

# **Tutorial letter 101/3/2018**

## **Social Sciences in Intermediate and Senior Phase**

### **PST103E**

#### **Semesters 1 & 2**

#### **Department : Curriculum and Instructional Studies**

**IMPORTANT INFORMATION:**

This tutorial letter contains important information about your module.

## CONTENTS

1	INTRODUCTION .....	3
2	PURPOSE OF AND OUTCOMES .....	4
3	LECTURER(S) AND CONTACT DETAILS.....	4
4	RESOURCES .....	5
5	STUDENT SUPPORT SERVICES FOR THE MODULE .....	7
6	STUDY PLAN .....	9
7	PRACTICAL WORK AND WORK-INTEGRATED LEARNING.....	9
8	ASSESSMENT .....	9
9	OTHER ASSESSMENT METHODS .....	21
10	EXAMINATION.....	21
11	FREQUENTLY ASKED QUESTIONS .....	22
12	INTRODUCTION TO CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) .....	23
13	CONCLUSION.....	37
	QUESTIONNAIRE .....	39

# 1 INTRODUCTION

Dear Student

We are pleased to welcome you to this module and hope that you will find it both interesting and rewarding. We will do our best to make your study of this module successful. You will be well on your way to success if you start studying early in the semester and resolve to do the assignment(s) properly. You will receive a number of tutorial letters during the first and second semester. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

This tutorial letter contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignment(s), preparing for the examination and addressing questions to your lecturers.

In this tutorial letter (101), you will find the assignments as well as instructions on the preparation and submission of the assignments. It also provides all the information you need with regard to the prescribed study material and other resources and how to obtain them. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible.

We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully.

Right from the start we would like to point out that you **must read all the tutorial letters you receive during the semester immediately and carefully**, as they always contain important and, sometimes, urgent information.

We trust that you will enjoy this module and wish you all the best!

## 1.1 Tutorial matter

The Department of Despatch should supply you with the following study material for this module:

- Study guide
- Tutorial Letters 101 at registration and others later

Study material will be sent by courier after registration.

If you have access to the internet, you can view the study guides and tutorial letters for the modules for which you are registered on the university's online campus, *myUnisa*, at <http://my.unisa.ac.za>

## 2 PURPOSE OF AND OUTCOMES

### 2.1 Purpose

The purpose of this module is to enable learners to gain an awareness of how they can influence their future by confronting/engaging/challenging economic, political, social and biophysical issues (inequalities, racism, sexism, HIV/AIDS stigmatisation and unethical/irresponsible utilisation of natural resources in the quest to build a non-racial and democratic present and future).

### 2.2 Outcomes

<b>Learning outcome 1</b> Learners will be able to use enquiry skills to investigate the past and present
<b>Learning outcome 2</b> Learners will be able to demonstrate historical knowledge and understanding
<b>Learning outcome 3</b> Learners will be able to interpret aspects of history
<b>Learning outcome 4</b> Learners will be able to use enquiry skills to investigate geographical and environmental concepts and processes
<b>Learning outcome 5</b> Learners will be able to demonstrate geographical and environmental knowledge and understanding
<b>Learning outcome 6</b> Learners will be able to make informed decisions about social and environmental issues and problems

## 3 LECTURER(S) AND CONTACT DETAILS

### 3.1 Lecturer

The lecturer responsible for this module is as follows:

Lecturer's name                      Prof BA Segoe  
Email address:                          segoeba@unisa.ac.za  
Telephone number:                      012 429 4649

All queries that are not of a purely administrative nature but are about the content of this module should be directed to me. Please have your study material with you when you contact me. Email and telephone numbers are included above but you might also want to write to.

**PLEASE NOTE: Letters to lecturers may not be enclosed with or inserted into assignments**

### 3.2 Department

The module leader (PST103E)  
Department of Curriculum and Instructional Studies  
Office: AJH Building-Office 6-48  
PO Box 392  
UNISA  
0003

### 3.3 University

When writing to the University, always give your student number and module code at the top of the letter.

You may enclose more than one letter in an envelope, but please do not address enquiries to different departments (e.g. Despatch and Library Services) in the same letter. Instead, please write to each department separately and mark each letter clearly for the attention of that department.

Address all written correspondence regarding administrative matters to:

The Registrar (Academic)  
PO Box 392  
UNISA  
0003

You should also consult the booklet *Study @ Unisa*. This booklet contains information on how to contact the University (e.g. to whom you can write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open).

Always have your student number at hand when you contact the University.

## 4 RESOURCES

### 4.1 Prescribed books

**There is no prescribed book for this module. Please ignore Section 1.5 (page 2) of your Study guide. The present study guide is being revised to be compliant with the current topics and teaching approaches. It will only start to be used in 2019.**

## 4.2 Recommended books

There are FOUR recommended books for this module. We recommend however that you read widely in order to keep abreast with contemporary social sciences teaching.

Mathews, J., Moodley, K., Rheeder, W, and Wilkinson, M.: *Discover History: A pupil-centred approach to History method*. Pinelands: Maskew Miller Longman

Hurry, L. *Geography Teaching in Southern Africa: An introductory Guide*. Pretoria: Via Africa.

Reynolds, R. *Teaching Humanities and Social Sciences in the Primary School* (3<sup>rd</sup> edition)-Oxford University press, Australia

Hoardley, U. and Jansen, J. *Curriculum-Organising Knowledge for the Classroom* (3<sup>rd</sup> edition) Oxford university Press, Southern Africa

## 4.3 Electronic Reserves (e-Reserves)

Check the *myUnisa* site for this module and look under 'Resources'.

### Unisa Library login

You will be required to provide your login details, namely your student number and *myUnisa* password, in order to access the library's online resources and services. This will enable you to:

- view or print your electronic course material
- request library material
- view and renew your library material
- use the library's e-resources

### Electronic requests

The preferred way of requesting recommended or additional books is online via the library's catalogue. Go to <http://oasis.unisa.ac.za>; or via myUnisa, go to <http://my.unisa.ac.za> > Login > Library > Library catalogue; or for mobile access (AirPAC), go to <http://oasis.unisa.ac.za/airpac>.

### Telephonic requests

This can be done on +27 12 429 3133.

### Postal requests

Books may also be requested by completing one library **book request card** for each book. Request cards are included in your study package. These should be mailed to:

The Head: Request Services  
Department of Library Services  
PO Box 392, Unisa.0003

Enquiries about requested books should be sent to [bib-circ@unisa.ac.za](mailto:bib-circ@unisa.ac.za). Please note that requests should not be sent to this e-mail address, it is for enquiries.

Telephonic enquiries can be made at +27 12 429 3133/3134; there is also an after-hour voicemail service available at these numbers.

## Requesting journal articles

### *Electronic course material or e-Reserves*

Recommended material can be downloaded from the library's catalogue at <http://oasis.unisa.ac.za>. Under *search options*, click on *Course code search* and type in your course code, for example PST103E. Click on the *Electronic reserves* for the current year. The recommended articles are available in PDF (portable document format).

The **Adobe Reader** should be loaded on your computer so that you can view or print scanned PDF documents. This can be done free of charge at <http://www.adobe.com>.

### *Additional journal articles*

The preferred way of requesting journal articles is online via the library's catalogue. Go to <http://oasis.unisa.ac.za>; or via myUnisa, go to <http://my.unisa.ac.za> > Login > Library > Library catalogue; or for mobile access (AirPAC), go to <http://oasis.unisa.ac.za/airpac>.

### *Requesting literature searches*

You may request a list of references on your topic from the library's information search librarians if you are enrolled for an undergraduate course which has a research essay. To request a literature search, go to the catalogue's homepage, and click on Request a Literature Search, fill in the form and return it to the address provided.

## Unisa Library's services

The *Study @ Unisa* booklet, which is part of your registration package, lists all the services offered by the Unisa Library. (See <http://www.unisa.ac.za/contents/myStudies/docs/myStudies>).

## 5 STUDENT SUPPORT SERVICES FOR THE MODULE

### 5.1 Contact with other students

#### 5.1.1 Study groups

It is advisable to have contact with fellow students. One way to do this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration  
PO Box 392  
Unisa, 0003

### **5.1.2 myUnisa**

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the University. The *myUnisa* learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the internet.

To go to the *myUnisa* website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the “Login to *myUnisa*” link on the right-hand side of the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Please consult the publication *Study @ Unisa*, which you received with your study material, for more information on:

### **5.1.3 Tutorials**

Unisa offers tutor services for students as additional academic support at the various Unisa regional learning centres throughout the country. For details of a learning centre near you, please consult Directorate Curriculum and Learning Development at Tel: +27 12 484 2869

A tutorial is an organised session where students and tutor(s) meet regularly at a common venue and at scheduled times to discuss course material. The main purpose of the tutorial services is:

- To facilitate student learning by developing the student's independent learning skills
- Assisting students to become motivated and independent learners.
- Help the students to develop and enhance their learning experience and academic performance through interaction with the tutor and fellow students.

Tutorials are not compulsory and willing students receive tutorial support at a nominal fee. Interested students are advised to consult a learning centre closest to them to enrol for tutorials. For further information on tutorials consult the brochure *Study @ Unisa*.

### **5.1.4 Free computer and internet access**

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc. Please note that any other activity outside of these are for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit [www.unisa.ac.za/telecentres](http://www.unisa.ac.za/telecentres).



## 6 MODULE-SPECIFIC STUDY PLAN

Use your *Study @ Unisa* brochure for general time management and planning skills.


## 7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

None.

## 8 ASSESSMENT

### 8.1 Assessment plan

Unisa is following a continuous assessment system. You will be able to accumulate marks throughout the year. Your promotion mark for 2018 comprises a year mark of 20% and an examination mark of 80%.

Your semester mark will be compiled as follows:

Assignment 01 will count 20%.

Submitting a well prepared assignment 01 will therefore be to your benefit! Good luck!

Please note: You need a subminimum of 40 in the examination to benefit from your year mark. In other words, you have to obtain 40% or more in the examination.

### Assignments and learning

Assignments are seen as part of the learning material for this module. As you do the assignment, study the reading texts, consult other resources, discuss the work with fellow students or tutors or do research, you are actively engaged in learning

In some cases, additional assessment might be available on the *myUnisa* site for your module. For students attending tutorial sessions, tutors may also set additional tasks and give feedback in class.

### General remarks

PLEASE NOTE: Enquiries about assignments (e.g. whether or not the University has received your assignment or the date on which an assignment was returned to you) must be directed to the info @ unisa.ac.za

You might also find information on *myUnisa*. To go to the *myUnisa* website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the 'login to *myUnisa*' link under the *myUnisa* heading on the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>. **Please note that, as**

**from 2017, as per UNISA Language Policy, all UNISA study materials will ONLY be in ENGLISH.**

Assignments should be addressed to:

Department: Assignments  
PO Box 392  
UNISA  
0003

You may submit written assignments and assignments done on mark-reading sheets either by post or electronically via *myUnisa*. Assignments may not be submitted by fax or email.

For detailed information and requirements as far as assignments are concerned, see the brochure *Study @ Unisa*, which you received with your study material.

To submit an assignment **via *myUnisa***:

- Go to *myUnisa*.
- Log in with your student number and password.
- Select the module.
- Click on assignments in the menu on the left.
- Click on the assignment number you want to submit.
- Follow the instructions on the screen.

### **Feedback on assignments**

You will receive the correct answers automatically for multiple-choice questions. For written assignments, markers will comment constructively on your work. **However, feedback on compulsory assignments will be sent to all students registered for this module in a follow-up tutorial letter, and not only to those students who submitted the assignments.**

As soon as you have received the feedback, please check your answers. The assignments and the feedback on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination.

**The feedback on the self-assessment assignment is included in this tutorial letter.**

This will enable you to mark your assignment as soon as you have completed it. Feedback on *myUnisa* additional assessments will be automated and therefore immediate.

### **Assessment of assignments**

Please note: Although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. In other words, you must submit your own ideas in your own words, sometimes interspersing relevant short quotations that are properly referenced. It is unacceptable for students to submit identical assignments on the basis that they worked together. That is copying (a form of

plagiarism) and none of these assignments will be marked. Furthermore, you may be penalised or subjected to disciplinary proceedings by the university.

## 8.2 General assignment numbers

Assignments are numbered consecutively per semester, starting from 01.

Assignment number	Semester	Instructions	Closing date
Assignment 01 Unique number: 748504	First Semester	Compulsory	19 March 2018
Assignment 02 Unique number: 775910	First Semester	Optional	16 April 2018
Assignment Number	Semester	Instructions	Closing Date
Assignment 01 Unique number: 681352	Second Semester	Compulsory	24 August 2018
Assignment 02 Unique number: 895794	Second Semester	Optional	25 September 2018

## 8.3 Submission of assignments

General guidelines

- \* You must read the section marked “General guidelines and requirements for the preparation of assignments” in Tutorial Letter 101 carefully before doing an assignment.
- \* Remember that your assignment must have exactly the same number as the one specified in this tutorial letter.
- \* If you ever have a query about an assignment, please specify the module code and assignment number when you contact the university.
- \* Please note that the examination paper may cover the entire module and all the assignments
- \* Please address any enquiries about assignments and examinations (e.g. whether or not the University has received an assignment, marks awarded, the date when it was returned to: [assign@unisa.ac.za](mailto:assign@unisa.ac.za))

## 8.4 Assignments

**FIRST SEMESTER 2018**  
**Assignment 01 (Compulsory assignment)**  
**Unique number: 748504**  
**Due date: 19 March 2018**

**Choose the most correct possible answer from the three given answers:**

**1. The term curriculum refers to ...**

1. a comprehensive list of all educational activities teachers are supposed to cover over a period of time.
2. the entire content of any subject to be covered in a particular year.
3. all extra-mural activities to be covered by all schools.

**2. The process of assessment is important in education because ...**

- 1 it separates gifted from less-gifted learners.
- 2 it improves further teaching and learning.
- 3 it is a complex and tedious process in nature.

**3. The principle of Socialization best ...**

- 1 improves relations amongst learners.
- 2 encourages learners to compete in class.
- 3 separates gifted from less gifted learners.

**4. Lesson objective refers to ...**

- 1 the part the teacher plays in a teaching-learning situation.
- 2 how the teacher best imparts the subject matter.
- 3 the part the learners play in their educational life until adulthood.

**5. Research skill mainly ...**

- 1 encourages learners to reflect on matters together and plan together.
- 2 encourages learners to observe and record data and give elementary description of data.
- 3 encourages learners to employ self-discovery and compare information from variety of sources.

**6. A worksheet is made up of ...**

- 1 challenging questions that demand learners to research.
- 2 questions and answers that help learners to learn effectively.
- 3 progressive set of questions that lead to an understanding of the topic at hand.

**7. Classroom approaches to History involve ...**

- 1 inquiry approaches that develop skills in chronology, terms and concepts as well as the use of sources.
- 2 the need for learners to learn about their immediate environment and how it connects people and their cultures.
- 3 integrating knowledge from the natural sciences and humanities with emphasis on concepts of places.

**8. Teachers have to pose questions in class so as to ...**

- 1 signal an interest in learners' thoughts and feelings.
- 2 separate highly-gifted from less gifted learners.
- 3 identify and scorn learners who do not do their tasks regularly.

**9. Bloom's Taxonomy is designed to ...**

- 1 enable learners to remember and apply information gained.
- 2 ask, observe, locate, listen, retrieve the information learnt previously.
- 3 ascertain the extent to which learners' thinking exhibits lower and higher order skills.

**10. Holistic approach in the teaching of Social sciences aims at ...**

- 1 developing the learners' cognitive, social and the aspirational skills.
- 2 stressing the integration of multiple layers of meanings.
- 3 encouraging transformative and the total autonomy of each subject.

**11. A Social Science teacher who has sufficient background of Multicultural Education will always ...**

- 1 create equal educational opportunities for all learners from diverse backgrounds.
- 2 analyse information and advise learners to put themselves first.
- 3 present learners with challenging questions so as to develop their critical thinking.

**12. Love to one's climatic conditions best describes ...**

- 1 a skill.
- 2 a value.
- 3 an attitude.

**13. What is meant by “lifelong learning”?**

- 1 Learning that is not confined to children, but takes place in a range of situations administered by parents throughout life.
- 2 Life-wide, voluntary, and self-motivated pursuit of knowledge for either personal or professional gain.
- 3 Learning that is not confined to the classroom, but takes place throughout life and in a range of situations.

**14. An example of a second order resource is ...**

- 1 a picture.
- 2 an OHP.
- 3 a chalkboard.

**15. The following is the best example of formative assessment:**

- 1 Learners draw a complete map in class to represent the understanding of a topic at hand.
- 2 Submitting a mid-term examination project.
- 3 Conducting an oral examination at the end of the year.

**16. The principles of effective assessment include ...**

- 1 allowing evidence of achievement to replace the old one.
- 2 assessing long after teaching.
- 3 avoiding the use of summative assessment to frame meaningful performance goals.

**17. Effective assessment fosters:**

- 1 personal praise
- 2 personal motivation
- 3 personal gain

**18. The principle of intellectual development is best described by:**

- 1 Piaget’s theory of the different stages of cognition
- 2 holistic teaching and development
- 3 Constructivist theory of social learning

**19. The traditional approach in teaching emphasizes:**

- 1 flexible and closed curriculum
- 2 centrally designed teaching
- 3 learner-centred approach

**20. By using teaching media during a lesson, different domains in the development of a learner will be addressed, for example:**

- |   |                          |              |
|---|--------------------------|--------------|
| 1 | Affective                |              |
| 2 | Effective                |              |
| 3 | Testing and examinations | <b>[100]</b> |

**Assignment 02: First Semester 2018 (Optional assignment)**

**Unique Number: 775910**

**Due date: 16 April 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 | (12)        |
| 1.2 | Discuss any TWO advantages of using group work in the teaching of Social Sciences   | (4)         |
| 1.3 | Mention any FOUR disadvantages of fieldwork   | (4)         |
|     |   | <b>[20]</b> |

**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**

Include the following in your lesson design:

- |     |   |             |
|-----|---|-------------|
| 1.1 | Three objectives (outcomes) to be acquired.   | (12)        |
| 1.2 | Learner activities. Name four and discuss.  | (8)         |
| 1.3 | Teacher activities. Name two and discuss.   | (4)         |
| 1.4 | Two assessment methods to be used: how and why?   | (10)        |
| 1.5 | Three resources that you would use and what the purpose would be.   | (6)         |
| 1.6 | Prepare a worksheet with five (5) questions and their relevant answers based on the topic the lesson that you designed above. | (10)        |
|     |   | <b>[50]</b> |

### QUESTION 3

- 3.1 Briefly discuss any three advantages of using a question-and-answer method in the teaching of Social Sciences (6)
- 3.2 Identify any second-order resource and describe its use briefly (3)
- 3.3 Mention any three advantages of **fieldwork** as a teaching strategy (3)
- [12]**

### QUESTION 4

- 4.1 Explain how the following **didactic principles** relate to History and Geography:
- (a) totality
  - (b) individualisation
  - (c) development
  - (d) motivation and interest
  - (e) activity
- (15)
- 4.2 Why is it imperative to state the educational aims of any lesson? (3)
- [18]**  
**{100}**



## **N.B. ASSIGNMENTS FOR THE SECOND SEMESTER 2018**

### **N.B. ASSIGNMENT 01: SECOND SEMESTER (COMPULSORY)**

**Unique number: 681352**  
**Due date: 24 August 2018**

**Remember:**

**Make sure you fill in the following information in the space provided on the mark-reading sheet:**

**Student Number:**  
**Module Code - PST103E**  
**Assignment Number e.g. 01**

### **Assignment 01 (Compulsory Assignment): Second Semester 2018**

**Unique number: 681352**  
**Due date: 24 August 2018**

**Choose the most correct possible answer from the three given answers:**

- 1. Formal continuous assessment best ...**
  1. monitors and encourages learning progress
  2. provides a lesson's direction of teaching and learning.
  3. provides for a variety of ways of demonstrating competence across a range of situations.
  
- 2. Descriptive skill in teaching refers to the ...**
  1. observation, recording and interpretation of data.
  2. distinction between main and side effects of data in a learning situation.
  3. social and development dimensions in a learning situation.
  
- 3. The advantage of narrative or story telling is the following:**
  1. Learners learn best by listening and will not be able to fully understand the content being taught.
  2. It holds the interest and attention of the learners.
  3. Consumes time.
  
- 4. One of the following should be avoided when using a chalkboard:**
  1. Compile a brief summary of the main points.
  2. Draw appropriate sketches.
  3. Writing long summaries or notes.

**5. Which statement is true?**

1. Narratives appeal to all age groups because they appeal to the emotions of listeners.
2. Different narratives are appropriate for different stages of development.
3. Stories are not essential in the teaching of Geography.

**6. One of the criteria for the selection of the best teaching media is the following:**

1. The “physical” aspect of the media
2. The beauty of the media
3. Make sure the media is blurred and attractive to all learners.

**7. When planning a lesson the teacher must keep the following in mind:**

1. identifies less gifted learners and scold them
3. The relevant content of the lesson
3. identifies highly gifted learners and encourage them

**8. A well-structured worksheet needs to reflect the following taxonomy:**

1. Good lesson plan.
2. Comprehension.
3. Assessment and play.

**9. The disadvantage of the question and answer method is the following:**

1. To hold the interest of the learners.
2. Some learners are shy and might not adapt to this method easily.
3. Learners learn best by listening and they will be able to fully understand the content being taught.

**10. Pictures, sketches, illustrations and photographs may be used to teach Geography because ...**

1. it is fun.
2. learners understand content taught better.
3. it is not easier for learners to identify places and positions.

**11. CAPS approach promotes ...**

1. outcomes to be achieved.
2. curriculum output.
3. systematic week by week teaching plan.

- 12. It is not educationally acceptable to teach from a content-based approach only because ...**
1. topics are not process-orientated.
  2. learners become motivated and interested in learning.
  3. content becomes interesting.
- 13. It is imperative that Geography and History teachers understand what their subjects are all about before they practise it, ...**
1. so that teachers enable their learners to play.
  2. so that, as teachers, they cannot have enough time for fun.
  3. so that teachers could have a thorough background knowledge.
- 14. Components of a lesson plan are ...**
1. educational objectives.
  2. Interesting methods only.
  3. learning and observing.
- 15. Teaching and learning activities expected during the presentation processes is/are ...**
1. that problems that are being posed are dealt with.
  2. that an attempt will be made not to solve any new problem.
  3. that learners should not be led into new material/matter.
- 16. A critical principle that should be kept in mind with the use of media in a classroom is that they ...**
1. should always be beautiful.
  2. should draw learners' attention.
  3. should be expensive and interesting.
- 17. It is necessary to evaluate (and more specifically assess) in the Intermediate Phase because teachers ...**
1. do not determine learners' progress.
  2. evaluate curriculum inputs and results.
  3. separate less gifted from highly gifted learners.
- 18. A fundamental principle that characterises good teaching is ...**
1. development..
  2. always using a chalkboard.
  3. employing group work.

19. A disadvantage that fieldwork has for the learners is that ...

1. it consumes time.
2. learners enjoy it.
3. it is fun.

20. When planning a lesson the teacher should keep the following in mind:

1. The formative stage of the learners
2. Always choosing the most challenging topic
3. How fieldwork will be undertaken

{100}

## ASSIGNMENT 2: SECOND SEMESTER 2018 (Optional assignment)

Unique Number: 895794

Due date: 25 September 2018

### QUESTION 1

- 1.1 Define the concept **fieldwork**. What **value** does fieldwork have for the learner of Social sciences? (10)
- 1.2 Why do we study the subject: History? (2)
- 1.3 Mention any TWO principles of effective assessment (2)
- 1.4 The establishment of positive attitudes and values is an important aspect of Geography and History teaching and learning. What POSITIVE attitudes and values can be established by the teaching of Geography and History? Give THREE attitudes and THREE values for ONE of these subjects (either Geography **OR** History). (6)
- [20]

### QUESTION 2

- 2.1 Give ONE PRACTICAL EXAMPLE in Geography and in History, how each of the following skills could be acquired:

Please draw a table like this to answer this question and give own, original examples:

	GEOGRAPHY	HISTORY
Descriptive skills		
Social skills		
Schematic skills		
Skills in synthesis		
Reading and research skills		

(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. (10)  
[30]

### QUESTION 3

- 3.1 What is meant by CAPS approach to teaching and learning? (6)
- 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 (6)
- 3.3 Mention any three criteria for the selection of teaching resources (3)
- 3.4 What is learner-centred approach to teaching? Briefly explain (5)  
[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. [30]  
{100}

## 9 OTHER ASSESSMENT METHODS

None

## 10 EXAMINATION

### 10.1 Examination admission

To gain entrance to the examination, you must submit assignment 01 which is compulsory. **Assignment 02 is optional, but you are encouraged to do it as it may prepare you for the examination.**

### 10.2 How will this work in practice

#### Semester mark

**Assignment 1 will be considered towards the semester mark.**

The mark which you will obtain for this assignment contributes 20% towards the final exam mark.

### 10.3 Examination period

**This module is offered in a semester period of 15 weeks. This means that if you are registered for the first semester, you will write the examination in May/June 2018 and supplementary examination in October/November 2018. If you are registered for the second semester, you will write the examination in October/November 2018 and supplementary examination in May/June 2019.**

During the semester, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

### 10.4 Previous examination papers

Previous examination papers are available to students. Previous examination papers are available on myUnisa. We advise you, however, not to focus on old examination papers only as the content of modules and therefore examination papers change from year to year. You may, however, accept that the type of questions that will be asked in the examination may be similar to those asked in the activities in your study guide and in the assignments. **However, UNISA does not provide students with the memoranda. Students should work through the questions themselves so as to foster in them the spirit of independent study and life-long learning.**

### 10.5 Tutorial letter with information on the examination

To help you in your preparation for the examination, you will receive a tutorial letter that will guide you and explain the format of the examination paper. NB: In terms of a decision reached by the College, lecturers may not demarcate or “scope” specific work for examination purposes and examination questions should be based on all the work covering the notional hours of modules. Lecturers should encourage students to learn everything. In cases where competencies or skills are assessed differently during the tuition period, the various methods of assessment will be spelled out clearly by the lecturer in Tutorial Letter 201.

According to Assessment Procedure Manual 2013, paragraph 4.5.2(e), the examination memoranda (guidelines, rubrics, and so on) shall not be made available to students.

## 11 FREQUENTLY ASKED QUESTIONS

The *Study @ Unisa* brochure contains an A-Z guide of the most relevant study information.

Frequently asked questions in this module (PST103E) are:

Question: I need extension of time for the submission of my assignment.

Answer: It is not possible to give more than one week extension of time. If you are compelled by necessity to hand in an essay-type assignment late, you have to ask permission to do so **before** the due date. No extension of time can be granted for assignments for multiple choice questions.

Question: I do not have Internet access.

Answer: You can access the Internet at all Unisa Regional Offices

Question: I cannot find the answer in the recommended books or study guide

Answer: With tertiary education studies, not ALL answers will be available in the study guide or recommended books. You will have to search for more information yourself, e.g. from the internet.

## 12 INTRODUCTION TO CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)

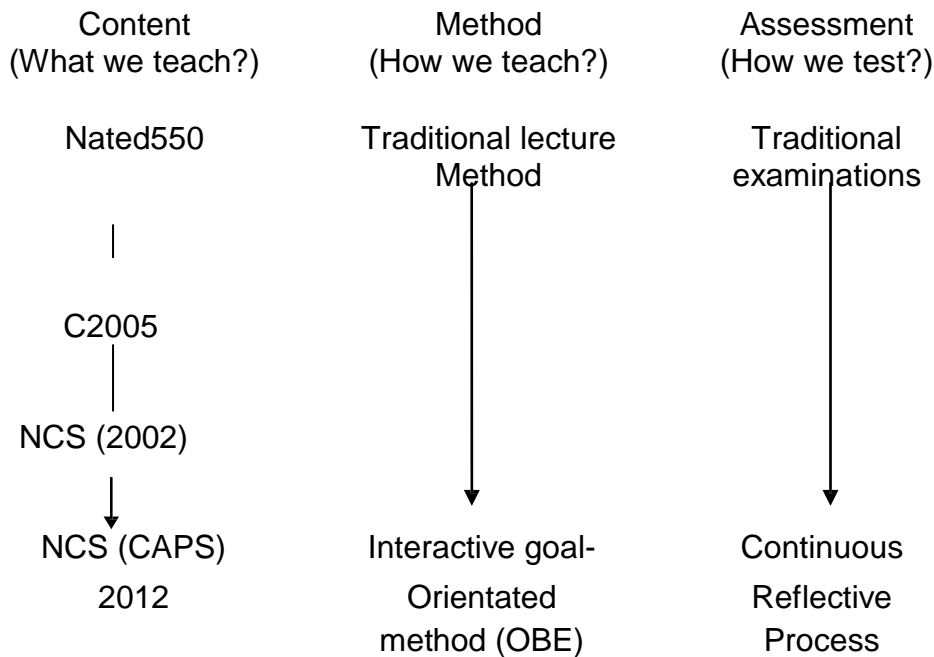
Although OBE is “played down” in the new CAPS policy, it is still relevant and we are in the process of revising existing study material. All the phases didn’t implement CAPS yet. In the meantime, you can familiarise yourself with the main differences between the NCS and CAPS. For the purpose of clarity regarding study material, the current study material will be used for assignments and examination purposes.

### WHAT IS CAPS?

The Curriculum and Assessment Policy Statement (CAPS) is not a new curriculum, but an amendment to the National Curriculum Statement (NCS) Grades R - 12. It therefore still follows the requirements of the same process and procedure as the National Curriculum Statement Grades R - 12 (2002) (Pinnock, 2011).

The CAPS is an adjustment to *what* we teach (curriculum) and not *how* we teach (teaching methods). There is much debate and discussion about Outcomes-Based Education (OBE) being removed, however, OBE is a method of teaching, not a curriculum. It is the curriculum that has changed (repackaged) and not the teaching method. The way the curriculum is written is now, in content format rather than outcomes format. This means that it is more prone to traditional teacher methods rather than OBE methods. There is one single comprehensive National Curriculum and Assessment Policy for each subject (Maskew Miller Longman, 2012:8).

The diagram below shows the developments in the system over the past number of years. In terms of the methods and assessment, the diagram reflects what is being aimed for rather than what has been achieved.



## WHY CAPS?

According to the Department of Basic Education (14 June, 2011 in Pinnock, 2011), there were four main concerns with regard to the NCS which instigated the change:

1. Complaints about the implementation of the NCS
2. Teachers who were overburdened with administration
3. Different interpretations of the curriculum requirements
4. Underperformance of learners

### However, according to the media:

The National Curriculum Statement is being repackaged so that it is more accessible to teachers. Every subject in each grade will have a single, comprehensive and concise Curriculum and Assessment Policy Statement (CAPS) that will provide details on what content teachers ought to teach and assess on a grade-by-grade and subject-by-subject basis. There will be clearly delineated topics for each subject and a recommended number and type of assessments per term (Pinnock, 2011).



## WHEN WILL CAPS BE IMPLEMENTED?

2012: The Foundation Phase (Grades R-3) and Grade 10 (FET) will be implemented in January 2012.

2013: The Intermediate Phase (Grades 4-6) and Grade 11 (FET) will be implemented in January 2013.

2014: The Senior Phase (Grades 7 - 9) and Grade 12 (FET) will be implemented in January 2014.

## MAIN CHANGES

CAPS Foundation Phase: Instructional time will increase

Numeracy will now be called Mathematics, and Literacy will be called Language

First Additional Language will be added to the Foundation Phase (one language must be the Language of Learning and Teaching (LoLT)) Intermediate Phase: The 8 learning areas will be changed to 6 *subjects*

CAPS Senior Phase: School-Based Assessment will count 40% and end-of- year examination will count 60%

CAPS for FET Phase: The content has been reorganised for several of the subjects and the exam structure has changed in some of the subjects

All grades will use a 7 point scale

Learning outcomes and assessment standards have been removed (General Aims)

Learning outcomes and assessment standards are now called *topics* (content/themes) and *skills*

Learning areas and learning programmes are now called *subjects*

CAPS give a week-by-week teaching plan

Curriculum statements and learning programme guidelines will be replaced by one document called *CAPS*

## SUMMARY OF CURRICULUM CHANGES

<b>ASSESSMENT CHANGES</b>	
All grades will use a 7 point scale	Foundation, Intermediate, Senior and FET Phases
Grades 3, 6 and 9: External annual assessment	Set externally and marked internally Moderated by districts and sample marked and moderated by National
CTA's will be replaced with Annual National Assessments (ANA)	Maths, HL and FAL set externally and marked internally
Weighting of CASS	Grades R - 3: 100% CASS Grades 4 - 6: 75%: 25% Grades 7 - 9: 40%: 60% Grades 10 - 12: 25%: 75%

## SEVEN POINT SCALE

<b>ACHIEVEMENT LEVEL</b>	<b>ACHIEVEMENT DESCRIPTION</b>	<b>MARKS%</b>
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0

<b>FOUNDATION PHASE (hours per week)</b>	
Language	Home Language (HL) (6) and First Additional Language (FAL) (4/5)
Mathematics	Mathematics (7)
Life skills divided into 4 'topics'	Beginning Knowledge (1/2 h) Creative Arts (2) Physical Education (2) Personal and Social Wellbeing (1)

<b>INTERMEDIATE PHASE (hours per week)</b>	
8 learning areas reduced to 6 subjects	Home Language (6) First Additional Language (5) Mathematics (6) Natural Sciences and Technology (3.5) Social Sciences (3) Life Skills (4)
Increase in time spent on languages	Languages are split into two separate subjects: Home Language (6) First Additional Language (5)
Technology removed as an individual learning area	Natural Sciences change to Natural Sciences and Technology
Economic Management Sciences Removed	Only taught from Grade 7
Arts and Culture removed	Creative Arts incorporated into Life Skills
Life Orientation changed to Life Skills	Life Skills divided into 3 'topics': Creative Arts (1.5) Physical Education (1) Personal and social wellbeing (1.5)
<b>SENIOR PHASE (hours per week)</b>	
Home Language	5
First Additional Language	4
Mathematics	4.5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2

<b>FET PHASE (hours per week)</b>	
Home Language	4.5
First Additional Language	4.5
Mathematics/Mathematical Literacy	4.5
Life Orientation	2
Three Electives	12 (3x4 hrs)

## MAKING SENSE OF THE OLD AND NEW POLICY DOCUMENTS

<b>OUT WITH THE OLD</b> <i>Status quo</i> for Grades 4 - 6 and 11 (2012) and Grades 7 - 9 and 12 (2013)		<b>IN WITH THE NEW</b> (Grades R - 3 and 10 from January 2012)
<ul style="list-style-type: none"> <li>National Curriculum Statements Grades R - 9 (GG No 23406, May 2002)</li> <li>National Curriculum Statements Grades 10 - 12 (GG No 25545, Oct 2003/GG No 28300, Dec 2005)</li> <li>National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF) (GG No 27819, July 2005)</li> <li>An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National</li> <li>Qualifications Framework (NQF), regarding learners with special needs (GG No 29466, Oct 2009)</li> </ul>	Amended and replaced with	<ul style="list-style-type: none"> <li>National Curriculum Statement Grades R - 12</li> <li>National Curriculum and Assessment Policy Statement (CAPS)</li> <li>National Policy pertaining to the programme and promotion requirements of the National Statements Grades R – 12</li> </ul>
<ul style="list-style-type: none"> <li>An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the NQF, regarding the National Protocol for Assessment Grades R - 12, (GG No 29467, Dec 2006)</li> <li>National Policy on Assessment and Qualifications for Schools in the General Education and Training Band (GG No 29626, February 2007)</li> </ul>	Replaced with	<ul style="list-style-type: none"> <li>National Protocol for Assessment Grades R - 12</li> </ul>
<ul style="list-style-type: none"> <li>Subject Statements, Learning Programme Guidelines and Assessment Guidelines for Grades R-9 and Grades 10-12</li> </ul>	Repealed and replaced with	<ul style="list-style-type: none"> <li>National Curriculum and Assessment Policy Statement (CAPS) for Grades R-12</li> </ul>

Pinnock, 2011; Department of Basic Education, 2011(b))

### ASSESSMENT CHANGES

The policy document is called the National Protocol For Assessment Grades R - 12 which will replace the “addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R - 12, (29467) December 2006 and National

Policy on Assessment and Qualifications for Schools in the General Education and Training Band (29626) February 2007”.

### **SOME POLICY FACTS**

1. Progression (Grades R - 8) and promotion (Grades 9 - 12) of learners to the next grade should be based on recorded evidence in formal assessment tasks.
2. Teachers are not required to record performance in informal or daily assessment tasks.
3. The teacher must submit the annual formal programme of assessment to the School Management Team (SMT) before the start of the school year.
4. Failure by the teacher to maintain a file of formal assessment tasks constitutes an act of misconduct.
5. Learners who, for no valid reason, absent themselves from the end-of-year final examinations or scheduled School-Based Assessment tasks, or Practical Assessment Tasks must not be permitted to write the final end-of-year examination.

What goes into a teacher's file?

- Annual teaching plan
- Assessment plan
- Formal assessment tasks
- Memoranda
- Indication of textbooks and other resources
- Record sheets with learners' marks
- Informal notes or any interventions that are planned to assist learners

However, the teacher's file must:

- clearly mark or indicate formal tasks
- be available at all times on request

### **RECORDING AND REPORTING**

The following is applicable to recording and reporting per phase:

Foundation Phase (Grades R - 3):

Record and report in national codes and their descriptions.

Intermediate Phase (Grades 4 - 6):

Record and report in national codes and their descriptions and percentages.

Senior Phase (Grades 7 - 9):

Record and report in national codes and their descriptions and percentages.

Grades 10-12:

Record in marks and report in percentages.

### **WHAT IS IN THE NEW POLICY DOCUMENT?**

- Formal Assessment Tasks (School-Based Assessment). The number and type of these tasks are prescribed as well as their contribution to CASS.
- Practical Assessment Tasks. The number and type of these tasks are prescribed as well as their contribution to CASS.
- End-of-year examinations. The format of these examinations are prescribed and are usually conducted, marked and moderated at the school (school-based) except in some cases like the Grade 12 examination, which is externally set, marked and moderated.

Progression and promotion requirements.

Management of school assessment. This is prescribed in great detail also regarding the competencies and skills that must be included in certain assessment tasks.

- Information on how all assessments must be moderated to ensure that they are fair, valid and reliable.

School assessment records and basic requirements for learner profiles. Teacher files. Report cards, record sheets and schedules for Grades R - 12.

### **THE CORRECT DOCUMENTATION**

Schools must check that they have the following documentation (from January 2012):

- National Curriculum Statement Grades R - 12
- National Curriculum and Assessment Policy Statement (CAPS) per subject
- National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R - 12
- National Protocol for Assessment Grades R - 12
- Learner's Book for learners and Teacher's Guide for teachers
- New textbooks

### **HOW HAS THE CURRICULUM CHANGED?**

Example: A layout of the differences in the policy documents, representing the old and the new.

**OUT WITH THE OLD**

<p><b>GRADE 7</b></p> <p>Learning Outcome 1 The economic cycle</p> <p>The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of “the economic problem”.</p>	<p>Assessment Standards We know this when the learner:</p> <ul style="list-style-type: none"> <li>• Explain needs and wants, and</li> <li>• how the differences between</li> <li>• the impact on communities</li> <li>• and the environment.</li> <li>• Describes the different types</li> <li>• of businesses and activities within</li> <li>• the primary, secondary and</li> <li>• tertiary sectors.</li> <li>• Explain the concept: free:</li> <li>• and economic (scarce) goods,</li> <li>• and the influence of demand</li> <li>• and supply on market prices.</li> <li>• ...</li> </ul>
---	--

**IN WITH THE NEW  
GRADE 7, TERM 1**

Week (2 hours per week)	Topic	Content
Weeks 1 – 3	The economy: History of money	Traditional societies; bartering, promissory notes; coins; paper money, electronic banking; role of money
Weeks 4 – 5	The economy: Needs and Wants	Basic needs of individuals, families, communities and countries; primary and secondary needs; unlimited wants; limited resources to satisfy needs and wants
Weeks 6 – 7	The economy: Goods and services	Goods and services; examples of goods and services; producers and consumers; the role of households as producers and consumers; using goods and services efficiently and effectively; how to recycle and reuse goods to satisfy needs and wants
Weeks 8 - 10	Entrepreneurship: Businesses	Formal and informal business; types of businesses (trading, manufacturing and service) that are both formal and informal; advantages and disadvantages of formal businesses as producers and consumers; the effect of natural disasters and health epidemics on formal and informal businesses



The CAPS documents do not have a very specific format or layout and, although there seem to be common categories and headings, the way the information is presented differs from subject to subject.

Each subject is divided into TOPICS and each topic into content outlines. This has replaced all learning outcomes and assessment standards!

There are some subjects, for example the languages, that refer to skills (eg listening skills, reading skills) rather than topics. There is an emphasis on competencies that must be demonstrated in the assessment tasks.

The CAPS documents provide guidelines on how much time should be spent on each topic and which content should be covered in that time. Some CAPS documents provide an outlined annual teaching plan, which indicates the topics per term, in sequence and how much time should be spent on them.

### EXAMPLE OF A WORK SCHEDULE (YEAR PLAN) FOR GRADE 10

GRADE 10: TERM 1		Week number								
Topics	Contexts focusing on numbers and calculations with numbers	1	2	3	4	5	6	7	8	9
	Contexts focusing on patterns ...									
	Contexts focusing on measurement ...									
Assessment	Assignment/Integration Control Test covering ...									
GRADE 10: TERM 2		Week number								

Etc.

EXAMPLE OF A CAPS LESSON PLAN (Gr 10: 2012)

SUBJECT: .....	STANDARD: .....
TIME: .....	
NUMBER OF LEARNERS IN CLASS: .....	
TOPIC:.....	
AIMS OF THE SUBJECT:	
.....	
.....	
THEME/CONTENT/SKILL:	
.....	
.....	
METHODS:	
.....	
.....	
MEDIA/RESOURCES:	
.....	
.....	
ASSESSMENT BASED ON ASSESSMENT GUIDELINES:	
.....	
.....	

**N.B. READ THIS IN CONJUNCTION WITH UNIT 6 OF YOUR STUDY GUIDE**

**N.B. PLEASE CONSULT YOUR SUBJECT'S GUIDELINES!!!!**

**N.B. YOU MAY ADAPT THE LESSON PLAN FORMAT TO SUIT YOUR SUBJECT/SCHOOL**

## CHECK YOUR CAPS READINESS AND PROGRESS

Questionnaire as an assessment and monitoring tool for educators, school managers and school evaluators:

Does your school set goals for the learners?

Is your school aware of the CAPS?

Does your school have a good understanding of the latest documents and policies? Does the phase planning take place accordingly?

Does the phase planning accommodate the needs of different learners?

Does grade and lesson planning take place? Is this a process that the educators have participated in?

Do the educators follow the planning which they have set out?

Does the lesson and the various methodologies used address barriers to learning and provide opportunities for expansion?

Is there a sound knowledge of assessment techniques in you school?

Are all educators aware of the latest requirements for assessment? Is assessment carefully planned for?

Does your school implement intervention programmes?

Is Internal Moderation being carried out?

Is evidence of learners' work kept correctly?

Does the recording of assessment reflect the requirements for CAPS?

Is recordkeeping accurate?

Is appropriate feedback given to learners?

Are the External Systematic Tests and Examinations carried out in the correct way and are the results an accurate reflection of the learners' abilities?

Are co-curricular activities planned, carried out and monitored in order to enhance teaching and learning?

## POLICY DOCUMENTS & WEB ADDRESSES:

- National Education Policy Act 27 of 1996: [www.info.gov.za](http://www.info.gov.za). Documents; Acts; (24 April 1996).
- Assessment policy in the GET band: [www.polity.org.za](http://www.polity.org.za). Notices & Regulations; Regulations 1998, no. 1718 (Gazette 19640, vol. 402, 23 December 1998).
- The National Protocol on Assessment for schools in GET and FET band (Grades R-12): [www.education.gov.za](http://www.education.gov.za). Documents; Policies; FET (21 October 2005).
- National Policy on HIV and AIDS (FET): [www.polity.org.za](http://www.polity.org.za). Notices & Regulations; 1999 Notices, no. 1926. (Gazette 1020372, vol. 410, 10 August 1999).
- Norms and Standards for Educators document: [www.info.gov.za](http://www.info.gov.za). Documents; All documents by Subject; Education; 2000. Government Gazette 20844, vol. 415, 4 February 2000. *HERSIEN IN STAATSKOERANT 29832, VOL. 502, 26 APRIL 2007.*
- White Paper 6: Special needs education: [www.info.gov.za](http://www.info.gov.za). Documents; White Papers 2001 (July 2001).
- White Paper 5 on Early Childhood Development: [www.info.gov.za](http://www.info.gov.za). Documents, 2001(May 2001).
- Manifesto on Values, Education and Democracy: [www.education.gov.za](http://www.education.gov.za). Documents; Reports, 2001.

- Language Policy: [www.education.gov.za](http://www.education.gov.za). Documents; Policies; GET: 14 July 1997; Higher Education: 1 November 2002.
- IQMS: [www.ELRC.co.za](http://www.ELRC.co.za). Collective agreements; 2003; No 8.
- RNCS (Grades R-9) Schools: [www.info.gov.za](http://www.info.gov.za). Documents; Notices; 2002 (1 April 2002) or in Gazette 23406, vol. 443, May 2002. OR go to: [www.polity.org.za](http://www.polity.org.za). Policy documents; 2002; RNCS (April 2002). *LATEST EDITION: 2005*.
- RNCS (Grades R-9) Teacher's guide for the development of learning programmes 2002: [www.education.gov.za](http://www.education.gov.za). Documents; Curriculum Documents; Development of learning programmes; klik op 'Learning Area'.
- NCS (Grades 10-12) General, Overview 2002: [www.polity.org.za](http://www.polity.org.za). Policy documents; 2002; National Curriculum Statements Grades 10 – 12 (October 2002).
- NCS (Grades 10-12) Teacher Training Manuals 2002: [www.education.gov.za](http://www.education.gov.za). Documents; Curriculum Documents; NCS Teacher Training Manuals; klik op die spesifieke vak.
- AFRIKAANS: Die meeste dokumente is by [www.education.gpg.gov.za](http://www.education.gpg.gov.za) of <http://curriculum.pgwc.gov.za> beskikbaar. Tik 'n sleutelwoord in die "search"-blokkie in.
- HNKV (Graad R-9): <http://curriculum.wcape.school.za/ncs/index>
- GGBS: [http://curriculum.pgwc.gov.za/resource\\_files/14090403](http://curriculum.pgwc.gov.za/resource_files/14090403)  
Ondersteuningsmateriaal GGBS 2004.doc

POLICY DOCUMENTS FOR CAPS (Available at [www.education.gov.za](http://www.education.gov.za) and [www.thutong.doe.gov.za](http://www.thutong.doe.gov.za))

## REFERENCES

Department of Basic Education, 2011(a). Curriculum News: Improving the quality of learning and teaching. Strengthening Curriculum Implementation from 2010 and beyond. Pretoria: Government Printers.

Department of Basic Education, 2011(b). Government Gazette, (Vol) 555, No 34600. Pretoria: Government Printers.

Maskew Miller Longman, 2012. Survival Guide to the FET Curriculum and Assessment Policy Statements (CAPS). Platinum.

Department of Education, 2011. National Curriculum Statement Grades R-12, 11 September. Available at: <http://www.education.gov.za>. (Accessed on 4 June 2012).

Pinnock, A.J.E., 2011. A practical guide to implementing CAPS: A toolkit for teachers, schools managers and education officials to use to assist in managing the implementation of a new curriculum. NAPTOSA.

## 13 CONCLUSION

**Please note that, as per UNISA Language Policy, as from 2017 ALL UNISA study materials will ONLY be in English.**

We hope that you will enjoy this module and we wish you success with your studies.

Kind regards

**Prof BA Segoe**

**Tel. office: 012 429 4649**

**Fax: 0866 42 1617**

**Email: [segoeba@unisa.ac.za](mailto:segoeba@unisa.ac.za)**



**QUESTIONNAIRE**

**PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT PST103E AND TEAR OUT THESE PAGES AND RETURN THEM WITH YOUR 2<sup>ND</sup> ASSIGNMENT.**

**SURNAME AND INITIALS:**

**STUDENT NUMBER:**

1 Home language: (mark which one is applicable)

African language (specify)	
English	
Afrikaans	
European language (specify)	
Other (specify)	

2 Current occupation: .....

3 Age: .....

4 What is your opinion on the scope of the work covered in this module? Mark one answer on each of the lines.

<b>Volume of work</b>	Too much	Manageable	Too little
<b>Aspects covered</b>	Too broad	Just right	Too narrow
<b>Relevance for SA</b>	Irrelevant	Of some relevance	Relevant
<b>International relevance</b>	Irrelevant	Of some relevance	Relevant

5 Which aspect(s) of the module frustrated you the most, and why?

.....

.....

6 What was the most positive aspect(s) of the module?

.....

.....



7 Any suggestions for improving the module?

.....  
.....

8 How do you rate the tutorial letters generally? Mark only one answer on each line.

<b>Number received</b>	Too few	Right number	Too many
<b>Detail</b>	Too little detail	Sufficient detail	Too detailed
<b>Level of difficulty</b>	Difficult to follow	Understand-able	Easy to follow
<b>Standard of contents of tutorial letters</b>	Poor	Acceptable	High

9 How do you rate the study guide? Mark one answer on each line.

<b>Level of difficulty</b>	Difficult to follow	Understand-able	Easy to follow
<b>Standard of contents of the study guide</b>	Poor	Acceptable	High

10 Please indicate technical errors such as spelling mistakes or any specific instance where the explanation in the Guide appears to be illogical.

.....  
.....  
.....

11 How long did it take you to work through this module?

.....  
.....

13 Any comments/recommendations

.....  
.....  
.....