

# Briewe/Letters

Waarde heer,

## Differensiasie in die primêre-skool

Differensiasie is nie 'n vreemde term in kontemporêre onderwyskringe nie. Dikwels word daar egter nog probleme ondervind met die implimentering daarvan in die klaskamerpraktyk. Verskeie projekte (groep-take of individuele take) kan met deeglik beplande leiding van die onderwyser aangepak word. Hier wil ek egter 'n spesifieke projek verduidelik wat, indien dit goed beplan is, uitstekende resultate lewer.

Dié soort opdragte vereis 'n uitgebreide biblioteek in die klaskamer. Elke leerling moet verder in besit wees van sy eie opdragvorm. Uit die opdragvorm kies die leerling dan self die groepe vroe wat hy/sy graag wil doen. Die opdrag het 'n minimum en maksimum punttoekenning. Eersgenoemde is die punt waaruit die opdrag werklik tel. Laasgenoemde bied eintlik 'n uitdaging aan die "begaafder"leerling. Hulle voltooi opdragte gewoonlik vinniger as die ander leerlinge. Gevolglik kan die leerlinge aandag skenk aan die addisionele vroe (daarom 'n maksimum). Hierdeur kan 'n leerling bonuspunte verdien. Elke tien bonuspunte tel as **een** persent wat by die leerling se vorderingspunt aan die einde van die termyn bereken word. Hier moet die onderwyser egter fyn oordeel. Indien 'n vorderingspunt buitendien baie hoog is, sal dit wys wees om die bonuspunte nie in aanmerking te neem nie.

Vervolgens dan 'n voorbeeld van so 'n opdrag:

### 1. Tema:

Die ontwikkeling van skrif en skryfmateriaal.

### 2. Bronnelys:

- 2.1 Turnbull D.: *Peoples of the Mediterranean; Book one.*
- 2.2 Turnbull D.: *Peoples of the Mediterranean; Book two.*
- 2.3 Unstead R.J.: *Looking at Ancient History.*
- 2.4 Die Afrikaanse Kinderensiklopedie; Deel VII.
- 2.5 AKE 2.
- 2.6 Van Niekerk e.a.: *Ons lewende verlede.*
- 2.7 Van Jaarsveld F.A. e.a.: *Die verhaal van my land en algemene Geskiedenis.*

- 2.8
- 2.9
- 2.10

### 3. Tydsduur:

1 uur (twee periodes).

### 4. Objektiewe vrae

A. Skryf slegs die antwoorde neer.

1. Die nasie wat van prentjieskrif gebruik gemaak het, is die:  
(a) Mesopotamiërs  
(b) Grieke  
(c) Egiptenare  
(d) Romeine
2. Die Mesopotamiërs het gebruik gemaak van:  
(a) spykerskrif  
(b) hiërogliewe.
3. Die man wat daarvoor verantwoordelik was dat ons hiërogliewe leer lees het, is:  
(a) Grotefend  
(b) Champollion

(c) Rawlinson

4. Die persone wat daarvoor verantwoordelik was dat ons spykerskrif leer lees het, is:  
(a) Grotefend en Champollion  
(b) Champollion en Rawlinson  
(c) Grotefend en Rawlinson
5. Die nasie wat klinkers tot ons alfabet toegevoeg het is:  
(a) Egiptenare  
(b) Grieke  
(c) Romeine ( 5)

B. Die volgende stellings is waar of onwaar. Indien onwaar moet die korrekte antwoord ook neergeskryf word.

- (1) Sir Henry Rawlinson was die grondlegger van die boekdrukkuns.
- (2) Die beroemde Rosetta-steen is deur Bouchard ontdek.
- (3) Die Romeine was die eerste mense wat papier vervaardig het.
- (4) Die Mesopotamiërs het van regs na links geskryf.
- (5) Die Grieke en Romeine het van wastablette gebruik gemaak. ( 5)

C. Afparing.

- (1) Prentjieskrif \_\_\_\_\_ a. 'n Feniciëse stad waar Griekse handelaars hul papier bestel het.
- (2) Byblos \_\_\_\_\_ b. Uit hierdie woord het die terme Bybel en biblioteek gespruit.
- (3) Velyn \_\_\_\_\_ c. 'n Ander naam vir hiërogliewe.
- (4) biblia \_\_\_\_\_ d. Het die Middeleeuse onderwys beheer.
- (5) kloosters \_\_\_\_\_ e. Velle van jong kalwers en bokkies waarop geskryf is. ( 5)

D. Beantwoord die volgende vrae:

- (1) Waarmee het die Egiptenare geskryf?
- (2) Wie het die Bybel in Latyn vertaal?
- (3) Waar lê die oorsprong van die Arabiese syfers?
- (4) Hoekom kon die gewone bevolking met die uitvinding van die boekdrukkuns ook boeke besit?
- (5) Waar is die eerste boek uitgegee? ( 5)

### 5. Subjektiewe vrae.

E. Skematisering.

- (1) Obelisk
- (2) Mesopotamiese "koeverte"
- (3) William Caxton
- (4) Lourens Coster
- (5) Mainz

F. Watter betekenis dink jy het die ontwikkeling van die boekdrukkuns vir die mensdom ingehou? (10)

Minimum : 20

Maksimum : 35

Rudi Venter (Laerskool President Steyn).

Dear Sir,

I have rarely enjoyed an issue of an historical periodical as much as that of your issue number 7 of 1984; I found it challenging and exceedingly worthwhile. Although I have stopped teaching actively for some time now, I am still very much abreast with what is going on in the Transvaal teaching scene, especially as far as the subject of history is concerned.

I would like to take up two articles, the first being the one by Charles Wright. What a sad state of affairs the matriculation examination has come to with questions and marking memorandums of this nature! In 'the good old days' when a group of markers were drawn to Pretoria for 10 days of hell — otherwise known as marking matric papers — it was possible, if the memorandum was not entirely satisfactory, to initiate a discussion amongst the group who were all experienced persons and iron out any misunderstandings. I shudder to think what happens under the present decentralization policy where in order to maintain standards, strict conformity to the memorandum must be maintained.

But what of the effect of such incompetence in questions and expected answers on teachers and pupils? If I were teaching and I saw what the memorandum expected of my students, I would doubt my ability to teach. There is no possibility that I would have interpreted those questions to supply the answers required. I would therefore not be able to train my students to sit for the examinations and frankly I would request the Headmaster to let me teach anything else — even Youth Preparedness! And the effect on the pupils? Those that have really worked hard because they liked the subject and those are really the only ones that **would** work hard, (a small percentage work because they want 7 distinctions), what permanent effect does it have on them? Once a teacher has sharpened the students' faculties to the beauty of history, to the USE of history in all its facets, such an examination paper would destroy this and consciously or subconsciously that disappointed student loathes all associations with anything historical for the rest of his life.

Another stimulating article is that by prof PH Kapp. History is declining for all the reasons he enumerates, but possibly out of politeness, he refrains from enlarging on the wholesale destruction of the subject in the primary school, and to a lesser extent in the junior secondary phase. This is obviously a generalisation, but it is based on the fact that I have had three children, all taught by a variety of teachers. Would the learned gentlemen who are

responsible for the drawing up of the syllabus, explain how I, who by some fortunate accident happen to be qualified in history and a teacher to boot, can explain to my Standard III daughter that the Huguenots came to South Africa, because Louis XIV (roman numerals) revoked the Edict of Nantes and "everybody had to become Catholic"?

There is no knowledge of the Reformation, of Catholicism versus Protestantism, no knowledge really of doctrinal differences. I agree with the fact that the French Huguenots are important to South African history, but WHY are they important? From the notes I gather they introduced wine making; nobody even tells the poor souls who introduced beer which happens to be my favourite drink. This one illustration serves as an example of what I loathe about the whole teaching of history during the years that it is a compulsory subject. The emphasis always seems to fall on the incorrect aspect. What was the name of Wolraad Woltemade's horse? is another classic example. The French Revolution in standard six — what does fraternity, equality and freedom mean to a 12 to 13 year old? The events can be grasped, but the value of the event escapes the intellectual ability of all but a few. So what is the result? A series of dates, which have to be learnt by rote and are entirely meaningless and this approach causes a loathing for the subject.

So what is the alternative? Professor Kapp gives us the answer in his point number 2 "Die verantwoordelike taak van die onderwyser" — there is the very reason for the existence of the subject. Start at the right intellectual level with what affects the child NOW and trace it back in its wide glorious sweep, in its interesting personal detail. Give exact dates a break — dates are necessary, but often the correct century will do; after all how many historians can visualize themselves into the 18th century, never mind further back, or as a colleague of mine once so aptly said, "Gallop through the centuries". Curriculum developers, inspectors, history teachers, unite, take stock of what you are doing while there is still time, otherwise let us hold a requiem mass for the one subject that really divides the civilized person from the barbarian.

A. Gouverneur

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(A letter which puts the opposite view on the exam issue was also received. The writer was however not prepared to publish it. The debate on this issue is hereby closed — Ed.)

*"How better could we explore problems of vandalism and gang warfare than in considering the careers of those two mighty gangsters, Marius and Sulla? Who can teach us better about problems of honesty and conscience than Martin Luther in dispute with Erasmus?" — John Fines*