE: The teaching of Geography helps me to appreciate/love my environment

E.G. Geography: POSITIVE VALUE: The teaching of Geography helps me to understand my country's climatic conditions better.

**(Any other relevant fact/example)**

**(6)  
[20]**

## QUESTION 2

**2.1 Give ONE PRACTICAL EXAMPLE in Geography and in History, how each of the following skills could be acquired and give own, original examples.**

**Please draw a table like this to answer this question.**

	GEOGRAPHY	HISTORY
Descriptive skills	Learners can be given a picture of a country and be expected to outline or describe its climatic conditions as compared to other countries	Learners may be given a picture of Nelson Mandela and requested to describe his contribution in the freedom of South Africa
Social skills	Learners can be given a topic, in pairs or as a group and be asked to write notes on it e.g. my environment	Learners can be given a project as a group and be asked to do research on it, e.g. The effects of the First World War
Schematic skills	Learners may be requested to systematically sketch geographical events that led to the demarcation of the nine provinces of South Africa	Learners may be asked to give chronological events that led to The Second World War
Skill in synthesis	Learners may be given a text on climatic conditions of South Africa and requested to summarise and organise	Learners may be given a text/newspaper cutting on the life history of Napoleon/Donald Trump/

	it in a coherent whole so as to gain a complete picture of the entire phenomenon	Oliver Tambo and be asked to summarise the highlights of his life events
Reading and research skills	Learners may be requested to describe a geographical concept, e.g. Equator and asked to consult different sources and fully discuss its importance and location	Learners may be requested to trace the causes of the Battle of the Blood River by reading widely and compiling notes on this topic

**(ANY OTHER RELEVANT EXAMPLE)**

**(20)**

**2.2 Name and discuss FIVE fundamental principles that characterise good teaching. Explain in the light of your current teaching experiences or past experiences while still a learner**

Discussion on:

- \* Good preparation
- \* Using various/interesting methods
- \* Punctuality
- \* Hard-working
- \* Good behaviour/Well behaving
- \* Good relations with teachers and learners
- \* Flexibility

**(DISCUSSION OF ANY FIVE RELEVANT PRINCIPLES)**

**(10)**

**[30]**

**QUESTION 3**

**3.1 What is meant by CAPS approach to teaching and learning?**

- \* The CAPS is an adjustment to what we teach (curriculum) and not how we teach (teaching methods)
- \* Every subject in each grade will have a single, comprehensive and concise Curriculum and Assessment Policy Statement that will provide details on what content teachers ought to teach and assess on a grade-by-grade and subject-by-subject basis
- \* There are clearly delineated topics for each subject and a recommended number and type of assessment per term

**(6)**

**(ANY OTHER RELEVANT FACT).**

**3.2 “As far as possible, teaching and learning resources should be used in the teaching of Social sciences”. Do you agree or disagree? Please give reasons for your answer**

This is an open-ended question. The student should state whether or not s(h)e agrees or disagrees. Thereafter, the student should argue/ state about five facts to support his/her agreement or disagreement. (6)

**3.3 Mention any three criteria for the selection of teaching resources**

- \* The teaching media must be relevant/suitable to the topic taught
- \* The resource must cater for the learners’ age and the level of maturity
- \* As a teacher, make sure that the resource explains or reinforces knowledge
- \* As far as possible, the teacher must make sure that the resource makes the lesson interesting (3)

**(Any other relevant answer)**

**3.4 What is learner-centred approach to teaching? Briefly explain**

Learner-centred approach to teaching: This refers to teaching methods that encompass concentration on the part of the learners’ aspirations, speed, emotions, needs or his/her total being. It aims to develop learner autonomy and independence as well as life-long learning. Instead of passively listening to the teacher exclusively, learners and the teacher interact equally. In this case, group work is always encouraged and learners are encouraged to collaborate and communicate with one another (5)

**(ANY OTHER RELEVANT EXPLANATION) [20]**

**QUESTION 4**

**Design and write down a Geography OR a History lesson, for an Intermediate/ Senior Phase Class, in a rural or urban environment. Please state the Subject, Topic, Grade and Duration. Your lesson must have all various phases/steps and activities of a complete lesson plan, e.g. CAPS.**

**N.B. Whenever you are requested to design your own lesson, please make sure that you, at least, state the TOPIC of that lesson.**

N.B. This is an open-ended question. Students should prepare a full-fledged lesson with the necessary steps/phases, e.g. Introduction, objectives, teaching/learning

resources used, teaching methods, assessment instruments/tools used, teacher/ learner activities, conclusion, etc.

**[30]**

**{100}**

## **SECTION B: EXAMINATION GUIDELINES- SECOND SEMESTER 2018**

- PST103E is a full-fledged question paper and totals 100 marks.
- The duration of the examination paper is two hours.
- You are required to answer ALL FOUR questions of 25 marks each.

### **PREPARATION FOR THE EXAMINATION**

You are advised to revise and improve your assignments where necessary as you may need to refer to them when you prepare for the examination. During the examination, please answer briefly and write legibly. Consider the mark allocated to each question. Avoid ROTE learning and, where possible, give own, original examples.

I am concerned about the responses given by some students regarding assignments and examinations. Students do not respond to the questions appropriately and as a result, they lose marks. Please observe the following operative words and respond appropriately to questions asked:

- Discuss
- Explain
- Describe
- Name
- Mention
- List
- Distinguish
- Compare
- Differentiate between.....and.....
- Define
- In a tabular form.....

In some case, students list, name, mention instead of DISCUSSING OR DESCRIBING or vice versa.

## **FOR EXAMPLE:**

### **1.1 Mention/List/Name FOUR factors that learners should know before they go on an excursion**

- The purpose of the excursion
- What they are to look for and observe
- How they are to look and observe
- How to make notes of their observation

**N.B. In 1.1 above, you ONLY mention/name OR list and you may even use the bullets.**

### **1.2 Discuss/explain/describe any three criteria for the selection of teaching media.**

As a teacher, make sure that the media that is relevant to the topic taught. As a teacher, do not write long sentences on the teaching media such as the chalkboard or a transparency as this will distract your attention from learners. Also, guard against the media that does not cater for the learners' age and the level of maturity. As a teacher, avoid untidy handwriting or scrawling, e.g. when using a chalkboard. When using pictorial material, avoid too many items in one lesson

NB: In 1.2 above, operative words are EXPLAIN/DESCRIBE/DISCUSS. In this case, the student should DISCUSS using **paragraphing** and giving **relevant examples** where possible. Here, the student should not merely mention facts, like in 1.1 above.

Here is another example:

### **What is holistic teaching? Describe/Discuss/Explain briefly**

Holistic teaching is a methodology which focuses on preparing learners to meet any challenges they may face in life and in their academic career. The most important theories behind holistic teaching are learning about oneself, developing health relationships and positive social behaviors, social and emotional development, resilience, and the ability to view beauty, experience transcendence, and truth. This method emphasises the inter-connectedness or integration of learning areas or subject.

**When students are supposed to differentiate, they discuss separately instead of giving the distinctions using paragraphing.**



**FOR EXAMPLE:****1.3 Indicate the difference/distinction between summative and formative assessment. Give relevant examples.**

Formative assessment is a form of assessment that occurs **throughout** the learning process, e.g. questions asked by the teacher, **whereas/but** summative assessment usually takes place at the end of the lesson or unit of work and provides an **overall** summary of the learning that has taken place, e.g. examination or test.

In 1.3 above the student is supposed to use paragraphing and a crucial word here is WHEREAS OR BUT because you are requested to differentiate or give a distinction. Please do not give definitions of the TWO concepts separately. COMPARE THEM!!

**1.2 In a tabular form OR by means of a table, show THREE differences between the old (traditional) and new (contemporary) views concerning the curriculum:**

Traditional	Contemporary
<ul style="list-style-type: none"> <li>◆ centrally designed</li> <li>◆ content based</li> <li>◆ prescriptive and rigid</li> </ul>	<ul style="list-style-type: none"> <li>◆ devolution of design</li> <li>◆ result/outcomes-based</li> <li>◆ flexible and open</li> </ul>

In 1.4 above, the student is supposed to draw a table and compare the **SAME FACTS** of the two approaches/views concerning the two phases of the curriculum. In this case, the student is NOT supposed to compare different facts in the same line.

Most questions will be drawn from the entire study guide for PST103E (TEACHING SOCIAL SCIENCES). SOME QUESTIONS WILL ALSO BE BASED ON TUT LET 103 OF 2018. THEREFORE, PLEASE READ BOTH STUDY GUIDES VERY WELL. HOWEVER, SOME QUESTIONS MAY BE BASED ON COMMON SENSE AND ON YOUR EXPERIENCE AS A STUDENT TEACHER, STUDYING TOWARDS A TEACHING QUALIFICATION.

**The structure of the examination question paper is as follows:**

## Question 1

1.1	Definitions of TWO educational concepts	(4)
1.2	The student is requested to unpack some scenarios	10)
1.3	Define a concept and mention FOUR supporting fact	(4)
1.4	Critically evaluating a scenario given	(7)
		{25}

## Question 2

2.1	Comparison/discussion type of a question	(6)
2.2	Short discussion type of a question	(4)
2.3	Short discussion type of a question	(6)
2.4	Short discussion type of a question	(6)
2.5	Comparison/discussion type of a question	(3)
		{25}

## Question 3

Comparison/discussion type of a question

3.1	Discussion type of a question	(6)
3.2	Discussion type of a question (lesson planning)	(13)
3.3	Discussion type of a question	(6)
		{25}

## Question 4

4.1	Three short questions of 2 marks each	(6)
4.2	Discussion type of a question	(7)
4.3	Two short questions of 2 marks each	(4)
4.4	Short question of 2 marks (Mention)	(2)
4.5	Three short questions of 2 marks each	(6)
		{25}

**[TOTAL MARKS: 100]**

## **SECTION C: CONCLUDING REMARKS**

Thank you for your hard work during this semester. We also wish you all the best for the examinations. As indicated in Tut Letter 101 for 2018, if you are registered for the second semester, you will write the PST103E examination in Oct/Nov 2018 and the supplementary examination will be written in May/June 2019.

## **GOOD LUCK IN YOUR EXAMS AND BEST WISHES FOR 2018 ACADEMIC YEAR!**

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