

**Question 1**1.1 Capability skills

**Reading and research skills** – pupils must be able to observe carefully, identify and create mental images of phenomena being studied, as well as to research information from diff. Sources.

**Social skills** – pupils must be able to reflect on matters together, plan together and to make an individual contribution to the group of which each other is a member

**Descriptive skills** – pupils must be able to observe and record data and give an elementary interpretation of data or events and supply key concepts

**Schematic skills** – pupils must be able to distinguish between main and side effects, and arrange facts systematically in a logical sequence

**Skills in synthesis** – pupils must be able to select and gather evidence out of the diversity of information and summarise and organise it into meaningful coherent whole as well as synthesise (put tog) the info in such a way as to gain a complete picture of the phenomenon observed.

In this way SS will contribute to literacy, oracy, numeracy and graphicacy.

1.2 Didactic Principle applies: **do I need to be more specific here?**

a) Totality – the pupil is a 'whole' person and is taught in light of his 'total' biophysical and socio-cultural environment

b) Individualisation – each and every student's individual differences in background and abilities must be considered and catered for in the teaching situation

c) Development – recognises that the pupils develop through various stages as they mature physically and mentally

d) Motivation and interest – recognises that the pupils need to be motivated if they are to learn

e) Activity – in which pupils are encouraged to learn by active involvement

1.3 **Content-based approach (pg27)**

We have to teach using the outcomes base method and content base does not fit in with that approach. Learner is not involved in the content-based approach lesson. Teachers need to be facilitators of education and not simply a dictator of content. Outcomes base approach is flexible and promotes lifelong learning whereas Content-based is rigid. Teachers need to understand the nature and elements to Geography and History, what they involve and finally their contribution – not only their content.

1.4 1.4.1 – Define History – is the record of what has happened in the past, of anything that has ever happened in the past, however long ago or however recently (Is a record or description of the past, with the past being understood in terms of time and space).

1.4.2 - Define Geography – it is the relationship between the earth and its inhabitants, through the study of place, space and the environment. (study of interrelationships between man and his environment, and with the processes that affect changes in these interrelationships)

- 1.5 Yes, they need to understand what these learning areas are about before teaching them in schools. **Based on Outcomes based approach – need to make sure that the learners know what is required of them at the beginning of the lesson.**

**Learning notes:**

**Outcomes based curriculum development processes** have as their starting point, the intended results of their learning in terms of knowledge, skills and values rather than the prescription of content to be learnt. Promotes a holistic, integrated learning development and not a narrow, mechanistic behaviour.

**Question 2**

2.1 *might have too much here, but better for learning purposes*

Traditional	Contemporary
Focused on Curriculum input (learning content)	Focused on Curriculum output (the results of learning, rather than on ways and means by which these results have to be achieved)
None of these principles were reflected → Centrally designed Content-based Prescriptive and rigid	Human resources development (promoting continued learning, the application and development of new knowledge, skills and technologies, flexibility in job movement etc) Learner-centredness Relevant (appropriate to current and anticipated needs of the individual, society, commerce and industry) Integrated approach (rejects rigid division between academic and applied knowledge, theory and practice, knowledge and skills, head and hand) Differentiation, redress and learner support Nation-building and non-discrimination Critical and creative thinking Flexible learning programmes (offer learners the opportunity of choosing what, where, when, how and at what pace to learn) Programmes that facilitate progression (from one class, phase or learning outcome to another) Credibility – both nationally and internationally Quality assurance
	Outcomes based and flexible – promotes lifelong learning.
	Allows for optimum participation by the teacher as well as the devolution of curriculum development.

## 2.2 Positive Values and Attitudes – choose any 3 of:

### History

- to employ critical accurate analysis in interpretation of sources (not susceptibility to propaganda but objectivity)
- to study cause and effect, as all human behaviour is determined by causes which are ascertainable
- To establish a hierarchy of causes to explain what happened in the past as lying behind the search for intrinsic values
- To acquire a comprehensive system of values such as faith, honesty, orderliness, sense of duty, perseverance, healthy human relations, good citizenship, freedom
- To develop empathy as a way of thinking
- To bring history alive and make it relevant to everyday life

### Geography

- To cultivate an appreciation of, and responsible attitude towards, the earth and its physical resources
- To develop a concern for the quality of planning of the environment for future generations
- To understand the significance of decision making
- To encourage a commitment to seeking solutions to local, regional, national and international problems on the basis of the “universal declaration of Human Rights”
- To develop an interest in, understanding of, and sympathetic attitude towards people of other races and nationalities around the globe
- To develop a respect for the rights of all people to equality
- To develop a readiness to use geographic knowledge and skills in daily life
- To understand different kinds of change, eg slow, fast, unimportant, important, “good”, “bad” and developmental

## 2.3 Assessment of learners - methods

- Formative – peer assessment ; self-assessment rubrics
- Summative - written exams ; tests or assignments
- Continuous – gathering a series of marks via learning experiences, portfolio of students work ; making up a student profile by collecting different marks ; class tests ; homework ; assignments

## 2.4 5 factors that influence whether we use fieldwork, groupwork, individual work or class work:

- The size of the class
- The aspect that has to be taught
- The discipline of the class
- The available time
- The school policy etc

- 2.5 Newspaper reports – use as a media resource to support my lesson. They can be articles about a specific event in either History or Geography to read and discuss in class. They usually have pictures which would assist in explaining the event etc.

### **Question 3**

- 3.1 To improve the teaching activities and learning activities of the learners. Makes the learners active and interested during the lesson and makes learning fun. (introduce a lesson topic, illustrate a lesson topic, stimulate pupils past image or image of the past, explain the learning content, test or impart knowledge and insight, create interest in an excursion to be undertaken)

- 3.2 Overhead Projector

Do's – print neatly and legibly (space letters so not crowded tog) ; if photocopying the transparency make sure that it is not too dark

Dont's – darken the room before using the OHP ; show the entire transparency if you intend discussing section by section (block off portions that you are not discussing at that moment) ; put too much information on one transparency, creates confusion

- 3.3 Design a lesson

Separate worksheet for this as in all papers

- 3.4 Continuous Assessment worksheet

Separate worksheet for this as in all papers

### **Question 4**

- 4.1 Worksheet – (comprehension, analysis, synthesis, evaluation and application)

Using a separate page (mostly the same for all papers)

- 4.2 4.2.1 Define Fieldwork – (Hurry pg 102)

Any educational activity that takes place outside the classroom.  
Example: school grounds, local park, museum – wherever practical outside activities are possible.

- 4.2.2 2 Didactic principles – page 102 Hurry

Activity – pupils learn best by doing something

Observation and perception – pupils learn by the direct observation of phenomena

#### 4.2.3 Page 103 Hurry (Emi has a diff answer here)

Geography values: culture responsible attitude towards the earth (develop environmental attitudes that will contribute to long-term well-being of the environment), develop concern for quality planning of environment, encourage a commitment to seek solutions to problems (local and international)

History values: develops empathy as a way of thinking; brings history alive and makes it relevant; employs critical, accurate analysis in interpretation of sources.

**Can help children develop environmental attitudes that will contribute to the long-term well-being of the environment (and therefore to the long-term health of people)**

#### 4.3 Teaching media (Hurry pg 70 - 82 9.3) made by the teacher

**History – a model** (battle scene or terrain); **poster** (explain the topic using a variety of resources)

**Geography – a model** (cardboard and ring for a dam, showing erosion); **moving display** (use cardboard cutouts on the chalkboard, can be moved to demonstrate revolution of the earth and inclination of its axis – causing season change)

#### 4.4 Holistic teaching in primary school – because students are aware of the whole that they are studying. Important because the subjects are integrated, it gives the pupil a chance of studying as a whole and all aspects. They are constantly aware of what is happening.

#### 4.5 Social Science

Effective teaching depends on, amongst other aspects, effective school and class management.