

## PST103E exam prep

The learning areas Geography and History have long been an accepted part of the SA school's curriculum. However, owing to, amongst other reasons, South Africa's racial policies of the past, these learning areas did not evolve at the same time and/or tempo in the different departments. It was only in the 1990's 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 learning areas Geography and history in South Africa, we will focus on salient aspects of the inclusion of these two learning areas in the curriculum in the teaching of black and white learners respectively.

Answer the following questions keeping the above quotation in mind.

### **1.1 Using the above quotation as a basis, define History as perceived by some academics. (4)**

History examines different ways in which people of different time period and circumstances have interacted with their environments, irrespective of their colour or culture. History is the study of all past events, no matter how long ago or how recent, particularly human affairs. Examine documents of what people have written about the past.

#### **Contemporary history:**

Written or events that have happened within the memory of people living today. Not possible to give exact time/date for beginning of contemporary history.

### **Describe Geography (2)**

The study of the physical features of earth and its atmosphere and of human activity as it affect these features. People's interaction with the environment.

### **1.2 Many people see a strong correlation between learning areas Geography and History. Critically discuss some possible reasons for this correlation. (10)**

- You must have some history and some Geography to have the necessary general knowledge.
- These two subjects complement each other in many aspects.
- There are strong links and dependence upon each other
- Geography influence the course of history, you have to understand the geography behind the history to fully comprehend.
- History happens in places: Position – this will affect historical events

Physical terrain and wildlife- people tend to settle in flat, fertile areas.  
Mountains and rivers have influenced history.

Natural resources – minerals and raw material, for example gold.

Map work – To localize events in history. Gives learners a better idea of distance and space. Learn provinces for example.

**1.3 Indicate how educators can use text books as an important resource when teaching social science, and name two resources which can be used to supplement text books. (6)**

- Textbooks should be used as a teaching aid only as no textbook is complete in its own and each text book might give their own interpretation of certain events.
- The textbook should provide the framework around which educators design their lessons.
- The use of additional resources will be needed to create an interest in the subject.
- Text books might have cartoons, pictures and diagrams which should be used to develop the concept of time, space and reality.
- Educators should use text books and additional notes when preparing worksheets, test, exams as well as their memos.
- Interesting facts can be read out of the text book, but the educator should refrain from reading the whole lesson out of the text book as this will become boring.
- Text books can be used when doing homework, answering worksheets and for the starting points of projects.
- Two resources that can be used to supplement text books; magazines and newspapers.

**1.4 Explain how maps can be used to teach history (5)**

- Working with maps enables learners to become familiar with concepts such as space, distance and direction and helps to localize events in history
- Help learners to develop a more sophisticated concept of space
- maps can be used to show information like routes taken by explorers.
- Maps help learners to identify provinces and trek routes.
- Old maps can be compared with new maps, thus making history a reality

**Identify the principles underlying curriculum design and explain each one in no more than three sentences. (22)**

- **Human resource development:** promoting continued learning, lifelong learning. Application and development of new knowledge.
- **Learner- centeredness:** Curriculum must be flexible and worked out around the learners, not the content.
- **Being relevant:** Relevant and appropriate to current needs of the individual and society
- **An integrated approach:** reject division between academic and applied knowledge, theory and practice, knowledge and skills
- **Differentiation:** Redress and learner support for each learner
- **Nation building:** non- discriminatory
- **Critical and creative thinking:**
- **Flexible learning programmes:** for example the pace of learning
- **Learning programmes that facilitate progression from one phase of learning to the next:** move from existing knowledge to new knowledge.
- **Credibility:** Both National and International
- **Quality assurance:**

**Name 3 other resources that can be used to supplement tape recorders (3)**

- Visual resources like pictures, posters, etc
- Slide show with images/pictures that supplement the audio
- Models, presentations
- Overhead projector

**Discuss 5 criteria principles that should be kept in mind with the use of media in a class room (5x2=10)**

- **The physical aspect of teaching media:** some media are very expensive and might be too costly
- **Developmental stage of the learners:** with media different domains in the development will be addressed, namely: cognitive (knowledge, information),  
Affective domain (attitudes, values and appreciation)  
Psychomotor domain (skeleton-muscular use and coordination)
- **Teacher must decide in the lesson planning whether by using teaching medium the following didactic issues will be addressed:** will it make education more productive?

Will it make learning more immediate by bridging the gap with the world outside?

Will it make access to learning more equal for all learners irrespective of who they are?

Will it make learning more individual for each learner's stage of development?

**The effectiveness of teaching media may be established by asking question:**

Did learners accomplish objectives upon which materials were based?

Do reaction indicate the material were appealing to learners?

If the material do not meet the requirements or lack appeal, what revision could be made?

Is arrangement for use of material convenient for teachers and pupils?

What were the developmental costs (materials, time etc)?

What are the operational use costs (staff time, materials)?

**Give two reasons why you think teaching and learning aids should be used in Geography and history (2)**

- It can help to enrich and supplement the lesson and make it more interesting
- It can give the learners concrete examples.
- Learners remember better when all their senses are used

**Fieldwork is an important aspect of Geography and history teaching. With regard to this aspect, answer the following questions.**

**1. Define the concept 'fieldwork' (2)**

Any organized activity that takes place outside the classroom, whether at school or at an excursion.

Fieldwork is involved with the basic didactic principles of activity and observation.

**2. What two basis didactical principles are met by fieldwork? (4)**

-Activity: where learners learn by being involved and actually learn by doing

- Observation: learners learn by direct observation of phenomena

**3. What value does fieldwork have for the learner of history and Geography? (2)**

It provides a practical basis on which theoretical learning can be developed. It provides a practical application of theoretical work. Allows learners to discover information for themselves. It is interesting and stimulating.

**4. What disadvantages does fieldwork have for the learner? (2)**

It can disrupt the school day

It can be expensive

If not organized properly, it will waste time and merely be a holiday for the learners

**Some learners may not regard fieldwork as part of the learning experience**

## **Advantages of fieldwork**

(6)

- Provides a practical basis on which theoretical knowledge can develop
- It provides a basis for practical application of theoretical knowledge, thus leading the classroom with the real world
- Allows learners to discover information for themselves
- It is interesting and stimulating
- It can be undertaken to introduce or end of a lesson
- It is learning by doing
- It improves the 2 basic didactical principles, namely activity and observation
- Learner can work at own pace, emphasis on activity and enquiry based learning
- Activities help in development of general abilities such as comprehension, analysis and evaluation
- Necessity of preserving historical sites are conveyed.

### **Advantages of school based fieldwork**

- Learners have immediate access to practical examples
- Teachers can develop study sites, eg weather stations, that an easily be altered.
- Learners can be involved in development of study sites
- Takes less time than trips away from school
- Not much cost involved

### **Types of fieldwork;**

Field demonstration: little involvement of learner, eg explanation by teacher on soil erosion

Field studies: Learners more actively involved, teacher guides, e.g. worksheets

Four groups of field studies; 1 descriptive studies; learner need to describe a region

2. hypothesis testing; observation, recording and evaluation of data

3. Problem solving: learners find solution to problems given to them

4. Comparative studies; learner compare two areas and try to find

Similarities or differences

Field research: learners are confronted with unfamiliar situations. They are then required to propose hypothesis and verify it by means of research.

### **Skill that learners will be taught through fieldwork**

-observation skills

-research skills

- Recording skills
- measuring skills
- Drawing and sketching skills
- Management skills
- Problem solving skills.

**List 5 capability skills which are promoted by the study of history or geography (5)**

- **Reading and research skills:** must be able to observe carefully
- **Social skills;** plan together, yet make individual contributions to the group
- **Descriptive skills:** observe and record data
- **Schematic skills:** distinguish between main and side effects; arrange facts systematically in logical sequence.
- **Skills in synthesis:** be able to select and gather evidence out of diversity of information in logical sequence

**Explain how the following didactic principles apply to Geography and History.**

**(2 marks each)**

**Totality** – Teach learners as a whole and the learner must be taught according to their physical and social environment

**Individualization** – Learners are all individual and each learner’s individual learning styles or barriers to learning as well as their difference in backgrounds must be catered for.

**Development** - learners develop through various stages as they mature physically and mentally.

**Motivation and interest** - Learners need to be motivated in order for them to learn effectively

**Activity** - learners learn by actually doing through active involvement.

**Observation and perception** - learners learn best by direct observation of phenomena (fieldwork)

**Environmental teaching** - stresses that learners must be involved in learning experience in the local environment

**Moving from the known to the unknown** – Learners learn best by starting with knowledge that they already know to new knowledge

**Moving from simple to the complex** – learners’ knowledge is gradually build up starting from easier works to more complex work

**Holistic teaching** – Learners learns about the whole while studying its parts. They are constantly aware of the whole they are studying.

**Many history and geography teachers practice their learning areas from a content-based approach. Discuss why you think that it is not educationally acceptable to teach only from this perspective. (3)**

Each learner is unique and has their own learning styles, aptitudes and values. Not all learners will grasp concepts and work at the same pace. It is more important to focus on the concepts and skills of each learner instead of merely testing how they can recall certain given facts. The outcome of the lesson is more important than the input. The learner should be taught as a whole and education should be child centered rather than subject centered.

**It is imperative that Geography and History teachers understand what these learning areas are about before teaching them in schools**

**Do you agree or disagree with this statement? Explain (3)**

I agree. Teachers must have thorough background knowledge of skills, values and attitudes encompassed by the subject so that as teachers, they can articulate their subject in a way that enables their students to comprehend and appreciate what the subject involves. Once teachers have adequate knowledge they can make the subject alive and relevant to the learners.

**In recent years, curriculum development in SA has undergone an important mind-set shift. By means of a table, indicate the difference between the old (traditional) and the new (contemporary) views surrounding this curriculum (6)**

<b>Traditional curriculum</b>	<b>Contemporary view</b>
<ul style="list-style-type: none"><li>- Content centered</li><li>- No rigid dividing of subjects</li><li>- Emphasis on curriculum input</li><li>- Only certain learners excel</li></ul>	<ul style="list-style-type: none"><li>- Child/ learner centered</li><li>- Holistic integrated learning</li><li>- Emphasis on curriculum output</li><li>- More development, less judgmental</li></ul>

**The establishment of positive attitudes and values is an important aspect of History and Geography teaching and learning. What positive values and attitudes can be established by the teaching of history and geography? List 3 attitudes and values for each of these learning areas (6)**

**Geography:** It teaches learners a lot about how human being interacts with the environment and how important it is to look after the environment.

- It will help to cultivate an appreciation of and the 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

**History:** - To develop empathy as a way of thinking

- To bring history alive and make it relevant to everyday life
- To study cause and effect, as all human behavior is determined by causes

**Assessment of learners can be formative, summative or continuous. List 6 methods of assessment (two of each) which can be used either in a history of geography lesson. (6)**

**Formative assessment:** This is according to the learners own individual ability

- A test to establish whether learners have mastered a specific skill
- Note books

**Summative:** to test the ability of the learner in contrast with the rest of the group

- Written, oral or practical examinations or tests.
- Projects

**Continuous:** to assess a range of learning processes and there is continual feedback on the progress

- Portfolio with marks obtained through the year by means of assignments, speeches or model making

**Whether we use group work, individual work, class work or field work depends on various factors. Name 5 such factors. (5)**

- Size of the class
- Aspect that has to be taught
- Discipline of the class
- Available time
- School policy

**Explain how you would utilize newspaper reports in either geography or History lesson (2)**

Articles that are dramatic can be used to draw attention to something. It also links the lesson with the reality of their daily lives, by using news items of current events. This can be locally or even internationally which provide learners with insight into places where these events have taken place.

Learners can either be asked to bring relevant articles that they can read to the class and then put it up on a pin up board.

As a teacher, you need to select articles that is relevant to that part of the subject

**List 2 dos and don'ts when using the overhead projector. (4)**

**Do:** -ensure that the overhead projector is working before the lesson and prepare the transparencies in advance.

- Face the class while talking

**Don'ts:** Don't put too much detail on the transparencies, only use key points

- Don't show too much information at one time, rather cover up the area you are not discussing right now.

**List 2 teaching media which a Geography teacher and 2 media which a history teacher can make themselves (4)**

**Geography:** display area with relevant things that relates to the lesson

Posters, models

**History:** Improvised audio/visuals like videos

Projection media like transparencies or even slides

**Why holistic teaching is considered important in the primary school? Discuss in point form (5)**

- With holistic teaching material from different school subjects are integrated
- This ensure that the topic is comprehensively covered without too much repetition
- This encourage holistic thinking in the learners which is important as we live in an environment with its geographical, biological, historical , social and political components
- By taking on a more holistic approach, means moving away from the rigid division between aspects such as academics and applied knowledge.

**Discuss how you would apply holistic approach to**

**a) Geography and**

**b) History**

**Discuss under separate headings in point form**

**a) Geography**

-explain the learners' environment to them and stress the importance of interrelationship to relate to ecology. Learners must be encouraged to look for the interrelationship between geographical elements and the environment.

-the study of ecology is the study of plants and animals in their environment

- Learners must be encouraged to think ecologically and to see man as an integral part of the environment

- Learners must be taught to respect and appreciate waste resources and must aim to enhance the environment
- Encourage learners to think holistically you can integrate the use of maps in other subjects to illustrate when certain events are taking place.
- Explain the environment to the learners; this can be immediate or even international

#### **b) History**

- Use maps when teaching history so learners can grasp distance etc.

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#### **What is the difference between an education aim and objective? (4)**

Aims are long term and relate to the learners understanding of the subject. For example “appreciate the relationship between altitude and temperature”

Objectives are more precise; refer to the change in behavior patterns of the learners. For example “know the lapse rate of temp with changes in the altitude.

#### **What is meant by outcomes-based approach to learning? (6)**

Previously curriculum design tended to be centrally designed, content-based, prescriptive and rigid. The design of the curriculum then shifted towards making the curriculum more outcome-based and flexible, thus leading to lifelong learning. It allows for optimum participation by the educator as well as the devolution of curriculum development. Outcomes- based learning will rather focus on knowledge, skills and value rather than the prescription of knowledge to be learned. Outcomes-based education promoted holistic, integrated learning development instead of narrow, mechanistic behavior. Previously the emphasis was on the curriculum input (learning content), but with outcomes-based education the emphasis is more on the curriculum output (the result of learning, rather than on the ways and means by which these results have been achieved.

#### **What problems are to be guarded against with regard to the use of teaching media? (5)**

- It needs to be age appropriate and should be viewed by the teacher before the lesson to ensure it is appropriate
- The size of the class as well as things like how dark the room needs to be for certain media for example the showing of slides
- If the teacher do not plan the use of these media during the lesson well, then they will not be very effective
- The overuse of media must be guarded at, as the learners might get confused and the teaching media will lose its effectiveness and learners might just see it as a form of entertainment
- The operational cost must also be considered. Beware to overspend on teaching media

### **Name and discuss 5 general characteristics of social science, Geography and history (15)**

**Geography:** - A study of phenomena at a particular place for example region. No geographical phenomena can be studied without knowing its exact location. This is why maps and photographs are essential tools in Geography

-Geography is a science that is concerned with the spatial distribution and position of phenomena, again why maps and photographs are essential tools.

- Geography stresses relationships which exist between different elements. For example climate and settlement

- Geography is one school subject that studies the environment holistically (social, cultural, and economical)

- Geography study changes at places. It studies the ways in which phenomena and relationships change over time

**History:** - Deals with the complexity of the actions of human beings in their totality

- history as a science

-History and morality

-objectivity and history

-causation in history

-History cannot be ignored; there is no escape from the past.

- Knowledge of history help cure peoples inner curiosity and leads us to know our own identity

- Without knowledge of the past people will be unable to plan for the future

- As historians are concerned with the totality of the human being, knowledge of the past will help to enrich emotions.

**Social science; how** individuals and groups interact with their environments

- Study of the way people behave and do what they do

- the material and human environment. Material – people’s interaction with the physical environment and human environment study how people interact with society in general.

**Give 4 reasons why educators should set clear objectives/outcomes for their teaching activities (4)**

- You can measure the degree to which these activities have been attained

- Indicate to other teachers what the intended learning patterns are

- Provide the pupils with clearly defined tasks

- Assess the progress of the individual learners

**Give any two examples of objectives and indicate how these can be used in the teaching of social science. (6)**

- Development of basic skills: In order to describe basic phenomena, learners must learn to observe and record the observations. Training in the recording of data like reading maps etc. Once learners have observed data, they should be able to analyze it and put it all together again
- Training for geographical thinking; Learners are able to observe phenomena and see the interplay of these phenomena. Must be able to form mental maps. Example learners learn to understand why a section of town will be used for industrial sites; water supply cost of land etc.

**Skills form the foundation of the social sciences. Briefly explain the importance of each of the following skills**

**Reading, schematic skills and skills in synthesis**

**Reading and research skills:** the pupils must be able to observe carefully, identify and create a mental image of the phenomena being studied, as well as to research information from different sources

**Social skill:** The learners must be able to reflect on matters together, plan together and make individual contributions to the group of which one is a member

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

**Schematic skills:** learners must be able to distinguish between the main and side effects and to arrange these facts systematically in a logical sequence.

**Skills in synthesis:** learners must be able to gather evidence out of the diversity of information and summarize and organize it into a meaningful coherent whole as well as synthesize the information in such a way as to gain a complete picture of the phenomenon observed

**Explain the advantages and disadvantages of: narrative or story telling**

**: Question and answering method (4)**

- **Narrative :** advantage – it extends the sense of time and place – learners can move from their own real world into this imaginary world, a larger world, learning of people
- Disadvantage: if it is too long or not really age appropriate, it might become boring
- **Questioning and answering:** advantage – learners are actively participating in the lesson and it develops the process of thinking
- Disadvantage: learners might stray away from the lesson content

**Educational objectives in Geography:**

- Development of basic skills

\* observation: to observe and think geographically

\* Recording: recording of data

\* Description: after observing and recording, learners should learn to analyze.

- Training for Geographical thinking: learners must be able to observe phenomena either in the field or written form and see interplay of these phenomena.
- Geographical thinking and mental maps; to create mental images of phenomena being studied
- Proficiency with maps: to be able to draw neat, accurate maps on scale (age dependant)
- Sketches and diagrams: through sketches, whether in field or from books, learner comes into closer contact with reality
- Precision in all statements: learners must be encouraged to learn the precise detail of phenomena
- to express themselves logically
- Improving their ability to write examinations and class test

