

Q1

1.1 Why is it **not** educationally acceptable to teach from a content based approach.

- In many cases primary school pupils are taught subjects/topics as content entities or disciplines.
- In many cases these topics/subjects have become more process-orientated and more child centred and concept based.
- Skills, concepts and attitudes play a more dominant role.

1.2 Old and new views on curriculum development

TRADITIONAL VIEW	CONTEMPORARY VIEW
Centrally designed	Outcomes based
Prescriptive and rigid	Devolution of design
Content based	flexible
Factual approach	Skills and concept based approach

1.3 How can educators use textbooks as an important resource when teaching social sciences. Name 2 resources that can be used to supplement textbooks,

- Textbooks contain illustrations, maps, diagrams etc. the teacher should use these during lessons to develop concepts of time, space and reality
- Textbooks can be used to prepare worksheets and tests/examinations
- Set homework based on the content of the textbook
- Set problems where questions are formulated based on the textbook. Learners must try to solve these problems with the use of the textbook.

Resources used to supplement textbook

- Models such as the world globe – gives learners perspective time, space and reality.
- Collections – objects of interest eg seeds, rocks, soil types, historical artefacts. It is more interesting to see these items than to read about them.

1.4 Using maps to teach history

- The past can be linked to the present – pupils asked to compare old maps with modern maps.
- South African map can be given to pupils for eg and they can be asked to find as many towns as possible named after historical personalities.
- Colour maps can be used to better understand particular changes in countries
- Educator can provide outline maps and ask pupils to locate and name countries, cities, rivers and other features
- Can be used by learners to trace a particular route for example taken by the early 1820 settlers.

Q2

2.1 Principles informing curriculum design

- Human resource development
To promote continued learning, to apply and develop new knowledge, skills and technologies. To be flexible in job movement
- Learner-Centredness
Curriculum development should put learners first, recognising and building on their knowledge and experiences and responding to their needs. Learning styles and paces of learning must be acknowledged and accommodated in the learning situation and in attainment of qualifications.
- Relevance
Learning programmes should be relevant and appropriate to the current and future needs of learners and society. Economic success is dependent on well educated learners who are equipped with the skills necessary to make a positive contribution to society.
- Integration
Integrated approach rejects rigid division between academic and applied knowledge, theory, practice, knowledge and skills
- Differentiation, redress and learner support

Learning programs should create opportunities for all learners, incl those who have barriers to learning, toward attainment of outcomes. Educators must be inventive in their instructional methods, so as to accommodate all learners

- Nation building and non discrimination
 - Educational programmes should promote a mutual respect for all religions, races and cultures
 - Multilingualism and informed choices regarding learners language/s of learning
 - Cooperation and responsibility to society
 - Understand the developmental needs of local, provincial and national regions.

- Critical and creative thinking

Learning programmes should promote critical thinking as well as analytical and holistic. This includes acknowledgement of the changing nature of knowledge and a social responsibility to function as part of a group, community or society.

- Flexibility

Learning programmes must offer learners the opportunity of choosing what, where, when, how and at what pace to learn.

- Progression

Learners should be able to progress in their achievements from one class or phase to another.

- Credibility

The education and training system should be nationally and internationally comparable

- Quality assurance
 - Quality control on the standard of service delivery
 - Continually improve the quality of the education and training system
 - Promoting quality culture to foster praise, acceptance of criticism and mutual support.

2.2 Resources used to supplement tape recorders

- Textbook
- Pictures and slides
- Models

Q3

3.1 3 Critical principles to remember when using media in the classroom

- Which teaching medium is most suitable for that instance
- At what stage of the lesson will it be used
- For what purpose will it be used
- In which way will it be implemented during the lesson.

3.2 2 Reasons why teaching and learning aids should be used in history and geography teaching

- They can be used to improve teaching and learning activities
- It supplements instructions and is used for enrichment purposes

3.3 Advantages and disadvantages of using an OHP

ADVANTAGES	DISADVANTAGES
Transparencies can be prepared prior to the lesson	Can only be used where there is electric power available
The teacher is able to write on a blank transparency during the lesson if necessary or add info to the transparency	Low visibility in brightly lit rooms that do not have window covers such as blinds and curtains

Dos

Write neatly /legibly
Use colours discreetly

Donts

Include too much of information and clutter the transparency
Reveal the whole transparency if you plan to teach the content in stages. Use a page to cover the relevant sections – uncover as the lesson progresses

3.5 Continuous assessment

Name	Reading	Group work	Project work	Compre hension	Pupil attitude	Essay	Total
Grade 4	20	20	35	20	20	45	150
Nomsa							
Bongi							
Tuli							
Jane							
Thabo							

Q4

4.1 Design a worksheet

Application – old knowledge new situation – demonstrate/illustrate

Analysis – separate and determine the connection – detect/identify/compare/contrast

Synthesis – put info together in a new way – design/develop/plan/synthesize

Evaluation – make judgement about what they learned – choose/assess/select/evaluate

Name _____ Date _____ Grade _____

Improving the environment

1. Choose the correct word from the word bank.

Recycle	combustible waste	dump site
Plastics	pollution	non-biodegradeable
Compost heap	reuse	

Our environments are littered with waste that is thrown out everyday and contributes towards _____ of our environment. To reduce pollution we should _____ items and reuse.

_____ for example is an item that is not biodegradable and takes many many years to decompose. Kitchen waste such as vegetable peelings can be dropped into a dug out hole in our gardens to make a _____ which becomes rich soil packed with nutrients. We could _____ items such as glass bottles, metal and plastic containers to store items such as beads and pencils.

2. Tuli's mum owns a tuck shop where she makes fresh fruit salads, stews, chips and other tasty food. She usually throws out her fruit and vegetable peelings into the bin

Tuli's dad plants all the fruit and vegetable on their little farm. It is expensive to run a farm, the fertilizer for the plants are most expensive. Explain how Tuli's parents can save money from not throwing away their fruit and vegetable peelings.

3. Tick the correct box

Waste	Recycle	Special disposal	reuse
Example - Paper	√		
Batteries			
Glass bottle			
Cool drink can			

4. Name 3 ways in which you could reuse a plastic ice cream container.

5. How would you reduce consumption on the following items:-

Example - Paper Plate Use plastic/glass plates that can be washed and reused

Styrofoam Cup _____

Batteries _____

Aluminium foil used to wrap lunch _____

6. Compile a recycling programme for implementation in the classroom. Name the items that can be recycled.

2.2 Fieldwork

2.2.1 Fieldwork is an organised educational activity outside the classroom.

2.2.2 It emphasises 2 main didactic principles

- Activity – pupils learn best by doing something

- Observation and perception – pupils learn by the direct observation

2.2.3 Value of fieldwork

- It can form a link between theoretical and practical aspects of the learning content
- It is learning by doing

2.2.4 Disadvantages of fieldwork

- It can disrupt the normal school day
- It involves costs and expenses
- If poorly planned is no more than a holiday for pupils.

2.3 Why teachers should set clear objectives for teaching activities

- They are able to measure to what degree activities have been attained
- Indicate to other teachers what the intended learning patterns are
- Provide pupils with clearly defined tasks
- Assess the progress of individual pupils

May/june 2012

1.1 Name and discuss 5 characteristics of social sciences, history and geography

Social sciences

- Examines the way in which individuals and groups interact with the environment
- Study of human society and social relationships as well as why people behave the way they do
- Peoples interaction with the physical environment, they way people use material resources

History

- Examines the ways in which people of different eras and circumstances have interacted with their environments
- Deals with the complexity of the actions of human beings in their totality
- History is an interpretation of past events

- The purpose of teaching history is to serve the interests of present day society
- Studying history helps develop critical skills such as interpretation, deduction, evaluation, synthesis

Geography

- Is a study of phenomena of a particular place eg region, town, river etc
- Is a science that is concerned with spatial distribution and position of phenomena
- Stresses relationships that exist between elements
- Is a school subject that studies the environment holistically
- Studies changes at places. The way in which phenomena and relationships change over time.

1.2 It is imperative that geography and history teachers understand their subjects before practising them.

Teachers must have a thorough background knowledge of the skills, values and attitudes encompassed by the subject so that they can organise their subject in a way that enables their learners to understand and appreciate what the subject involves.

2.1 The establishment of positive attitudes and values is an important aspect of geography and history teaching and learning. Name 3 attitudes and values that can be established by teaching history and geography.

Geography

- Appreciate the uniqueness of the physical world and wide variety of environments in which people live in
- Develop a readiness to use geographic skills and knowledge in daily life
- Develop respect for the rights of all people to equality
- Understand the significance of decision making

History

- To use critical accurate analysis in interpretation of sources
- To study cause and effect, all human behaviour is determined by causes which are certain
- Critically assess causes to explain what happened in the past in the search for intrinsic values

2.2 Factors that influence the use of fieldwork, individual work 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

2.4 Newspaper reports used in history/geography

Newspaper report on the recent earthquakes in china

- Read the report out loud to the class
- Use pictures and illustrations from the report to show the destruction and devastation.
- Use an atlas for pupils to pinpoint China on the world map
- Explain the process that caused the earthquake
- Referring to the report describe the nature and extent of the devastation and damage
- What was the effects of the earthquake on neighbouring countries
- What safety measures can be taken in future
- What was the reason for the high death toll

3.2 Examples of objectives and how they can be used in teaching human and social sciences

- Proficiency with maps – Depending on the level that pupils are being taught, it is essential that they be able to draw neat, accurate maps to show distribution on phenomena they are studying, as well as to interpret atlas and other maps related to work of study. Also concerned here is the interpretation of map scale, map keys and bearings
- Sketches and diagrams – Geography also deals with observable phenomena such as trees, rocks, dams clouds etc. The student who is able to sketch these are more likely to understand them than the pupil who cannot. By doing sketches – field sketches or sketches from books, the learner comes into closer contact with the phenomena being studied
- Development of basic skills – in order to describe geographic phenomena correctly, they have to be observed carefully, record observations.
Description of geographical phenomena requires certain basic skills:-
 - ✓ Observation – carefully observe and think geographically
 - ✓ Recording – Training in recording data incl mapwork, drawing of charts and diagrams etc
 - ✓ Description – Analyse (break down collected info) and synthesise (put together) the info in such a way that they gain a complete picture of the phenomenon

3.3.1 Importance of reading and research skills

Learners must be able to observe carefully, identify and create mental images of the phenomena being studied, as well as to research info from different sources

3.3.2 Schematic skills

Learners must be able to distinguish between main and side effects, arrange facts systematically in a logical sequence

3.3.3 Skills in synthesis

Pupils must be able to select and gather evidence from diverse information, summarise and organise so that it is meaningful. They must be able to put information together in such a way that they gain a complete picture of the phenomenon observed.

4.1 Advantages and disadvantages of using the narrative method and Q and A method

	Advantages	Disadvantages
Narrative	Does not req special equipment and can be carried out spontaneously. Using narrative texts for eg in history allows the learner to immerse themselves in a different world	Learner understanding in the language of instruction may vary- therefore may not understand what is being taught Lack of adequate time
Question & Answer	Can be used in all teaching situations It provides feedback on learners level of understanding	It is time consuming Requires skill on the part of the teacher to make proper use of this method

Oct/Nov 2011

2.1 Why is holistic teaching considered important in primary school

- ✓ Holistic teaching involves a situation where the child learns about the whole while studying its parts.
- ✓ Learning should be integrated rather than broken down into subject compartments
- ✓ Its important to nurture the development of the whole child and all his/her needs
- ✓ By using holistic teaching in primary school, educators help learners reach their full potential during the formative years.
- ✓ A holistic approach introduces learners to ideas n experience that helps them
- ✓ Encourages learners to be active learners who explore, understand and participate in the world around them.

2.3 Holistic approach to :-

a) Geography

Integrate material from other subjects. Material from English, mathematics and other learning areas can be integrated.

English comprehension test could consist of geographical material.

English activity – story based on children of different cultures with an activity of linking countries to their flags and food

Mathematics – maths problems could be of a geographic nature eg percentage population etc
History – using maps and geographical information to interpret information
Environmental studies / natural science – industries and their effects on the habitat and environment

b) History

English comprehension – historical material such as the story of Klara Majola

Mathematics – word problem sums based on history compare the difference in population of SA in 2011 and 2012 – work out percentage increase/decrease

Geography – using maps to interpret information

Natural science – History on the theory of relativity

Life sciences- history on the discovery of penicillin

3.1 What is the difference between an educational aim and objective

- Aim

Are long term and related to the learners understanding of the subject. It is an overall accomplishment that learners are to eventually achieve eg by the end of the term the whole class must be able to count to 100

- Objective

Relate to specific tasks or individual stages you must accomplish in order to achieve the aims. Eg the educator spends 6hrs a week teaching the class to count to 100.

3.4 Fieldwork emphasises 2 basic didactic principles, ie. The activity and that of observation and perception

Activity – learners learn best by doing something

Observation and perception – learners learn by direct observation of phenomena

3.5 Advantages of fieldwork

- It can be undertaken to introduce or end a lesson/theme
- It can form a link between theoretical and practical aspects of the learning content – links classroom with the real world
- It is learning by doing
- Developing skills – eg data collection, map work, observation and investigative skills

- Appreciation of environments – learners gain a sense of appreciation and pride toward the environment and landscapes

Oct/Nov 2010

1.2 Explain how the following didactic principle apply to geography and history

- a) Totality – the learner is a whole person and must be taught in light of his/her total biophysical and sociocultural environment
- b) Individuality – Each learner is different – different backgrounds and abilities must be considered and catered for in learning situation
- c) Development – recognises that learners develop through various stages as they mature physically and mentally
- d) Activity – learners are active in learning and are encouraged to learn
- e) Motivation and interest – Learners need to be motivated if they are to learn
- f) Observation and perception – learner learns best by direct observation of phenomena such as maps, photographs, pictures
- g) Environmental teaching – Pupil must be involved in learning experiences in the local environment
- h) Moving from the known to the unknown – building on existing knowledge
- l) Moving from simple to complex – learners knowledge is gradually built up through carefully chosen examples
- f) Holistic teaching – the child learns about the whole while studying about the parts. He/she is aware of the whole they are studying.

