

PST103E

May/June 2011

TEACHING SOCIAL SCIENCES (PROFESSIONAL STUDIES 103)

Duration 2 Hours

100 Marks

EXAMINATION PANEL AS APPOINTED BY THE DEPARTMENT

This paper consists of 4 pages

This examination paper remains the property of the University of South Africa and may not be removed from the examination room.

READ THE FOLLOWING INSTRUCTIONS

- **STUDENTS HAVE TO ANSWER ALL FOUR (4) QUESTIONS**
- **UNDERLINE ALL KEY WORDS**
- **ALL LONG QUESTIONS CAN BE ANSWERED IN TELEGRAM STYLE**

QUESTION 1

*The subjects Geography and History have long been an accepted part of South African schools' curriculum. However, owing to, amongst other reasons, South Africa's racial policies of the past, these subjects did not evolve at the same time and/or tempo in the different departments. It was only in the 1990s that a single education department saw to it that all inhabitants received an education that did not discriminate on the lines of, amongst other aspects, colour. As examples of the introduction and development of the subjects Geography and History in South Africa, we will focus on salient aspects of the inclusion of these two subjects in the curriculum in the teaching of **black** and **white** learners respectively.*

[TURN OVER]

PST103E

Mei/Junie 2011

ONDERRIG VAN SOSIALE WETENSKAPPE (PROFESSIONELE STUDIES 103)

Tydsduur 2 Uur

100 Punte

EKSAMENPANEEL SOOS DEUR DIE DEPARTEMENT AANGEWYS.

Hierdie vraestel beslaan 4 bladsye

Hierdie eksamenvraestel bly die eiendom van die Universiteit van Suid-Afrika en mag nie uit die eksamenlokaal verwyder word nie.

LEES DIE VOLGENDE INSTRUKSIES:

- **STUDENTE MOET AL VIER (4) VRAE BEANTWOORD**
- **ONDERSTREEP ALLE KERNWOORDE**
- **ALLE LANG VRAE KAN IN TELEGRAMSTYL BEANTWOORD WORD**

Vraag 1

*Die vakke Aardrykskunde en Geskiedenis word lank reeds as deel van die Suid-Afrikaanse skolekurrikulum aanvaar. Weens verskeie faktore, ook Suid-Afrika se rassebeleide van die verlede, het hierdie vakke nie gelyktydig/teen dieselfde tempo in die onderskeie departemente ontwikkel nie. Eers in die 1990's het 'n enkele onderwysdepartement toegesien dat alle inwoners onderwys ontvang wat nie diskrimineer op grond van aspekte soos kleur nie. As voorbeelde van die bekendstelling en ontwikkeling van die vakke Aardrykskunde en Geskiedenis in Suid-Afrika gaan ons fokus op opvallende aspekte van die insluiting van hierdie twee vakke in die kurrikulum in die onderwys van onderskeidelik **swart** en **blanke** leerders.*

[BLAAI OM]

QUESTION 3

- 3 1 Discuss **three (3)** critical principles that should be kept in mind with the use of media in a classroom (3x2=6)
- 3 2 Give **two (2)** reasons why you think teaching and learning aids are (and should be) used in Geography and History teaching (2)
- 3 3 List **two (2)** "do's" and **two (2)** "don'ts" relating to the use of the overhead projector (OHP) (2)
- 3 4 Design a **lesson** for either a History or Geography class (Grade 5) on **ONE** of the following topics
- (a) Family histories (History)
(b) Improving the environment (Geography)
- Include the following in designing your lesson
- 3 4 1 Outcomes to be acquired, including knowledge, skills, values and attitudes (6)
3 4 2 Teaching and learning media to be used, with practical examples (4)
3 4 3 Learner activities (2)
3 4 4 Prior knowledge to be used (1)
- [13]
- 3 5 **Continuous assessment (CA)** is a method of assessment where each learner is assessed throughout the year based on a variety of activities. Draw up **your own CA worksheet** for a Grade 6 History or Geography lesson. List **two (2)** examples of learner activities which can be assessed continuously (from the lesson you designed in 3 4)

(2)

TOTAL: [25]

QUESTION 4

- 4 1 Prepare a worksheet with **six (6)** questions on the topic of the lesson you designed in 3 4. When setting the questions you have to bear in mind the more advanced mental activities of **comprehension, analysis, syntheses, evaluation and application**. (Use one [1] page) (12)
- 4 2 **Fieldwork** is an important aspect of History and Geography teaching. With regard to this aspect, answer the following questions
- 4 2 1 **Define** the concept "fieldwork" (2)
- 4 2 2 What two **basic didactical principles** are met by fieldwork? (4)
- 4 2 3 What **value** does fieldwork have for the learner of History or Geography? (2)
- 4 2 4 What disadvantages does fieldwork have for the learner? (2)
- 4 3 Name **two (2)** teaching aids that a Geography teacher and a History teacher can make themselves (2)
- 4 4 What is the most interesting, most informative, most visual, most exciting, most practical, most special, grandest and best subject in the world? (1)

TOTAL: 25]**TOTAL MARKS FOR THE PAPER: [100]**

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