

# **Tutorial Letter 104/1/2018**

**Social Sciences**

**Intermediate and Senior Phase**

**PST103E**

**Semester 1**

**Department: Curriculum and Instructional  
Studies**

**IMPORTANT  
INFORMATION**

Marking guidelines and format of the Examination paper.

Define tomorrow.

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

**N.B. EXAM GUIDELINES ARE FOR THE PAPER TO BE  
WRITTEN ON 21 JUNE 2018**

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

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

**SECTION A: MARKING MEMO/GUIDELINES**

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

**[100]**

## ASSIGNMENT 02: OPTIONAL ASSIGNMENT

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

## ASSIGNMENT 02: MARKING GUIDELINES

### FIRST SEMESTER 2018

#### Question 1

- 1.1 Why is holistic approach considered important in the teaching of Social Sciences or any other subject in primary schools? Discuss any FOUR points

#### DISCUSSION OF ANY FOUR OF THE FOLLOWING:

- \* holistic teaching aims at developing the whole learner instead of just academically
  - \* it stresses the interconnectedness of life support systems
  - \* it attempts to encompass and integrate multiple layers of meaning and experience rather than defining human possibilities narrowly
  - \* it encourages transformative approach to learning, that is change in the frame of reference
  - \* it fosters trans-disciplinary inquiry, thereby eliminating division between subjects
  - \* It employs meta-learning and in this way, learning is reinforced in different disciplines
- (ANY OTHER RELEVANT ANSWER) (12)**

- 1.2 **Discuss any TWO advantages of using group work in the teaching of Social Sciences:**

The use of group work can help learners to share ideas and learn from others. It improves the skill of socialisation as learners learn how to work with others as a member of the team. It can also foster the skill of leadership as learners can in turn act as leaders of the group.

**(ANY OTHER RELEVANT FACT) (4)**

- 1.3 **Mention any FOUR disadvantages of fieldwork**

- \* It can disrupt the normal school day
- \* It may be expensive
- \* Some learners may abuse it, i.e. they may not regard it as a form of learning experience

- \* It can be poorly planned and sometimes regarded as a form of a holiday  
**(ANY OTHER RELEVANT MATTER)** (4)  
[20]

## QUESTION 2

Design either a Geography **OR** a History lesson for any grade/class in the primary school on ONE of the following topics:

Geography: Topic- **Pollution OR**

History: Topic-**The Political situation of my Country**

**N.B. This is an open question-either a Geography OR a History lesson based on either of the given topics. It is expected of students to include the following in their answers:**

- |     |   |      |
|-----|---|------|
| 1.1 | Three lesson objectives, which must be relevant   | (12) |
| 1.2 | Discussion of FOUR learner activities based on the chosen topic                                     | (8)  |
| 1.3 | Discussion of two relevant teacher activities   | (4)  |
| 1.4 | Discussion of two assessment methods used: how and why?   | (10) |
| 1.5 | Discussion of three resources used and their purposes   | (6)  |
| 1.6 | Preparation of a worksheet with five questions and their relevant answers based on the chosen topic | (10) |
- [50]

## QUESTION 3

- 3.1 **Briefly discuss any three advantages of using a question-and-answer method in the teaching of Social Sciences**

**Discussion of any THREE of the following:**

- To assess if learners are following a lesson
  - To check if the teacher's lesson is successful
  - To identify those learners that have problems so that the teacher can attend to them
  - To enhance participation of all learners
  - To encourage constructive competition in the class
- ANY OTHER RELEVANT FACT** (6)

- 3.2 **Identify any second-order resource and describe its use briefly**

**The description of any of the following:**

- Chalkboard
- Textbook(s)

- Recommended book(s)
- Newspapers/magazines  
(**ANY OTHER RELEVANT SECOND-ORDER RESOURCE**) (3)

### 3.3 Mention any three advantages of fieldwork as a teaching strategy

- \* It can be used to introduce a lesson
- \* It can be a link between theoretical and practical aspects of learning content
- \* The learner can touch, hear, smell, see and taste what s(he) is learning about
- \* It can also be used to summarise a lesson  
(**ANY OTHER RELEVANT POINT**) (3)  
[12]

## QUESTION 4

### 4.1 Explain how the following didactic principles relate to History and Geography:

- **Totality:** the **whole** person needs to be taught. The learner needs to be regarded as a whole and be taught; taking into consideration, **various factors** for example (background, culture, emotional state, mental ability, etc.). Any lesson prepared should take these various aspects into consideration
- **Individualisation:** Learners **individuality** is important to focus on an individual learner, i.e. his/her weaknesses, strengths, personality and capabilities. Teachers have to realise that each **individual** is unique.
- **Development:** learner's mental and physical development level needs to be taken into consideration. Content and activities needs to suite the learner's level of understanding. **Study/Refer to Piaget's stages of personal development**
- **Motivation and interest:** learners should be **motivated** so that they can be **interested** in their learning. Lessons have to be enjoyable at all times, e.g. by using relevant teaching/learning resources as well as interesting and variety of teaching methods so as to motivate learners
- **Activity:** activities are important aspects. Teaching/learning activities should help the learner to understand and interpret the content better. **Activities** should be interesting and be on the level of the learners and should also be relevant. It follows that, in any teaching-learning situation, learners should at all times be kept **active**  
(**ANY OTHER RELEVANT POINT**) (15)

#### 4.2 Why is it imperative to state the educational aims of any lesson?

- To assess whether or not the lesson was a success
- To see if the learners have understood the lesson
- To help the teacher to focus on the lesson at all times

**(ANY OTHER RELEVANT FACT)**

**(3)**

**[18]**

**{GRAND TOTAL: 100}**

### **SECTION B: EXAMINATION GUIDELINES- FIRST SEMESTER 2018 (PST103E) EXAM DATE: 21 JUNE 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: 21 June 2018**

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.

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 | Discussion type of a question                  | (3)         |
| 1.2 | Name some three scenarios –assessment          | (3)         |
| 1.3 | Discussion type of a question                  | (4)         |
| 1.4 | Discussion type of a question-teaching skills  | (10)        |
| 1.5 | Defining two educational concepts in own words | (5)         |
|     |  | <b>{25}</b> |

#### **Question 2**

- |     |   |             |
|-----|---|-------------|
| 2.1 | Discussion type of a question based on teaching methods | (10)        |
| 2.2 | Discussion type of a question                           | (9)         |
| 2.3 | Short discussion type of a question                     | (6)         |
|     |   | <b>{25}</b> |

**Question 3**

- |     |  |             |
|-----|--|-------------|
| 3.1 | Comparison/discussion type of a question                       | (4)         |
| 3.2 | Discussion type of a question: good teaching                   | (8)         |
| 3.3 | List/name four points: The question is based on teaching media | (4)         |
| 3.4 | Defining a concept: Resources, giving suitable examples        | (4)         |
| 3.5 | Giving advantages of a particular teaching/learning situation  | (5)         |
|     |  | <b>{25}</b> |

**Question 4**

This entire question is based on a lesson plan **{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 first semester, you will write the PST103E examination in May/June 2018 and the supplementary examination will be written in Oct/Nov 2018.

**N.B. This information applies to the examination question paper which will be written on 21 June 2018.**

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

**Prof BA Segoe: (Module lecturer)**  
**Room: 6-48, AJH van der Walt Building**  
**Tel No.: (012) 429 4649 (Office)**  
**Fax: 086 642 1617**  
**E-mail: segoeba@unisa.ac.za**