

**AN INVESTIGATION INTO SOCIAL SCIENCES IN
THE GENERAL EDUCATION AND TRAINING BAND:
TEACHERS' VIEWS AND PEDAGOGY AS IN
RELATION TO INTEGRATION**

BY

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the Degree of
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DECLARATION

I, Leevina Morgan Iyer, declare that:

- (i) The research reported in this dissertation, except where otherwise indicated, is my original work.
- (ii) This thesis has not been submitted for any degree or examination at any other university.
- (iii) This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
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Leevina M Iyer

Date

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DEDICATION

I dedicate this thesis to my mentors, confidants, role models and loving parents,
Rita and Morgan Iyer

ABSTRACT

Since the advent of democracy in 1994, there have been several turning points in South African education. One of the key changes has been the conception of Social Sciences (SS) – a learning area under the National Curriculum Statement of 2002. The structure of SS has undergone a significant change with regard to evolving from Human and Social Sciences (HSS) to its current state – SS. The DoE claims that the SS curriculum is the result of integration – a concept which has been widely accepted in the international community.

The aim of this study was to investigate the views and pedagogy of SS teachers with reference to the concept of integration. I engaged in qualitative research and employed the interpretivist paradigm when analysing my data. Research instruments included semi-structured interviews, a picture identification session and a critical discourse analysis (CDA) of key SS policy documents which inform SS pedagogy. Data were analysed through the method of open-coding.

The study concluded that integration has a multitude of meanings, and the conceptualisation and implementation of it differs from teacher to teacher. Integration has now become a generic concept which can be applied to socio-political, economic, educational and environmental spheres of the SS curriculum. For this reason I argue that the SS curriculum may not be foregrounded by the concept of integration, but rather an alternate disciplinary collaboration/s such as interdisciplinarity, pluridisciplinarity and multidisciplinary. The different disciplinary collaborations has been investigated and applied to the SS curriculum within the South African educational context.

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LIST OF ABBREVIATIONS

AS	Assessment Standard
C2005	Curriculum 2005
CAPS	Curriculum and Assessment Policy Statement
CASS	Continuous Assessment
CDA	Critical Discourse Analysis
DoE	Department of Education
GET	General and Education Training
HSS	Human and Social Sciences
LO	Learning Outcomes
NCS	National Curriculum Statement
OBE	Outcomes-Based Education
RSA	Republic of South Africa
SS	Social Sciences

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*“The important thing is
not to stop questioning.
Curiosity has its own
reason for existing”*

– Albert Einstein

CHAPTER ONE

Introduction to the study

1.1 Introduction

Since the end of Apartheid in 1994, there have been several turning points in South African education. One of these has been the establishment of Social Sciences¹ (SS), a learning area under the National Curriculum Statement (NCS) of 2002. The afore-mentioned learning area was the result of integration – a process which has been commonly accepted in the international community (Dalke, Grobstein, McCormack, & Mawr, 2004; Frank, Schülert & Nicholas, 1992). Notwithstanding, integration has not been widely investigated in the Republic of South Africa (RSA) especially with regard to SS pedagogy. This chapter will contextualise my study in terms of integration as a manifestation through SS. Additionally, the rationale for and purpose of my study will be presented together with the theoretical framework I shall be engaging with. The research design and methodology I will be undertaking will also be mapped out.

1.2 Background and contextualisation

1.2.1 SS in the context of South African education (pre-1994 to post-1994)

Prior to 1994, there existed a segregated form of education, which greatly hindered free-thinking and open-mindedness. The transformation of governance led to a transformation in the education sector as well. South Africa underwent a great transformation with regard to their social governance and thus the state of education system and the curriculum (Jansen & Taylor, 2003). This was the change from the Apartheid rule to democracy (Mokhaba, 2005). Under the first post-Apartheid Minister of Education, Sibusiso Bhengu, negotiations were conducted so as to devise and implement a revised curriculum with the purpose of accommodating all South

¹ SS in this study is used in the context of South African education and does not refer to the broader field of Social Sciences. As such it consists of the two disciplines History and Geography.

Africans, irrespective of race, gender and creed. This can be seen as a catalyst for SS as a manifestation of integration.

The South African government attempted to “change the inherited [education] system through the establishment of new rules and procedures” (Nzimande, 2001, p.38). South Africa needed to democratise the curriculum (Carrim, 2001), thus, she has undergone a phase where there was a move away from differentiating between the race groups. This resulted in the creation of a unified education system whereby “the principle of *redress* was ... accepted as fundamental, both in its implications for education [as well as] in reversing the Apartheid legacy of inequality and disadvantage” (Donaldson, 2001, p.64). It was important that a common-hood be forged and it was necessary to implement the concept of unity with an education system which would promote national identity and togetherness as occurred in the past in other parts of Africa (Mkapa, 1961).

Thus, in 1996, the DoE implemented a compulsory intended curriculum for grades R-9, and was put into effect in South African classrooms at the beginning of 1998. This new curriculum was termed Curriculum 2005 (C2005) (Siebörger, nd; Jansen & Taylor, 2003). C2005 was based on a newly adopted model termed Outcomes-Based Education (OBE). The South African government had employed OBE after observing the education systems of Australia, Canada, the United Kingdom, Singapore, the United States and similar developed countries (Isaacs, Malcolm, Reddy; as cited in Sayed & Jansen, 2001).

Despite the good intentions behind the implementation of OBE, the curriculum experienced several contextual and methodological constraints (Chisholm 2003; Chisholm, Motala & Vally, 2003; Reeves & Muller, 2005). When engaging in the process of policy making, several representatives of the various educational stakeholders were required to be present and offer their advice, suggestions and raise concerns over the draft policy. According to Lungu (2001), the “weakest point of C2005 as a policy process was the engagement of stakeholders in the process”

(p.97). One of the downfalls of C2005 was that it failed to consider the issues raised by the teacher representatives during the curriculum development process. These teacher representatives expressed their concerns about OBE. They were uneasy about the lack of training that teachers, nationwide, had of OBE.

In addition, the teachers involved in the policy development process did not represent the general dynamics of South African teachers. These teachers were “part of the educational elite in the country – the group that understood and could debate intelligently about the philosophy of OBE” (Lungu, 2001, p.97). Moreover, C2005 did not take into consideration the impact resources or the lack thereof would have on the success of the intended new curriculum (Chisholm, et.al, 2003; Lungu, 2001). And thus it was only when C2005 was actually implemented in 1998, that the challenges of resources were noted. According to Jansen (1998, as cited by Sayed & Jansen, 2001, p.261), “... the language of OBE and its associated structures are simply too complex and inaccessible for most teachers to give these policies meaning through their classroom practices”. This resulted in many teachers around South Africa experiencing difficulties with complying with C2005.

Given the above, under C2005 History and Geography were not only replaced with Human and Social Sciences (HSS) in the General Education and Training (GET) but no clear or distinct indication of the two disciplines were provided; also the curriculum’s content had several shortcomings with regard to the objectives and expected outcomes of History and Geography (Chisholm, 2003). During the implementation process of C2005, teachers of History and Geography, showed much concern over the integration process of the two disciplines (Bullough, Jr., 2006). Such concern stemmed from the fact that both, History and Geography consisted of sub-disciplines which would either be shortened, watered-down or even lost during the integration process (Beets & Le Grange, 2008). Furthermore, C2005 failed to stipulate specific content for each grade which ultimately led to teachers, especially in under-resourced schools, teaching the way they previously did and not following the intended curriculum and the aspects of integration expected by the DoE (Dahl, 2006).

It is for the above reasons that in February 2000, the Ministerial Review Committee on Curriculum 2005 (Chisholm, 2003) had been set up by the then Minister of Education, Kader Asmal, to evaluate the C2005 in terms of its successes and failures. The committee concluded that a major shortcoming of HSS as part of C2005 was the fact that it placed much emphasis on integration and it neglected conceptual coherence of History and Geography. The review committee thereafter proposed and was granted the Revised National Curriculum Statement (thereafter referred to as the NCS) (DoE, 2002; as cited by Beets & Le Grange, 2008) in which SS was included. According to Siebörger (nd) the integration of History and Geography was a concept, which the DoE initiated in an attempt to engage in its Education Renewal Strategy. The intention of SS was to develop knowledge, understanding and values; as well as to allow for the application of acquired skills and techniques which ideally should be used in different contexts. The DoE planned to achieve this by initially providing a structure for the different components of assessing learners; secondly by supplying schools with a common framework for administering the assessment of learners such as portfolios; and lastly by providing teachers with examples of different types of assessments, teaching methods and resources which may be used when assessing (DoE, 2002).

In effect, the conceptualisation of integration, as stated in the *Social Sciences National Curriculum Statement* (DoE, 2002, p.107) is divided into 3 parts. These are firstly, “combining parts into a whole”, “coming into equal membership of society, specifically without regard to race or religion” and “the ending of racial segregation”. It is clearly stated in the SS NCS (DoE, 2002), that both History and Geography should not be mechanically merged together, but rather conceptually merged as suggested by the review committee above. In other words, their characteristic concepts and ways of thinking should be taught in such a way so as to ensure that learners learn from the past and apply their knowledge to the present and future actions (Ntshoe, 1999; Siebörger, nd)².

² While this study is being undertaken, subsequent curriculum developments related to SS are taking place that will fall outside of the realm of this study

1.2.2 Integration conceptualised and its relation to SS

Due to the highly contentious nature of integration, it is important that I clarify the afore-mentioned concept so as to be able to formulate a coherent argument around it. In the 1940's and 1950's, integration was often used as a tool to bring about holistic learning. South African teachers achieved this by combining knowledge content, personal, social, moral and environmental factors. This was done by a structured curriculum which was child-centred and experience-based (Dahl, 2006; Klein, 2006). Hence, the curriculum focused more on the learner and took into account the various factors that influence his/her life. In the 1980's and 1990's, the term 'curriculum integration' was given a broader meaning and was used to refer to "a variety of innovative approaches that drew on more than one subject or discipline" (Klein, 2006, p.12). Integration of disciplines in the current NCS may be doing just that, but it is important to know what these approaches are as well as how teachers draw from different disciplines.

The concept of integration has a multitude of meanings and it is viewed differently by different people in different contexts at different times. Integrated subjects fundamentally consist of those subjects which are brought together from different disciplines or academic fields (Audigier, 2006). Klein (2006) has identified two elements of such a merger. Firstly there is functional differentiation, which refers to the fact that subjects of this nature are similar with regard to content, concepts, models, methodology, or epistemologies. Secondly, there is a system of power, in that schooling institutions are given a specific requirement which forms of guideline on how the subjects should be taught. These specifications include the knowledge content, allocation of funds and resources, institutional structures, as well as training of teachers (Mkapa, 1961; Shiundu & Mohammed, 2001). The first element – functional differentiation – is evident in the dynamics of for example both History and Geography, as they are similar in their content knowledge and relate explicitly with each other, especially in terms of their themes. An instance which may illustrate the afore-mentioned trait is relating mapwork (which is primarily dealt with in Geography) with the topic of colonialism in History. The second element – system of power –

makes clear reference to the SS policies, especially the NCS as prescribed by the Department of Education (DoE)³. It is the NCS that advocates what is to be taught in schools and how schools should go about achieving the specified outcomes.

Essentially, the motivation for individuals (especially in the field of tertiary academia) taking an interest in integration is the fact that some faculty members may tire of the similar methods and content of their own discipline and wish to “explore a broader intellectual landscape” (Peterson, 2008, p.44). Also integrative subjects are often developed by energetic, curious people who are in search of more intellectually stimulating and who aim to develop and investigate new “variet[ies] of approaches” (Peterson, 2008, p.44) to the integrated subject. According to Pawson & Dovers (2003) integration of subjects, especially that of History and Geography, has become much of an interest to business people, the health and defence departments, and most importantly the government. This is due to the fact that “their problems inevitably cut across disciplines” (Pawson & Dovers (2003, p.374) which thus assists them in equipping learners with the knowledge, skills and values needed to effectively cope in today’s society.

1.3 Rationale for the study

The rationale for my study was based on personal, professional and conceptual reasons. I looked at how integration is manifested in SS. I also attempted to acquire the view teachers have of integration. This is vital because teachers are the initiators of the NCS at classroom level, thus obtaining a first-hand account will prove to be useful. As concurred by Naletilic & Landa (nd), without knowing what integration is, it cannot be achieved.

Having majored in Geography Education during my undergraduate studies for a Bachelor of Education degree, I had decided to complete my Honours degree in History Education. I have always had a passion for these disciplines and have thus

³ The Department of Education that I mention in this dissertation is not the current Department of Basic Education, but its predecessor

decided to further my studies in Social Sciences Education. The concept of SS has intrigued me in that it draws from History as well as Geography, and these two disciplines can be seen as conceptually inseparable from each other.

Moreover, during my in-service training as a student teacher, as well as my teaching as a qualified teacher in a primary and a high school, I have noted the different ways in which teachers at these schools taught SS. In some schools, there was one SS teacher who taught SS throughout the year. Other schools had different teachers: specialists in History and Geography who taught SS separately. While on the other hand there are those schools which teach six months of History and six months of Geography. In the case where History and Geography are taught by two different teachers, i.e.: a History specialist and a Geography specialist, the marks of each subject was then combined to artificially create a mark for SS. This mark was calculated by adding the History and Geography marks and then dividing the total by two. This mark will be displayed on the learners report like so:

History – 18%	}	Social Sciences – 50%
Geography – 82%		

Given the above, I have chosen to investigate how the concept of integration is manifested through the SS learning area.

As stated in the SS NCS (DoE, 2002), History and Geography almost always take on a political, economic, social, cultural or environmental stance, despite the fact that they are made up of topics which are often very different to each other (Beets & Le Grange, 2008). In my opinion, SS can be taught more effectively only after the process of integration within SS is understood. It is only when integration is clearly grounded, that it can be engaged in. Against this context, I aimed to understand how integration occurs in SS and whether or not teachers have embraced integration and the pedagogy they employ when teaching SS as an integrated learning area.

Integration, according to the former Tanganyikan (now Tanzania) Prime Minister (as cited in Mkapa, 1961) is “a process of evolution and not of revolution” (p.3). It must be noted that integration of History and Geography into SS was an attempt to destroy the Apartheid government's unequal curricula of Bantu Education and Christian National Education systems which they used to bring about segregation among white and black South Africans. Against this background, I shall investigate teachers' views and pedagogy of SS and whether or not integration can be seen as a political agenda (Pawson & Dovers, 2003; Seekings, 2002; Wieviorka, 2005) or a useful pedagogical tool which helps to achieve holistic development in learners (Klein, 2006).

1.4 Purpose and focus of the study

In the first place, the purpose of this study was to investigate how the concept of integration occurs in SS teachers' views of integration and, secondly, to establish how far SS teachers' pedagogy provided for an integrated approach. In the third place, this research will focus on the extent to which the NCS as a policy document aided the SS teachers with an integrated approach. In the last place, the study will aim to determine to what extent the SS teachers attended in-service SS courses that could serve as an aid to implement an integrated pedagogy.

In essence, have identified three research questions which my study will be based upon. These are:

1. To what extent did the NCS aid SS teachers with an integrated approach?
2. What are SS teachers' views on the concept of integration?
3. How does the concept of integration reflect in the pedagogy of the SS teachers?

These questions have guided my research process as well as discerned the data collection methods used.

1.5 Research design and methodology

For my study I have engaged with four different grade 8 and 9 SS teachers from different schools within the city of Durban. These teachers teach in the GET band, and it is in this band that learners do SS as a compulsory learning area.

Since my study concerns teachers' pedagogy and views as well as how they make sense of integration, I have used the interpretivist paradigm (Cohen, Manion and Morrison, 2007). The afore-mentioned paradigm primarily holds the individual at the centre of the investigation, hence it was significant to employ for my study. Furthermore, my study was qualitative in nature especially seeing as the interpretivist paradigm encompasses qualitative research (Cohen, et.al, 2007). I have, therefore, engaged in three qualitative research methods, i.e.: a critical discourse analysis (CDA); semi-structured interviews and picture identification sessions.

I have chosen to engage in a CDA, as in my opinion, an analysis of curriculum documents is essential to understand how the SS NCS (DoE, 2002) has guided teachers in coping with the concept of integration. In addition it will give me an idea of what the intention of integrating History and Geography was, as well as what it aims to achieve through integration. I have examined three key SS curriculum policy documents which centres around and concerned with SS in the GET band, i.e.: *Social Sciences National Curriculum Statement* (DoE, 2002), the *Teacher's Guide for the Development of Learning Programmes-Social Sciences* (DoE, 2003) and the *Assessment guidelines for Social Sciences* (DoE, 2007).

In addition to the CDA of SS curriculum policy documents, I have conducted interviews, whereby the participants have been able to express themselves and engage in conversation on factors concerning their views of integration, the pedagogy they employed when teaching SS as well as their experiences with the SS curriculum policies in terms of their understanding and assistance given by the DoE with reference to the achievement of integration in SS. Additionally, the semi-structured interviews has also helped me to explore issues that appeared in the CDA

of the related policy documents, hence bringing about a method of triangulation to ensure validity in my research. Moreover, semi-structured interviews are regarded as one of the most comfortable and effective ways of communicating (Cohen & Crabtree, 2006).

During my interviews, I have also conducted a picture identification session, whereby the participants were asked to engage in a picture identification activity. I presented six sources to the participants, two of which were pure Geography, two pure History and two sources which can be seen as reflective of SS sources (Appendices B 1-D 2). I asked the participants to choose three sources which they would use to teach SS, irrespective of the theme or topic currently being taught at their school, while ensuring that integrative teaching occurs. This had given me an idea of how each participant conceptualises the teaching of SS.

My research methodology has been determined in such a way so as to elicit rich, meaningful data in terms of integration in SS and teachers' views and pedagogy in respect of the concept of integration. Subsequently, the theoretical framework through which I shall analyse my study will be presented.

1.6 Theoretical framework

Confronted with several ideas and preconceptions of integration I have adopted a Symbolic Interactionist theoretical framework during this study. This framework has been chosen as it deals primarily with how people interact with the world in which they live as well as how they perceive this world.

This framework is based on three principles: “(a) human beings act toward things based on the meanings these things have for them, (b) individual meanings are derived from the social interactions one has with others, and (c) the individual uses and modifies these meanings through an interpretive process” (Blumer, 1969/1998; as cited by Bausch, et.al, 2006, p.23). Thus Symbolic Interactionism is the way in

which people interpret the world around them. It also includes the interaction between people and their socio-economic, political, and environmental environments.

Symbolic Interactionism views reality as a social product and that every action has a consequence. These actions are brought upon by varied interpretations and cognitive processes (Gecas & Tsushima, 2009). I am of the opinion that ideas and models are constantly evolving. This is explained by Ayer (2009) who states that models and theoretical concepts, as in the case of those contained in the NCS, are often defined and critiqued when actually put into practice. In light of this, I used this framework to explore the different ways in which teachers view the teaching of SS, their realities of the classroom situation, and how they perceive and comprehend the NCS.

It is of importance that I use this framework as it considers and identifies teachers' attributions and approaches to their particular roles, both in and outside the classroom, their opinions of educational organizations, socio-psychological factors, together with their understanding of educational policies which they are meant to follow (Berg, 2002). Due to the fact that all classrooms do not share a common culture, with regard to social and educational influences, it must be expected that teaching and teacher's approaches should differ. It is for this reason that I have engaged in Symbolic Interactionism as my theoretical framework, as it will "provide an indepth [sic] understanding of the complexity of a particular classroom" (Blumer, 1969 as cited by Adamy & Heinecke, 2005 p.236). Teachers' approaches will depend on how they view the SS learning area. For instance, if the teacher is against the integration of History and Geography, then their integrative focus will be limited thus resulting in them not following the NCS' advocation of an integrated thinking in learners.

1.7 Outline of thesis

The following is a brief discussion of each chapter which will feature in my thesis:

In chapter two of my thesis, I shall present my literature review. This chapter seeks to engage with the research conversations related to SS integration, so as to unfold the concept of integration by looking at research done internationally and nationally. In addition this chapter will also look at SS pedagogy.

Chapter three details the methodology employed in my study. This chapter discusses how data were collected and analysed. The data collection methods engaged with in this study includes a CDA, standardised semi-structured interviews as well as a picture identification session. The critical orientation framework (Locke, 2004) has been used to analyse the CDA. The grounded theory approach (Cohen, et.al, 2007; Moghaddam, 2006; Mouton, 2008) has been used to analyse the participants' responses to the semi-structured interviews and the picture identification session.

A CDA of key SS policy documents is presented in chapter four of the thesis. These policy documents will include the *Social Sciences National Curriculum Statement* (DoE, 2002), the *Teacher's Guide for the Development of Learning Programmes-Social Sciences* (DoE, 2003) and the *Assessment guidelines for Social Sciences* (DoE, 2007). Additionally, an exploration of participants' responses to the interviews and picture identification sessions has been included.

In chapter five of this thesis, the findings of my data analysis has been presented. The results of the data collected from the CDA and the responses of the participants have been compared to the literature review and theoretical framework to deal with the value and contribution of my thesis.

In the final chapter, conclusions and recommendations about my study will be made.

CHAPTER TWO

Reviewing the literature on disciplinary integration

2.1 Introduction

Integration of subjects is not a new phenomenon in education. It has caught the attention of researchers, such as Bullough, Jr. (2006), Clark & Agne (2002), Godemann (2006), Klein (2006), Pawson & Dovers (2003), Szostak (2002) and Wilmot (2003). Integration has proved to be a highly contentious issue with varying educational and ideological views. My intention in this chapter is to contextualise, by means of a literature review, the concept of integration so as to highlight the idea that integration does not exist in isolation from other forms of disciplinary collaboration. Thereafter I shall explore the integration of History and Geography in SS in South African schools and in other educational settings. Finally I will explore, by means of a literature review, the views and pedagogy of SS teachers on integration.

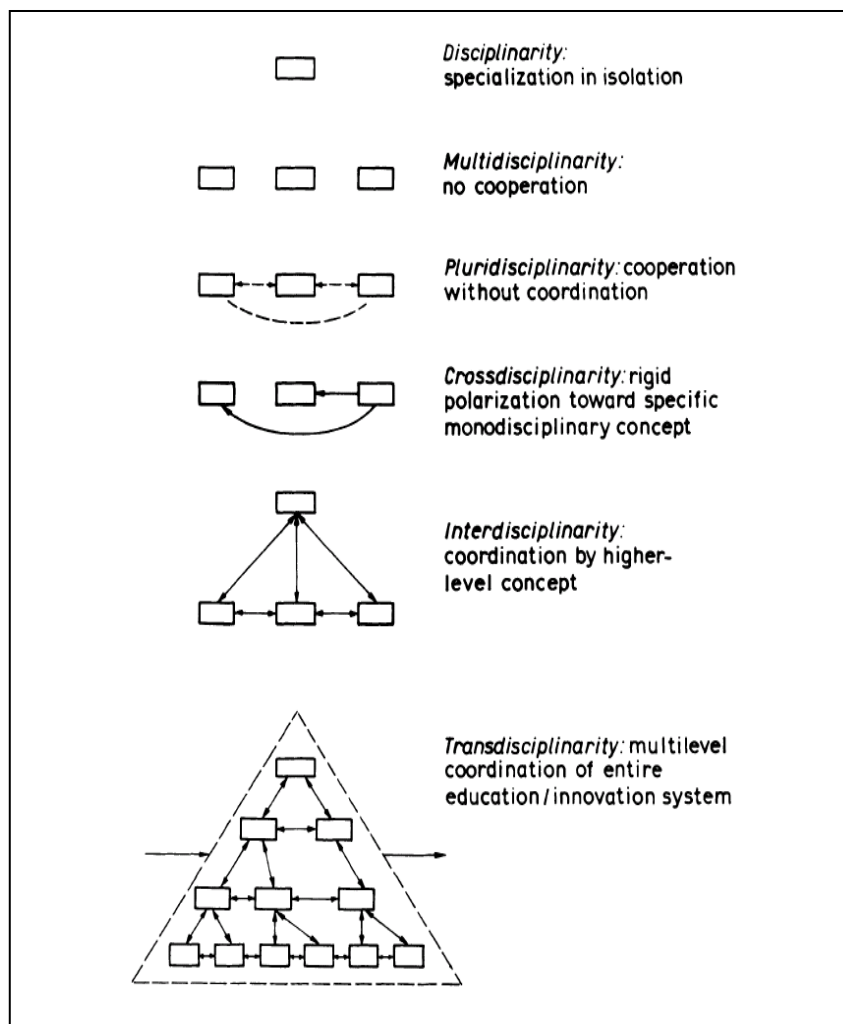
In essence, the literature review will contextualise my study (Boote & Beile, 2005) and provide a framework against which new findings can be compared (Randolph, 2009). A literature review can be regarded as an intellectual conversation highlighting and discussing prior work done pertaining to my study. It requires critical evaluation of the researched work in order to identify “the strengths and weaknesses of existing studies” (Boote & Beile, 2005, p.3). This is particularly useful as I will know whether there exist gaps in the literature which my study can fill.

In effect, my study is primarily phenomenological (Cohen, et.al, 2007), as this literature review is foregrounded by different concepts with the aim of understanding integration within the educational context. It is for this reason that I shall review and organise the available literature according to different concepts and theories relating to the collaboration of disciplines.

2.2 The collaboration of disciplines

In the first part of this chapter I will explore the different forms of collaboration of various disciplines. Thereafter, I will aim to determine the nature of collaboration within SS. There have been several forms of collaborations of disciplines in the educational context (Klein, 2006). These concepts will be reviewed below (Figure 2.1). This typology has been chosen because it effectively illustrates the various forms of discipline collaborations that can occur as well as the hierarchy of discipline collaborations. The review is complemented with visual representation to facilitate clearer understanding of such collaborations.

Figure 2.1 The ways collaboration of and between disciplines can occur (Source: Jantsch, 1972, p.15).



With reference to Jantsch's initial tier in the typology above, it is imperative to understand what a discipline is. A discipline, as stated by Reason, (1994; as cited by Reason, 1998, p.419), refers to "a practice that develops mind, body and spirit: it draws attention to intuitive or spiritual questions of purpose and meaning; to intellectual questions of understanding; and to practice questions of behaviour". Reason (1994) claims that a discipline deals more with metaphysical aspects and how it links with one's understanding and way of life. According to Selwyn (2003), there exist schools which are "fixed" with regard to the way teaching and learning of disciplines occurs. This implies that specialist disciplines have a more marked role in society than integrated disciplines, with regard to the type of education one receives. An example of this is given by Weech & Pluzhenskaia (2005) who concur that in the past, most people obtained doctorates in specific disciplines, i.e., History or Geography, and not in SS or other integrated disciplines.

While Reason (1994) and Selwyn (2003) have noted significant dynamics of disciplines, they fail to add that knowledge is a continuous process and it is, most likely than not, difficult to restrict the acquisition of knowledge without drawing on other disciplines. Hence, over the years, there have been collaborations with various disciplines which aimed at expressing how knowledge can be shared between and how disciplines can be related to each other.

In effect of Jantsch's (1972), second tier, disciplines can collaborate through multidisciplinary, which involves a range of disciplines which have no distinct relationship between them (Jantsch, 1972). In other words, only selected knowledge or skills are drawn from these disciplines, although no definite contrast is made between them. Multidisciplinary collaboration also permeates organisational boundaries (Cummings & Kiesler, 2005). According to Weech & Pluzhenskaia (2005) and Klein (2006), multidisciplinary merely involves the addition of knowledge from different disciplines. In other words, this type of collaboration is not discipline-specific, but rather adds substance to topics being

taught. To some extent multidisciplinary closes the gap between knowledge content and the pedagogy of various disciplines (Duncker, 2001).

In the third instance there is pluridisciplinarity which, according to Audigier (2006), occurs when one theme, topic or idea is analysed within the integrated subjects. This allows for a holistic understanding and better comprehension of the ideas, topics or themes being discussed due to the fact that one's knowledge will be broadened. Despite the advantages of analysing one idea at a time, pluridisciplinarity does not allow for alternate perspectives to be shared or considered (Klein, 2006). Pluridisciplinarity can also be referred to as predisciplinary as there is more focus on topical issues and not on the actual practices and construction of interdisciplinary knowledge (Stevens, Wineburg, Herrenkohl, & Bell, 2005). For instance, instead of linking different topics together, this type of disciplinarity will focus on one topic and no other content from topics will be drawn from to create a holistic learning experience.

Similarly, crossdisciplinarity occurs when the content knowledge from one specific discipline is used to enhance the teaching of other disciplines. This gives rise to a hierarchal development of the disciplines thus projecting a sense of polarisation in peoples' minds. It is through crossdisciplinarity that different perspectives of the supremacy of disciplines arise (Jantsch, 1972). Evidence of crossdisciplinarity can be seen during debates and discussions where learners are asked to view their personal opinions and views. In effect, learners will draw from a dominant discipline, rather than from one which does not lend itself to a vast range of perspectives.

According to the typology of Jantsch (1972) the subsequent type of collaboration is interdisciplinary. This entails viewing knowledge concepts from integrated subjects and gaining insights into them. It is here that learners must then create their own perceptions and analyses and attempt to apply it to the real world (Godemann, 2006; Klein, 2006). Resweber (1981; as cited in Audigier (2006), has

identified five characteristics of interdisciplinarity. These are firstly, interdisciplinarity looks deeply into the theme which is to be taught as well as the method of teaching. In the second instance, interdisciplinarity requires its users to refer back to the foundations of the disciplines being combined. The third characteristic is that interdisciplinarity is a collection of examined facts which have been clearly presented by specialists in the particular field or discipline. Fourthly, interdisciplinarity is a combination of methods and practices which can be used in the classroom to teach the disciplines. In other words there are no prescribed pedagogies for interdisciplinary subjects. Lastly, it seeks to ensure a mutual relationship between the combined disciplines so as to ensure no one discipline claims more attention than the other. Thus in the view of Audigier (2006) interdisciplinarity entails the composition of various aspects of the pedagogical arena without compromising the integrity of any of these aspects.

Finally in the typology of Jantsch (1972) is transdisciplinarity. Godemann (2006) believes that transdisciplinarity refers to concepts or situations that require academics or experts to work together with non-academics to analyse and solve challenges. It is also considered to be significant for examining and explaining “real world problems” (Klein, 2001, p.112; cited in Klein, Grossenbacher-Mansuy, Häberli, Bill, Sholz & Welte, 2001) which are often characterised by values which differ from individual to individual, and knowledge claims made by laypeople and experts alike. An example of transdisciplinarity is the fact that teachers (who in the schooling context can be considered as the experts) work together with learners (the non-experts) and engage in several activities which require analysing, interpreting and solving skills. These forms of transfer of knowledge between disciplines are limitless and assist in engaging widely with people from all educational spheres.

The structure of the above forms of discipline collaborations varies especially with regard to the type of knowledge, skills and values it allows learners to acquire and the way in which the learning process occurs. The main difference between the

forms of disciplinarity in the typology by Jantsch (1972) lies in the use of bodies of knowledge. The relationship between the bodies of knowledge greatly differs with regard to the forms of collaboration which occur. Although, multidisciplinary might for example be advantageous in the sense that it will allow for teachers of SS to draw on examples outside of each discipline being taught, it may result in the a general overview of sections being taught. This is due to the fact that when teaching SS one must have the ability to make learning and teaching as relevant as possible for learners to have a holistic understanding of that which is being taught.

Pluridisciplinarity, crossdisciplinarity and interdisciplinarity may prove to be valuable simply because they encourage learners and teachers to “think out of the box”. By drawing on specific topics from other learning areas (as in the case of crossdisciplinarity), and analysing each of the associated and relevant topics (which is engaged in pluridisciplinarity), learners and teachers will not only be able to scaffold their understanding, but they will also be able to critically examine the content. Teachers, in particular, may enhance their pedagogy when applying interdisciplinarity in their classrooms. This is due to the fact that they now have the opportunity to create a borderless environment, where learners can relate to associated topics without giving less preference to the original subject. Also, teachers can employ different teaching strategies which will ensure that learners receive a well-rounded education.

Given the above review of the forms of discipline collaborations which can occur Figure 2.1 clearly illustrates the relationship between disciplines. It must be noted that even though Figure 2.1 is dated, it shows the distinct evolution of relationships between disciplines. The abovementioned forms of disciplinarity included in Jantsch’s (1972) typology serves as a comparison which I will use to compare teachers’ views of integration. In other words, due to the highly contentious nature of integration, I will explore whether integration does actually

occur in SS or if the combination of History and Geography simply denotes the above forms of disciplinarity.

It is significant to take into account that Jantsch (1972) has not included the concept of integration in his typology (Figure 2.1). This is due to the fact that he is of the opinion that integration can be seen merely as a concept equivalent to one of the above forms of discipline collaborations. Integration, in the South African context, firstly serves a political purpose, aimed at breaking down the historical barriers of Apartheid and therefore may not fit into Jantsch's typology since he concentrates on the academic dynamics of the collaborative concepts. Moreover, integration may not fit directly into Jantsch's (1972) typology, but it does correspond to one or more of his levels. On these grounds, integration will be explored in detail below.

2.3 Integration

Arising from Jantsch's (1972), failure to include integration in his typology, it is necessary to review integration as it appears in the South African and broader educational contexts. This section will, therefore, review the historical evolution of integration from its initial usage through to what it presently denotes. According to Klein (2006) the concept of integration was first used in 1855 by Herbert Spencer, and was used in the context of Psychology. Spencer (1855) explained that in order for an individual to develop a coherent sense of reasoning and intelligence, "continuous integration" (p. 201) must occur. The concept of continuous integration requires one to build on his/ her prior knowledge and experiences while applying it to what is learnt on an on-going basis. Such continuous acquisition of knowledge, according to Spencer (1855) will in turn lead to knowledge assimilation. It is for this reason that integration could be seen as the collaboration of different knowledge types over a successive period of time.

Subsequent to the development of Spencer's (1855) concept of continuous integration, William James included integration in *The Principles of Psychology* in

1890. He was of the opinion, that knowledge is in fact driven by the way in which one feels and perceives the various experiences in life. James (1890, p.153) contemplated the process of integration and drew upon the example of feelings, and stated that:

If a certain existing fact is that of a thousand feelings, it cannot at the same time be that of ONE feeling; for the essence of feeling is to be felt, and as a psychic existent feels, so it must be. If the one feeling feels like no one of the thousand, in what sense can it be said to be the thousand?

Thus, it is suggested that integration, when it does occur, does so in a concurrent manner; and that which is being integrated clearly and harmoniously complements each other (James, 1890).

In the same era as Spencer (1855) and James (1890), Herbartism (a movement based on Johann Herbart's theory of integration) gave rise to what is commonly known as "integration of knowledge" (Alexander, 2001, p.23). Herbartism takes into account philosophical as well as psychological ways in which to connect knowledge (instructionally and methodologically) and assumes formal yet equal educational structures. Such structures, according to Herbartism, can be achieved through constant reference to learners' life outside of the educational setting. Hence, Herbartism fundamentally advocates that teachers should be able to draw upon learners' prior knowledge so as to scaffold their understanding of concepts (Alexander, 2001). The type of integration proposed by Herbartism is the integration not only of disciplines, but also the collaboration of different forms of knowledge irrespective of which discipline the knowledge is elicited from.

In the course of the 30 year duration between World War 1 and World War 2, there was a need to rethink the structure of the school curriculum (Christou, 2009). This was due to the fact that society had to be educated on societal change, especially with the emergence of new developments such as electronic and military technology.

Under these circumstances, the focus of the so-called progressivists, during the 1920s, resulted in a greater emphasis being placed on social issues concerning learners (Klein, 2006). The term progressivist refers to the ideals of education according to the progressive theory. This theory advocates that pedagogical issues should be based on the learner and schools should allow for natural growth of learners, taking into account the importance of their daily experiences (Christou, 2009).

In view of this, progressivists believed that educating the youth in a way in which promoted open-mindedness and freedom of expression, would lead to a more informed society in the future. Hence, the type of education developed by the progressivists was referred to as the 'integrated curriculum'. This form of education evolved since the 1920s over the next two decades into what was termed the 'problem-centred' curriculum. The education system aimed to achieve holistic development of individual learners by instilling them with problem-solving skills, so as they would eventually be able to become independent thinkers.

In effect, integration during the time of progressivists occurred in various forms. The progressivists had a vision of the integration and collaboration of social values, which they hoped would give rise to moral regeneration; philosophical and psychological integration; in addition to curriculum integration – which intended to prepare learners for life after school. The above suggests that curricula of schools were envisaged to be more learner-centred and became more relevant with regard to inculcating knowledge, skills and values which learners require as adults in the working world.

Consistent with the progressivists' integrated curriculum, Klein (2006) stated that the term curriculum integration, which began to be used as a generic term in place of integrated curriculum, in the 1980s and 1990s, refers to the various forms of disciplinarity emerging in the educational sectors. According to Klein (2006), interdisciplinarity, multidisciplinary and crossdisciplinarity were the

central forms of disciplinary collaborations. Integration, as Klein (2006) described, thus indicated the collaboration of different disciplines within the school curriculum and included the transferring of content knowledge, skills and values across and between disciplines. Klein's (2006) view is in keeping with Jantsch's (1972) typology and indicates a move away from traditional teaching where much emphasis was placed on instruction and the direct communicating of knowledge. Similar to the progressivists' integrated curriculum, curriculum integration encouraged open-mindedness and reflection on one's own learning and lived experiences.

In view of the above, integration, according to Klein (2006, p. 15), "reconceptualises the roles of teachers and students alike." This means that teachers are no longer the only transmitters of new information. They have now become guides, mentors and facilitators who assist rather than directly teach and instil knowledge into their learners. This is consistent with the Herbartism idea of integration due to the fact that integration, within the educational context – according to Klein (2006) and Spencer (1890), focuses primarily on instruction and methodology. This suggests that the meaning of integration has been kept constant since the 1800s through to the 21st century.

Moreover, teachers can now be considered as 'connection experts' instead of being 'subject experts' (Clarke & Agne, 2002, as cited in Klein, 2006, p.15) seeing as they do not have to be a specialist to teach certain subjects. For instance, in the case of SS, the teacher does not have to be a specialist in both History and Geography. The SS teacher could perhaps be a specialist in either History or Geography and yet still teach both. The idea of connection experts can perhaps be supported by Klein's (2006) view of the changing roles of teachers as discussed above.

In addition, Newell (2002; as cited in Klein, 2006, p. 15) is of the opinion that there will emerge a new group of teachers who will be integration experts in that they

will be able to “synthesi[se] specialised insights of disciplinary experts into a comprehensive understanding of significant problems and their solutions.” This implies that the afore-mentioned will enable teachers to have specialist knowledge of the content of the integrated subjects. While this may bring a more extensive insight into what learners are supposed to know, it does not equip teachers with the fundamental philosophical components which should serve as a prerequisite for a thorough understanding of the disciplines. Without acquiring the basic knowledge which underpins each discipline, teachers will not be able to provide learners with a holistic understanding of the disciplines, hence resulting in an ill-equipped educational experience.

While the above developments of the concept of integration have been educationally-related, in the late 1990s and early 21st century, integration seems to have taken on a political delineation within the South African context (Bird, 2001; Pawson & Dovers, 2003; Warleigh-Lack, 2006), thus to some extent losing the educational meaning. In accordance, Jansen & Taylor (2003) are of the opinion that integration is primarily based on societal factors and is being implemented into the curriculum so as to overcome injustices of the past, which have been experienced by the South African society. Integration, as stated by Jansen & Taylor (2003), can be viewed as being a positive process adopted by the South African government to aid in achieving tolerance and equality in South Africa based on the fact that it allows for various knowledge, skills and values of the geographical and historical nature to be transferred to learners so as to make understanding the past more effective (Jansen & Taylor, 2003). This can be contested, as integration has been detached from its original educational idea, and has been placed in a context of power-relations and racial principles just so as to find a solution to the problems facing the South African society. When compared to Spencer (1855; 1890), and the progressivists during the 1920s; integration in the South African context appears to have lost the educational substance hence making it difficult to apply in schools.

In addition, the fact that the DoE has implemented what has now become a political concept (integration) into education must mean that they have a political strategy behind their endeavours (Pawson & Dovers, 2003; Seekings, 2002; Wieviorka, 2005). In other words, the education sector in South Africa is influenced by the political state of the country, where there is essentially an objective to counteract the effects of the Apartheid regime with specific regard to Bantu Education and the suppression of Black people. To attain political stability, there has to be an understanding of the role of individuals from the ground root level – integration according to Jansen & Taylor (2003) will aid in this purpose. Even though some researchers such as Bernstein (1996) may disagree with the above statement it must be noted that societal models work simultaneously with political concepts. With the increase in globalisation (Buckley & Ghauri, 2004) integration may be an approach used to ensure that citizens of South Africa are well equipped to engage in, cope with and support change efficiently (Bauman, 1998).

It is evident that different authors have varying ideas on what integration means and entails. There is no clear-cut definition of integration. The persistent element though is the fact that it indicates the collaboration of and between different disciplines.

At this point it is necessary to examine reasons why integration might be engaged with in education. As maintained by Peterson (2008), there appears to be an increased motivation for taking an interest in integration. This is due to the fact that teachers, educationalists and policy makers may tire of the similar methods and content of single disciplines, or may want to experiment with new ways of teaching and may wish to discover various other intellectual opportunities. Also, education must reflect societal change including politics, globalisation and demographics. In addition, integrative subjects are often developed by energetic, curious people or policy makers who are in search of more intellectually stimulating potential and who aim to develop professionally by exploring different

approaches to teaching integrated subjects (Peterson, 2008). This may be valid to an extent as it can be argued that often teachers unknowingly draw upon different disciplines while engaging in a specific discipline. Hence integration as a form of discipline collaboration occurs unintentionally.

Moreover, it is argued that integration, addresses contemporary issues such as those related to gender, race, disability and academic ability. Peterson (2008) claims that it is these issues that give people an identity and people often find it difficult to adapt to new emerging ideas which go beyond the conventional ways of thinking. By employing integration in the classroom, there can be reference made to all aspects of life while at the same time ensuring that the specific discipline's curriculum is maintained (Peterson, 2008). The progressivists' view of integration as well as that of Klein's (2006) curriculum integration evidently supports the above motivation for employing integration in the classroom, due to the fact that all advocate holistic educational constructions.

Given the above ideas of integration, there appears to have been many in the educational and political sectors that are in favour of this kind of collaboration. On the other hand, there still exists some uneasiness about the effectiveness of this form of collaboration. Despite the varying meanings and understandings of integration, it must be made clear that there exists a common factor underpinning integration, and that is the collaboration of and between different disciplines.

Based on the above ideas of integration, this section will now focus on how SS, as a learning area, is taught, constructed and viewed very differently throughout the world. It must be noted that in schools in different parts of the world, SS is made up of, for example, History, Geography and Civil Education (Audigier, 2006). In other schools, Economics and Civics is included, whereas, in some instances, SS may be referred to as Social Studies (Davies & Dunnill, 2006). Moreover, at university level, SS can take on a new identity, often comprising of

Gender Studies, Political Education and Citizenship Education (Naletilic & Landa, nd).

In South Africa, however, SS in school is made up of History and Geography only; whereas in some South African universities such as the University of KwaZulu-Natal, SS – as an organisational field – comprises of Life Orientation, Sports Science, Commerce, Arts and Culture, Travel and Tourism, in addition to History and Geography. This suggests that the composition of SS is inconsistent and can be seen as an evolutionary pragmatic grouping of disciplines which are designed purposefully to fulfil the needs of the society or individual institution. When applied to Jantsch's (1972) typology, the collaboration between disciplines in different institutions may vary for different reasons.

2.4 Integration theory

Warleigh-Lack (2003) believes that integration is a mosaic that is made up of various topics which bring quality to what is being taught. Indeed, this may give rise to holistic understanding and eliminate isolated chunks of unrelated knowledge (Klein, 2006; Warleigh-Lack, 2006). By understanding the theory, according to Van Meter & Stevens (2000), one can engage more effectively with the concept of integration.

Fundamentally, integration theory can be viewed from various perspectives. Van Meter & Stevens (2000) are of the opinion that constructivism and sociocultural perspectives play a major role in the concept of integration. According to Van Meter & Stevens (2000, p.116), "constructivism highlights the role of prior knowledge, individual motivation, the skills to resolve controversy and the equality of group members. Alternatively, one can use sociocultural theories to understand the importance of face-to-face interaction". Since integration is to some degree based on theories such as constructivism, the afore-mentioned indicates that integration is based on principles which draw upon varying factors of learners' lives. It is clear that integration does not exist in isolation. Instead integration with

regard to the collaboration of disciplines encompasses a network of different sub-theories such as constructivism and social interactionism.

Moreover, Beekhoven, De Jong & Van Hout (2002) are in agreement with Van Meter & Stevens (2000) in that schools consist of the engagement of teachers' together with learners' participation in society. Beekhoven, et.al (2002) term the above societal involvement "academic integration" (p.578) and "social integration" (p.578) respectively. Academic integration, in this case, refers to academic achievement of learners and their daily relations with the school's formal curriculum. On the other hand, social integration is that which entails learner participation in extra-curricular activities including their personal interaction with each other, their teachers as well as the community. Thus for Beekhoven, et.al (2002), integration is not restricted to the classroom setting, instead it extends to learners' social life as well.

Against this background, integration theory is often used to monitor inconsistencies in learners' academic progress (Beekhoven, et.al, 2002). Both forms of integration – academic and social – help learners acquire and develop knowledge, skills and values which enhance their ability to cope with their school and personal life as well as ensure they are equipped to deal with future situations regarding work-related issues.

In view of the above exploration of integration, when reviewing the literature it is necessary for SS teachers' responses to integration to be considered as it relates directly to their views and pedagogy.

2.5 Aspects influencing SS teachers' pedagogy and views on integration

It has been established in the previous section that History and Geography have been integrated in the GET band of the South African education system, to constitute the SS learning area. It is for this reason that henceforth integration will be seen as a collaboration of disciplines within SS.

Integration involves interaction with curriculum planners, policy makers, teachers, learners as well as other stakeholders whom engage with and are affected by the process of integration (Warleigh-Lack, 2006). Yet at a more complex level, it is the teachers who are the primary implementers of the SS policy in schools at classroom level, which is why it is essential for their responses to integration to be taken into account. This section will unpack seven key themes that have emerged through a review of literature on aspects which influence teachers' views and pedagogy of integration.

According to Davies & Dunnill (2006) and Lam & Lidstone (2001), teachers have varying views of the integration of SS. The first theme influencing teachers' views of integration is the attitude of the teachers as it greatly determines the success or failure of SS as an integrated subject. As stated by Mkapa (1961, p.2) integration "is much more an attitude than a physical process". This is in keeping with Haydn, et.al (2001); Peterson (2008) and Shiundu & Mohammed (2001) who are of the opinion that teachers' attitudes and determination to make integration a success, is imperative. Teachers who develop a disapproving attitude toward integration will not be motivated to engage in an enriching teaching and learning experience, hence hindering the success of integration.

In this respect, it is necessary to explore why teachers may develop negative attitudes toward integration. In the first instance, there appears to be the factor of identity, where a teacher may be identifying with a discipline that they have specialised in. In keeping with this, Case (1991) believes that the integration process can be severely hampered if teachers are expected to teach outside their area of expertise. For instance, a Geography major may not want to teach the History component of SS as they may feel more comfortable in teaching the discipline that they have specialised in. Moreover, they may feel discouraged by the extra research and work they now have to engage in so as to be equipped to teach SS.

In addition, pedagogical and cognitive understanding is imperative for teaching to be engaged with successfully. Despite the fact that teachers may have excellent content knowledge, if they do not know how to put their knowledge into practice, integration will not be a success. It is for this reason that experience in integration plays a vital role in implementing this pedagogy (Davis & Dunnill, 2006; Lam & Lidstone, 2001; Shiundu & Mohammed, 2001).

The theme in the second instance is that of ill-qualified teachers (Lam & Lidstone, 2001; Shiundu & Mohammed, 2001). According to Darling-Hammond & Bransford (2005; as cited by Salmon, Rossman, Kemeny & Winter, 2008, p.50), teaching “includes multiple simultaneous goals, it is enacted in relation to a diverse group of learners, and it requires that multiple kinds of knowledge be integrated”. It is evident here that without having proper education in how to engage with integration as a form of collaboration of for example the History and Geography disciplines; nor having the necessary pedagogical knowledge of for example the SS learning area, teachers cannot be expected to teach consistently in an integrated manner.

Furthermore, specialist teachers also find it difficult to engage with the teaching of SS (Lam & Lidstone, 2001). For instance, teachers who have specialised in Geography may experience difficulties when teaching the History component of SS. This can be attributed to a number of factors which will be discussed in detail. In the first instance, given the difference in composition between History and Geography, teachers who have not been trained to teach both the disciplines may lack the necessary underlying philosophies and knowledge bases which form the basis of the respective disciplines, thus resulting in the inability to effectively instil the required knowledge, skills and values into learners. At the same time, teachers who are in fact qualified to teach both History and Geography do not necessarily know how to engage with integration when teaching SS. With reference to Jantsch's (1972) typology, this form of collaboration would signify

pluridisciplinarity where there does not appear to be co-ordination between the teaching of both disciplines.

Concurrently, there exists the factor of identity (Naletilic & Landa, nd), as discussed briefly above. Some teachers may feel as though their specialisation gives them a specific identity within the teaching fraternity and within themselves. For instance some teachers may prefer to be known as the Geography specialist or the History expert. Integration would mean that their identity will be lost or indistinct. The implications of the above include the fact that teachers will become dissuaded and unenthusiastic about teaching SS.

In contrast to the above, some teachers agree with Klein (2006) who believes that teachers can now be considered as 'connection experts' instead of being 'subject experts' seeing that they do not have to be a specialist to teach SS (Klein, 2006; Clarke & Agne, 2002). This suggests that the SS teacher does not have to be a specialist in both History and Geography. Instead, they could perhaps be a specialist in either History or Geography, or may not have to specialise in either, and yet still teach both because they are au fait with the pedagogy of integration. In addition, when teaching one must take into account that it is not only the act of passing on knowledge to learners, but rather it is a process of successfully organising effective integrative pedagogy accompanied by discipline competency.

In accordance with the above, Morgan (1996; as cited in Bailey & Fox, 1996), is of the opinion that teachers do not only have to be a subject experts, but they have to have a certain degree of specialist ability with regard to integrated pedagogical practices. Furthermore, Morgan also believes that teaching should be related to an age group and not subject. Thus it is necessary for teachers to have a superior understanding of how to engage effectively in integrative pedagogy together with subject expertise (Morgan, 1996; as cited in Bailey & Fox, 1996).

The next theme, as revealed by the literature, focuses on the fact that teachers, especially in the case of established and expert teachers, may not accept curriculum change as it, for example relates to integration, easily. There are many reasons why this is so. Peterson (2008), for example, maintains that teachers will now be evaluated on their ability to adapt to new requirements for teaching SS. In addition, fear of new policies and processes may cause the established teachers to resist change (Mkapa, 1961). Their place as experts in their field might be threatened and their practice and identity may be undermined. In addition, novice teachers may lose respect for the established teachers (with regard to their experience in the field of teaching). Expert teachers may now have to answer to, acquire guidance, and learn new pedagogy from younger teachers who are better equipped to engage with integration. This may make the established teachers feel inferior to the less-established teachers as they will be condescending themselves to the level of the younger teachers due to the fact that they require assistance about integration from the newer teachers.

The fourth and most recent emphasis in terms of teaching SS, as per the literature reviewed, is that of resources in the classroom (Haydn, et.al, 2001). Lam & Lidstone (2001) are of the opinion that traditional ways of teaching are still prominent in SS classrooms. This means that SS teachers in some schools still prefer to predominantly use, for example, textbooks when teaching (Lam & Lidstone, 2001; Beck & McKeown, 1994). As stated by Taylor (2008, p.2), textbooks “greatly assist the teacher not only with daily lesson planning, but also to achieve curriculum coverage”. This may be valid; however it may similarly prove to be a great problem as it is a common practice among less-experienced teachers and teachers who have little time to prepare lesson plans (Beck & McKeown, 1994), thus preventing quality teaching to be provided to learners. Often the incoherent information in textbooks goes un-noticed and gives false accounts of the past. Additionally, many schools still use out-dated History and Geography textbooks which were published before the development and introduction of SS (Shiundu & Mohammed, 2001). Under the above

circumstances, it is clear that integration will not occur as a successful approach in respect to SS if the necessary sources – that is other than textbooks - to teach in an integrative manner does not exist and where teachers follow a mere textbook interpretation.

In addition to the aspect of resources, which subsequently influences teachers' views of integration the fact exists that many teachers have expressed their fear of the change and transformation within the SS curriculum (Lam & Lidstone, 2001; Shiundu & Mohammed, 2001). With change in the SS curriculum comes implications. These include new discoveries of already existing concepts and already accepted theories may cause much confusion (Sayer, 1992). In addition there could perhaps be some teachers who may not understand or disagree with the change, and will thus reject it. On the other hand, disagreements with and falsifications found with past facts (and opinions) may be discovered (Davis & Dunnill, 2006; Sayer, 1992). There may be difficulties in bringing about conceptual change (Sayer, 1992). This may be owing to the inability of the people involved (such as policy makers, teachers, department representatives) to put the policy, for instance, into practice.

Over and above the challenge of keeping abreast of developments in the SS curriculum, the sixth finding made known by the literature reviewed deals with the phenomenon whereby teachers often find it difficult to cope with enhanced administrative work simultaneously with SS developments (Lam & Lidstone, 2001; Harnett, 2000). SS does not only entail helping learners develop integrated knowledge, skills and values; it also requires teachers to be efficient record-keepers and work schedule organisers within an integrated context. This can prove to be time-consuming and de-motivating for teachers. It is significant to note that teachers teaching SS have to now maintain records for two disciplines instead of one. This can lead to frustration on the part of the SS teacher as well as demotivation and resistance to teach SS.

In addition, assessment is successive in influencing teachers' responses to integration in SS. According to Davis & Dunnill (2006), a number of teachers expressed concern as well as frustration about integration as it relates to assessment and evaluation. Teachers still have the misconception that learners have acquired knowledge only if they do well in written tests and examinations, and that knowledge is based on intelligence (Jarvis, 2002). According to Shiundu & Mohammed (2001, p.10) "teachers teach directly for what they think will be in the examinations", thus leaving out some content or not covering the entire section. Learners' performance in school, especially in examinations, is usually a reflection of the type of teaching they have had. By gaining good marks in examinations, it is indirectly sending out a message that they have a good teacher. It is for this reason, that teachers will place a great deal of emphasis on these summative assessments (Kgobe, 2000) and may fail to take other forms of assessments seriously. It is evident that teachers may exhibit little concern over whether or not they are engaging in integrative pedagogy and this in turn indicates that teachers view integration of SS as less important than the content knowledge needed for learners to pass the assessment tasks (especially examinations).

Moreover, assessment often depends on the type and availability of resources (Motshekga, 2009). According to Vally (2000, as cited in Chisholm, et.al, 2003, p.700), "inadequately resourced schools ... are often hampered by poor infrastructure, large classes and an absence of technologies of teaching, including educational resources such as ... exercise books, pens and pencils". With a low budget, schools cannot afford resources such as computers, white boards, let alone inexpensive chart paper, chalk and so on. It is for this reason that teachers choose formative assessments such as standard examinations more often instead of using a variety of assessments, thus adversely affecting integrative pedagogy. In the context of the above, assessment may have negative implications for the integrative teaching of SS. This is due to the fact that learners'

skills and practical application of SS is not given an important place in the examination assessment of learners.

It is clear that despite the varying ideas of integration, the common element underpinning integration is the collaboration of disciplines. On closer examination of the different ideas of integration in section 2.3, it is evident that collaboration of and between different disciplines – in this case History and Geography – does not occur hastily. SS teachers must be able to proficiently and competently engage in integrative pedagogy while at the same time deliver quality education to learners. Assessment functions in direct proportion to the way SS is taught due to the fact that it acts as a guide to SS teachers. If assessment is not continuous and if teaching only focuses on the examination content, learners will not be assessed on the competency of their integrated knowledge, skills and values as it relates to the SS learning area.

It is clear from the literature reviewed that teachers' views and pedagogy vary with regard to integration. Research, nevertheless, shows that integration has not been greatly accepted among all SS teachers (Lam & Lidstone, 2001; Harnett, 2000). As stated by Shiundu & Mohammed (2001, p.1), "although the failure of classroom practices to reflect the long aspired changes that could be attributed to a multitude of varied factors, no other factor appears to be more central in this phenomenon than the teacher". It is therefore imperative that teachers engage in the best possible pedagogy to allow for such integrative teaching so as to ensure that learners are equipped with the necessary knowledge, skills and values required in SS. Hence my study will explore whether the above views of teachers are actually a reality, and this will be done by investigating teachers' pedagogy and views when teaching SS in an integrated manner. My study will contribute to dealing with this gap/ niche in the literature.

2.6 Conclusion

Integration, as per the literature, is a concept which indicates the collaboration of disciplines, with particular reference to History and Geography for this study. In some cases integration shows characteristics of other collaborative concepts such as interdisciplinary and transdisciplinarity. Integration is not a simplistic phenomenon; rather, it entails a complex web of components. This is evident in the integration theory, which comprises of several attributes which allow integration to be applied to various aspects of life. Fundamentally, integration then, denotes different ideas to different people, at different times, thus affecting the way in which SS is taught and the respective pedagogy engaged with. My study intends to explore the views and pedagogy of SS teachers to discover how integration occurs within the SS curriculum in the South African context.

In the next chapter, I will map out the methodology for my study, including my research instruments and how I have engaged with them.

CHAPTER THREE

Mapping the methodological route

3.1 Introduction

This chapter will map out the methodological route I have taken while conducting my research. For the purpose of this study, I will be engaging in an interpretivist paradigm. In essence, the interpretivist paradigm holds the individual at the centre of the study (Cohen, et.al, 2007). My study explores the views and pedagogy of SS teachers with regard to integration. Within the interpretivist paradigm, I have used Symbolic Interactionism as my theoretical framework. The conceptual framework, which underpins my dissertation, is integration

My study will fundamentally be qualitative in nature owing to the fact that the interpretivist paradigm encompasses qualitative research (Cohen, et.al, 2007). In effect I have employed three qualitative research methods, namely, a Critical Discourse Analysis (CDA) of the following documents: the *Social Sciences National Curriculum Statement* (DoE, 2002), the *Teacher's Guide for the Development of Learning Programmes-Social Sciences* (DoE, 2003) and the *Assessment guidelines for Social Sciences* (DoE, 2007); semi-structured interviews (Cohen, et.al, 2007; Valenzuela & Shrivastava, nd) as well as a picture identification session (Eagle, Wolitzky & Klein, 1966) with the research population. These methods were chosen so as to obtain a deep insight into the different pedagogies employed by SS teachers', as well as to understand how these teachers think and go about making sense of integration (Baxter & Eyles, 1997). Moreover, I have been able to ensure triangulation was achieved by using the three afore-mentioned methods. The issue of triangulation will be discussed further in this chapter.

Against this background, I will begin my methodology chapter with the theoretical framework which guided my research process. A theoretical framework is paramount so that a study is placed into context and can be put into perspective. This section

will explore the Symbolic Interactionist theory which formed the theoretical basis of this dissertation.

3.2 Theoretical framework

A Symbolic Interactionist position will be adopted for this study due to the fact that there exist several ideas and preconceptions of integration and its impact on education, as discussed in Chapter Two. This framework has been chosen as it deals with how people interact with the world in which they live as well as how they perceive this world (Harter, 1999). In this case I have specifically looked at how teachers view integration in SS as well as their pedagogy in this regard. Therefore Symbolic Interactionism correlates with the integration theory (discussed in Chapter Two) in that both relate to peoples' (in the case of this study SS teachers) interactions with the world they live and work in.

A Symbolic Interactionist perspective is based on three principles namely, people function according to particular aspects and always take into account the specific meanings these aspects have for them; people develop meanings based on their interactions with others; and lastly, people interpret, alter, and utilise meanings according to their own experiences and encounters (Blumer, 1969/1998; as cited by Bausch, et.al, 2006). Hence, Symbolic Interactionism is the way in which people understand and interpret the world around them. It also includes the interaction between people and their socio-economic, political, and environmental environments.

Under these circumstances, Symbolic Interactionism views reality as a social product and that every action has a consequence. These actions are brought upon by varied interpretations and cognitive processes (Gecas & Tsushima, 2009). In accordance with the above, ideas and models are constantly evolving and theoretical concepts are often defined and critiqued when actually put into practice (Ayer, 2009). On these grounds, I have used this framework to explore the different ways in which SS teachers view the integration of SS and the pedagogical practices in their classrooms.

It is significant that I use a Symbolic Interactionist framework as it considers and identifies teachers' attributions and approaches to their particular roles – both in and outside the classroom, their opinions of educational organisations, social-psychological factors, together with their understanding of educational policies which they are meant to follow (Berg, 2002). This will "provide an indepth [sic] understanding of the complexity of a particular classroom" (Blumer, 1969; as cited in Adamy & Heinecke, 2005, p.236). Due to the fact that not all SS classrooms share a common culture with regard to, for example, social and educational influences, it must be expected that teaching practices and teacher's approaches will differ.

Since Symbolic Interactionism provides the framework to examine issues of individuals and how they make sense of their world, it will assist in refining the existing concept of integration, and will provide a framework for my data analysis.

In addition to my theoretical framework, a conceptual framework is necessary to place integration into perspective, as well to contextualise my study. A conceptual framework will essentially help to organise and give direction to my study. In the subsequent section I unpack the conceptual framework in my research.

3.3 Conceptual framework

As stated above, in this section I will review the conceptual framework with regard to integration. Case (1991) concurs that integration has often been engaged with in classrooms on a daily basis, yet it often is done unintentionally and it often goes unnoticed. In order to effectively engage with integration, it is imperative to have a good understanding of the dynamics of integration (see Chapter Two). Integration will, therefore, be viewed in terms of its structure.

According to Case (1991, p.215) integration refers to the "general field of human or natural endeavour wherein integration occurs". This can be situational, philosophical or methodological. In the instance of this study the domain of integration is that of curricular integration within SS in South African schools. The afore-mentioned

statement emphasises the “dynamics of educational goals, content, methods, and procedures” (Case, 1991, p.216). In relation to my study, I am particularly interested in the views and practices of SS teachers. Hence it is necessary that curriculum integration should be taken into account. In effect there are two main types of curricular integration. On one hand there is the formal curriculum which refers to that which is learnt according to what is prescribed by the DoE, and on the other hand there exists the informal (hidden) curriculum, which indicates that which is learnt inside and outside of the classroom. These can be related to learners’ real life learning experiences. In this sense, the first component of integration – domains of integration – entails the fact that integration has the ability to be applied in the conventional way of learners’ life.

Case (1991) asserts that integration usually come in four forms. The integration of content, integration of skills and processes, integration of school and the self, together with holistic integration contribute to the overall dynamics of integration.

In this regard, integration of content implies combining various knowledges from different disciplines. In addition to the afore-mentioned, integration of skills and processes involves combining methods and abilities of different disciplines, thus allowing for the applicability of integration of knowledge. Moreover, integration of school and self, entails knowing about the learners’ school life as well as individual traits and aspirations. Additionally, holistic integration consists of merging the school-based influences on the learner including formal and informal practices, such as examinations and sports days for example.

In view of the above, it is evident that the four key forms of integration, as conceptualised by Case (1991), encompass all aspects of a learner’s life, thus displaying the ability to allow for engagement with integration in a range of daily activities. Since my study primarily focuses on SS teachers, it is only fitting that I have an idea of their knowledge of the influences of the different forms of integration in relation to the individuals they teach.

Integration, as stated by Case (1991, p.217), occurs in “two temporal dimensions: integration at *any given time*, and integration *over time*”. Hence it has been termed dimensions of integration. In this respect, as maintained by Case (1991), moving from one unrelated theme to another may confuse learners resulting in a minimal amount of understanding. Such movement between themes which have dissimilar content can be termed horizontal movement of teaching and learning and hinders constructive academic and social progression of learners. Integration therefore occurs in a fragmented form and results in unsuccessful implementation. Thus, vertical movement of the process of teaching and learning should be encouraged. The afore-mentioned occurs when integration is used in ways which allows for themes to be linked coherently, and where relatedness of the content can be visible to learners.

In keeping with Case (1991), objectives of integration refer to the period of completion with regard to curricular integration. It is here that those involved in the integration process should share and have a distinct perception of a common goal. In addition everyone concerned should be made aware of how the outcome of curricular integration will affect each stakeholder; namely teachers, learners, and heads of department, management, policy makers and the government. Having a shared understanding of the curricular integration will allow stakeholders to be acute to the aim, intended effects of, and possible consequences of integration.

Integration must, in essence, be able to deal and cope with complex societal problems. Issues affecting the educational environment as a whole have to be addressed so as to achieve successful integrative strategies. Integration is also to critically overcome narrow perceptions that subjects are rigid and cannot be merged. Often to fully understand concepts or ideas, content has to be drawn from different disciplines. Since some of the topics and themes overlap across disciplines, it is viable to teach these disciplines simultaneously, so that learners can draw on similar content for increased understanding (Case, 1991).

Furthermore, integration must allow for the acquisition of a mass of knowledge with no boundaries, which implies that by teaching in an integrated form, teachers will be able to weave a seamless web of knowledge. As stated by Case (1991), learners will be able to interrelate and correlate what they learn, thus enabling them to connect isolated phenomena and being able to understand why and how they have linked the ideas together. Lastly, integration must encourage efficiency. It is not enough to teach learners the content knowledge. Teachers must ensure that they equip learners with the necessary skills to apply the knowledge. The transfer of skills is imperative and will allow learners to change their experiences from “hypothetical to real-life situations” (Case, 1991, p.219).

As constructive as they may be, the objectives of integration as theorised by Case (1991) are not always successfully achieved. Moreover, it must be taken into account that institutions, such as schools, often have their own goals and objectives; thus sometimes making it difficult to work schematically and parallel to the objectives of integration.

Case (1991), furthermore argues that levels of decision-making with regard to the process of integration, i.e.: the state, the school and the classroom is also important. At governmental level – in the case of this study the DoE – the process of integration has been thought out and the need for integration has been identified. At school level and in the classroom, integration is actually put into practice and it is in the above environment that the success or failure of integration will be determined.

In the view of Case (1991), the objectives of integration can only be carried out successfully if the process of integration is determined by its effectiveness which relies on how teachers understand the nature of integration and the ability to engage with it in a sound pedagogical manner.

In effect, I have adopted a conceptual framework based on the model developed by Case (1991). This is due to the fact that this model considers different aspects which

integration encompasses. In view of the above, the aspects of integration as suggested by Case (1991) provide a guideline and functions as a structure upon which my study has been based.

3.4 Sampling

Given the fact that I am engaging in a qualitative study, rich and meaningful data was needed. It is for this reason that my sampling was purposive and convenient. For the purpose of my research topic, I have involved four SS teachers, who teach either grade 8 or 9 classes. I have chosen these teachers, as they teach the above specific grades which fall within the GET band. It is in this band that teachers provide the subject knowledge which forms the basis for the subsequent grades, i.e.: grades 10, 11 and 12 (DoE, 2002). In addition to SS teachers, my sample will also include policy documents, upon which I conducted a CDA. These documents were the *Social Sciences National Curriculum Statement* (DoE, 2002), the *Teacher's Guide for the Development of Learning Programmes-Social Sciences* (DoE, 2003) and the *Assessment guidelines for Social Sciences* (DoE, 2007). The abovementioned policy documents were chosen because they are the key official SS documents which inform teachers about SS as an integrated learning area in the GET band.

The choice of teachers to participate in my study was of a purposive, convenient and practical nature (Cohen, et.al, 2007). It was purposive due to the fact that the participants have been chosen from different schools which are found within the City of Durban - where I live (See the location of the participating schools in Appendix A). My study has been conducted in carefully selected schools which have been chosen after taking several factors into consideration. These include the fairly easy access for research purposes so that it was to be convenient and inexpensive. From a personal standpoint, I have taught at two of the schools during my undergraduate studies as part of my initial teacher training sessions. Hence, I am familiar with the schools and the staff, and informed consent to conduct my study was not difficult to obtain. Moreover, the participating schools are functional and have teachers who were keen on participating in my study.

In addition to the above, I have only considered co-educational schools. The reason behind this decision was that majority of public schools in South Africa have a co-educational status. Furthermore, I have also included both state-run and independent schools. The afore-mentioned characteristics of participating schools are representative of a broader system of South African society. The sample was both purposive and convenient.

On these grounds, purposive sampling enabled both the participants and I to be at ease which facilitated a smooth, unconstrained research process. This ensured that “a great deal can be learned about the research question” (Baxter & Eyles, 1996, p.513). Hence, the participants constituted a non-probability sampling, as my study was not representative of the entire population of SS teachers in Durban. Instead, I aspired to acquire in-depth, rich data which gave me an idea of the SS teachers’ pedagogy and views of integration on a small scale (Cohen, et.al, 2007).

Moreover, my sampling was practical as I have conducted field work and interacted on varying degrees with the SS teachers who were situated at the different schools chosen (Maynard & Schaeffer, 2000). This allowed me to explore areas with different educational and socio-cultural dynamics thus giving me a broader idea of the SS pedagogy adopted and views embraced on integration. Figure 3.1 below illustrates the dynamics and professional biography of the participating SS teachers.

Figure 3.1 Dynamics of the participating SS teachers

Teacher	Age	Academic qualifications	Teaching specialisations/ majors	No. of years teaching SS	Teach History, Geography or both
Jizah	32	BA and HDE	Arabic, English and History	3	History only
Margaret	56	BA and HDE	Psychology, English and Geography	5	Both
Nitya	35	BPaed	HMS (Physical Science) and Geography	6	Both
Xavier	48	BPaed and BEd	Geography and Economics	7	Both

In light of Figure 3.1, all participants have tertiary academic qualifications, having obtained them from a university. It must be noted that all participants are also qualified to teach in schools, as they either have a Bachelor of Education degree (BEd), Bachelor of Paediatrics (BPaed) or Higher Diploma in Education (HDE). The fact that these teachers have the afore-mentioned qualifications indicates that they are academically equipped with the relevant knowledge of the educational system and the respective skills which are needed in the teaching and learning environment. Such skills would include discerning how to deal with children in the educational setting, the types of teaching strategies and teaching methods that can be employed in the classroom, assessment strategies and efficient record keeping. This suggests that the participants should have the basic necessary classroom pedagogy. While this may be true, another factor of concern, especially to my study, is how these teachers engage in SS pedagogy.

Now that the sample has been discussed, the next section will explore the methodology for which my study was based on.

3.5 Qualitative methodology, validity and triangulation

In accordance with the aforesaid, my study has been qualitative in nature owing to the fact that I have used an interpretivist paradigm (Williamson, 2006). Hence, much attention has been spent on obtaining in-depth responses and attempting to gain rich, meaningful data during my research process (Ambert, et.al, 1995; Trochim, 2006; Yin, 2003, as cited in Jannetti, 2005). Devlin, Hansen & Selai (2004) maintain that engaging a qualitative methodology of acquiring data is a valid and reliable way of obtaining first-hand data. A qualitative methodology, according to Ambert (1995, p.882), allows researchers to “embrace the importance of deep and direct personal experience in [the participants] worlds as a complement to accounts of their worlds, and emphasise the salience of investigative cross-checking”. Hence, the data collection methods I used to elicit data pertaining to my research questions allowed for thick, rich, meaningful responses to be attained (Ambert, et.al, 1995; Trochim, 2006; Yin, 2003).

In this respect, validity and trustworthiness are considered to be imperative (Cohen, et.al, 2007; Golafshani, 2003; Baxter & Eyles, 1996; Ambert, 1995). Baxter & Eyles (1996) concur that qualitative research is often difficult to measure and evaluate since it “is more analytic than technical” (Gubrium, 1992; as cited in Ambert, 1995, p.885). There are several ways in which to examine if something is valid. I used three methods to ensure validity of my study. Firstly, I will employ “construct validity” (Cohen, et.al, 2007, p.138). Construct validity involves identifying the construct under investigation and acquiring an understanding of whether or not the construct is consistent with what actually occurs in the classroom. This is done by using various methods to collect data. In accordance with the idea of construct validity, the construct under investigation in this study is integration. I have used semi-structured interviews, CDA and picture identification sessions to achieve construct validity.

Additionally, to ensure trustworthiness of data I shall use a triangulation of methods (Cohen, et.al, 2007; Kezar, 2005; Ambert, et.al, 1995) so as to ensure some kind of validity. Triangulation is advantageous “when a more holistic view of educational outcomes [are] sought” (Cohen, et.al, 2007, p.143) or when a concept being researched needs clarification, which in this case would be integration. Hence, three data collection methods were engaged with. These included a CDA on official curriculum documents related to my study, semi-structured interviews, and a picture identification session. Furthermore, I referred to my theoretical framework, i.e.: Symbolic Interactionism to ensure triangulation and to guide my data analysis.

Against this background, my data collection methods will be examined in the subsequent section. It is significant that I discuss the qualitative research methods which I have employed when collecting my data, as each method were used individually and the data collected by means of it analysed in a different way.

3.6 Data collection methods

In this section, I discuss the research methods as they were employed: CDA, semi-structured interviews and picture identification session. Additionally, I will discuss how I have analysed the data garnered by the mentioned methods.

3.6.1 Critical Discourse Analysis (CDA)

CDA refers to a type of “analytical research that primarily studies the way social [relations] are enacted, reproduced and resisted by text and talk in the social and political context” (van Dijk, 1998, p.1). What I looked at here is the language that was used in the context of SS pedagogy. Thus I engaged with analysing various policy documents. These documents were the *Social Sciences National Curriculum Statement* (DoE, 2002), the *Teacher’s Guide for the Development of Learning Programmes-Social Sciences* (DoE, 2003) and the *Assessment guidelines for Social Sciences* (DoE, 2007).

My engagement with the above SS policy documents were in the form of indirect observation (Cohen, et.al, 2007). This implies that CDA were used to analyse documents and not individuals. Hence, this enabled me to obtain a more valuable insight into the integration of History and Geography in the SS learning area. “Discourse”, according to Foucault (1992; as cited by Locke, 2004, p.5) is “a practice not just of representing the world, but of signifying the world, constituting and constructing the world in meaning”. The CDA enabled me to understand the background, the rationale and the policy underpinnings which framed what SS teachers are expected to engage with in terms of integration in the classroom. I have therefore chosen to engage in a CDA of policy documents that are significant in understanding how the NCS assisted and guided SS teachers with regard to integration in the SS learning area.

According to Rapley (2007, p.111), “[e]xploring ... text[s] often depends as much on *focusing on what is said* – and how a specific argument, idea or concept is developed

– as well as *focusing on what is not said* – the silences, gaps or omissions”. Thus I analysed the policy documents with regard to the stated as well as the unspecified. Despite the positive attributes of CDA, problems did arise in my use of it. Firstly, the documents did not fully explain the phenomena being researched, namely, integration. Secondly, the documents which I have analysed entailed information which was difficult to decipher and proved to be highly ambiguous.

The CDA of the policy documents were done by engaging in the rhetoric critique (Fairclough, nd). This approach focuses on the way in which the details and requirements of the DoE are communicated to those informed by the SS policy documents. Therefore, in order to effectively analyse the chosen documents, I have engaged in a “critical orientation” framework (Locke, 2004, p.25). The aforementioned framework assumes seven factors to be taken into consideration when engaging in a CDA. The seven factors firstly include the fact that essentially all thought is governed by power relations that are socially and historically stimulated (Locke, 2004). It is assumed that individuals develop certain ways of thinking, principally based on social constructs, which often have been influenced by the past. Moreover, Locke (2004) stated that it is impossible for facts to be removed from certain spheres of influence which will eventually affect its meaning. This correlates with Beekhoven, et.al (2002) and Blumer (1969/1998; as cited by Bausch, et.al, 2006) who are of the opinion that meaning is fundamentally constructed according to each individual who are in turn constantly exposed to different aspects which may alter their view of concepts.

Subsequent to this, there always exists a direct association between a cause and its effect (Locke, 2004). Often this association is initiated by social relations seeking power and predominance. As in the educational setting, there exist several units which overlook the running of the setting from the foundation levels.

Furthermore, according to Locke (2004), subjectivity is often incited by the types of language and words employed. This ties up with the second factor which forms

Locke's (2004) critical orientation framework. In effect, language is a complex type of communication and proves to have different meanings to different people. This results in individuals taking a particular standpoint with regard to how they view the phenomenon under investigation – in this case integration.

Locke (2004) maintains that there are various power struggles which exist at several levels of an organisation. In keeping with factor three of Locke's (2004) critical orientation framework, this emphasises the existence of individual and collective power within organisations. The presence of these power struggles gives rise to varying degrees of delegation, often generating inadequate planning of guidelines, and in turn resulting in poor execution of the requirements at foundation level.

In addition, Locke (2004) asserts that the power struggles mentioned above occurs for the reason that in many cases the subordinates accept their inferior status and very rarely do they attempt to change their situation. Although there exist bodies which represent the subordinates ultimately the decision lies with the people who have the portfolio (and power) to overlook matters concerning the subordinates.

The last factor of Locke's (2004) critical orientation framework, is that researchers usually conform to the above mentioned power statuses, although they often do so unknowingly. This is valid, despite the fact that individual meaning-making occurs on a constant basis (Beekhoven, et.al, 2002). This is due to the fact that peoples' experiences in their daily lives affect the way they view the world thus influencing the way they construct meanings (Blumer, 1969/1998; as cited by Bausch, et.al, 2006).

It is clear that Locke's (2004) critical orientation framework ties up with integration theory (see Chapter Two), as well as with Symbolic Interactionism theory (discussed in section 3.2) as it takes into account an interpretivist paradigm and views social interactions significant in the understanding and acquisition of knowledge and skills. In the next section I discuss the second data collection method – semi-structured interviews.

3.6.2 Semi-structured interviews

An interview is considered to be inter-subjective in that it is neither subjective nor objective. This is due to the nature of the interview process (Cohen, et.al, 2007). Interviews entail the sharing of views and opinions between people, which in this case entails the participants and me as the researcher. I have used standardised, open-ended interviews, as the questions and their sequence or order of asking, were determined prior to the actual interview. In this way all participants were asked the same questions, but due to the semi-structured nature of the interviews I was able to probe for further information and in doing so acquire responses which proved to be valuable to my study (Cohen, et.al, 2007).

The nature of semi-structured interviews created a comfortable atmosphere which allowed the participants to feel free to speak as they wished (Cohen & Crabtree, 2006). Data was, therefore, easier to collect and reliability was increased. This is in keeping with Valenzuela & Shrivastava's (nd), belief that standardised, semi-structured interviews are usually uncomplicated and easy to analyse and compare. A good interview, according to Gagliardone (nd, p.1), is one which can generate "a good number of in-depth and lengthy narratives". Such narratives can only be produced as a result of effective questioning in terms of the type, length and sequence.

As stated by Gafni, et.al (2002, p.349) the responses obtained may be "affected by different styles of interviewing". Baxter & Eyles (1996) explain that the richness of the participants' answers depends on interviewers themselves. Therefore my engagement with the interview process, my own ability to probe, and my awareness of the particular nuances displayed by the participants and of the dynamics of the interview process were important in eliciting rich, deep data. By engaging with semi-structured interviews in this manner I acquired a first-hand account of the participants' pedagogy and views (McNamara, 1999; as cited by Valenzuela & Shrivastava, nd) regarding SS.

According to Cicourel (1964; as cited in Cohen, et.al, 2007), at some stage of the interview process, the following problems may be encountered: mutualness and trust may be put under stress; the interviewee may become uncomfortable and avoid answering the questions posed; and information may be withheld or misinterpreted. Moreover, there may be reluctance to answer certain questions (Valenzuela & Shrivastava, nd). I tried to pre-empt this by paying attention to body language, tone of voice, hand movement, and other features, as such behaviour may have revealed whether the participants were nervous, distracted, or perhaps unwilling to co-operate to their fullest (Cohen, et.al, 2007).

Further challenges related to semi-structured interviews (Cohen, et.al, 2007) may include time restraints and that participants would want to impress me as the researcher and will thus exhibit a good impression during my interview sessions by intentionally claiming the use of integration in a fictitious manner in their lessons, while not conceptually understanding the questions being asked.

In view of above, I minimised such problems by initially – before the actual interview process – briefing the participants on what is expected of them during the interview (Gagliardone, nd) such as openness and honesty. This was done in a non-punitive context. In addition, I kept the questions simple, clear and non-ambiguous, so that the participants were able to understand them.

It is necessary, according to Valenzuela & Shrivastava (nd), for interviewers to have the following aspects so as to ensure a successful interview process. Firstly, the interviewer must have a good knowledge of the topic under discussion. In this case I had to go into the interview with background knowledge of integration, SS and an overview of the structure of the *Social Sciences National Curriculum Statement* (DoE, 2002).

Additionally, the interview must be well-structured. In this respect, I carefully planned out the steps I would take before, during and after the interview session. This helped me maintain a structured procedure without being disorganised and devoid of a hesitant appearance.

Subsequently, Valenzuela & Shrivastava (nd), maintain that questions must be clearly phrased and easily comprehensible. For this purpose I have had my questions looked at and piloted by my supervisor who – when necessary – suggested that changes be made so that the questions would be clear, succinct and comprehensible.

Furthermore, it is imperative for a disposition of calm and tolerance of non-responsive or aggressive participants to be exhibited. My naturally calm disposition enhanced the interview process and I did not have difficulties in keeping myself composed despite the minimal amount of participation from one particularly unresponsive participant. Instead of appearing agitated, I probed for more responses.

Lastly, good interviewers must have the ability to steer conversations back onto the topic, should digressions occur. I was fortunate in that the participants did not deviate from the issue being discussed.

Taking the above into account it was necessary for me to build a good rapport with the participants (Gagliardone, nd). This was so that they gained trust in me and were not afraid to speak openly, thus reducing hindering factors such as non-responsiveness, fear, and nervousness.

Moreover, Arksey & Knight (1999; as cited by Cohen, et.al, 2007) have suggested that when conducting interviews, researchers should avoid showing signs of approval or disapproval, as this may change the responses of the interviewees. I attempted to resist agreeing or disagreeing with the participants and by learning from the initial interviews conducted, I was better able to do this. Moreover, I have allowed enough

time for the participants to respond; and due to the fact that I was engaging in a semi-structured interview, it was imperative that I actually kept to the interview schedule.

Additionally, to ensure reliability, the entire interview sessions were all audio-visually taped with a camcorder. Permission for this was gained beforehand from the participants as per the ethical clearance procedures of the university (see Appendix F for ethical approval). Audio-visually taping the interviews eased my analysis of the data collected as I was able to refer back to the taped interview so as to maximise my understanding and enhance clarity of the responses.

The afore-mentioned process was used due to the fact that I felt it would be helpful in that it would record details which I may have missed or not had time to make note of (Rapley, 2007) such as gestures and body language. Audio-visual devices are useful when analysing data, for instance, if my participant's body language was uneasy or tense, this may be owing to the fact that they were nervous about the interview or that they felt uncomfortable discussing their pedagogy and personal opinions. My data may therefore be restricted or limited as the participant may not have given me full and thorough responses.

Despite the usefulness of using the camcorder as a recording device, there may have been factors which could have affected its working capacity (Rapley, 2007). These factors include technical problems, for instance, it may not have been charged, and thus would not be able to record the entire interview session. On the other hand, there could have been human-related errors, namely, I may have forgotten to switch on the device or the participants may have spoken too softly (Goodson & Sikes, 2001). Hence to minimise the chances of the above errors occurring, I ensured that the camcorder was charging while the interview was in progress. Also, I followed a written memo to remind myself to switch on the device after setting it up. Lastly I ensured that the camcorder was placed fairly close to the participant so as to reduce the chance of soft voices not being captured on the tape. In addition to this, field notes were taken down during and after the interviews.

Given the above, I have undertaken the analysis of my interview data in a methodological manner. Once the data had been obtained, I began the process of transcribing the interviews verbatim, as it would help me become familiar with the collected data (Goodson & Sikes, 2001; Rapley, 2007). Additionally, “repetitive listening [and viewing of the tapes] and intimate engagement with the data” (Goodson & Sikes, 2001, p.33) assisted me in identifying themes that emerged. I ensured reliability of the transcripts by repeatedly listening to the tapes and following the script so as to minimise errors.

During the first part of transcribing I downloaded my audio-visually taped interviews from the camcorder to my computer. Thereafter I used a Media Player to engage with the interviews. This proved to be handy as I was able to view and hear my interviews as well as rewind and forward my recording using the ‘seek’ function. While listening to and viewing my interviews, I transcribed the conversations verbatim and made notes of the gestures made by the participants. This has increased reliability in the participants’ responses.

Moreover, I began analysing my data timeously, so as to minimise “the introduction of contaminating data” (Goodson & Sikes, 2001, p.34). In other words before I was exposed to others’ views on the topic of my investigation (which may lead me to develop certain biases) I made certain that my own analysis had been done. Ideally, seeing as though my research was not tightly structured, I could begin my analysis as soon as I have started the interviewing process (Goodson & Sikes, 2001).

In the subsequent section I will explain the process of open-coding undertaken to analyse my collected interview data. To begin with, I engaged with and consulted my literature review (Harry, Sturges, & Klingner 2005; Kezar, 2005) and theoretical framework (Cohen, et.al, 2007; Moghaddam, 2006), so as to provide somewhat of a guideline to assist me in seeking categories within my data. This ensured reliability and validity was increased. Moreover I drew upon my formal and informal research knowledge of integration. This was useful in obtaining and identifying key categories

within my collected data. It also helped in my interpretation of my collected data by forming a guideline and giving me a sense of direction (Kezar, 2005).

Thereafter, I used open-coding (Cohen, et.al, 2007; Rapley, 2007; Moghaddam, 2006) as a way in which to find themes in my interviews. Coding, according to Moghaddam (2006), is the identification of the key issues within data which constitute the building blocks of emergent theories. As stated by O'Conner, Rice, Peters, & Veryzer (2003), coding includes note taking, categorising as well as identification of themes from acquired information. According to Cohen, et.al (2007) and Moghaddam (2006), there exist three types of coding: open coding, axial coding and selective coding. Each follows the other respectively during data analysis when using the grounded theory approach.

To begin with, open coding, as stated by Moghaddam (2006) "breaks down the data into analytical portions which can afterward be raised to a conceptual point". In addition, open coding ensures interrelatedness is achieved within collected data (Harry, et.al, 2005). Thus, when conducting open coding, I have looked at the broad interactions and responses of the participants.

Axial coding was subsequently conducted. The aim of axial coding is to discover the relationships between the categories, which emerged during open coding. During this stage, the themes were compared to my theoretical framework so as to develop a new emergent theory (Cohen, et.al, 2007; Moghaddam, 2006).

After axial coding had been engaged with, I used selective coding to analyse my themes. Selective coding entails finding out how and why links between categories exist. It is at this point that I attempted to explain the categories, their inter-relationships (Harry, et.al, 2005; Moghaddam, 2006) and how they give rise to the concept of integration.

Fundamentally, during each stage of the application of the abovementioned three types of coding I have engaged in a constant comparison approach (Cohen, et.al, 2007). Data had been compared to the existing data and when a saturation point was reached, conclusions were made. A disadvantage of the constant comparison approach is that my collected data may not have collaborated or 'fit' into certain categories or themes. Thus to overcome this problem, issues may have been modified and altered to accommodate the acquired data.

3.6.3 Picture identification Sessions

In addition to a CDA and semi-structured interviews, I have conducted a stimulus session, where I presented six sources to the participants: two of which were pure History (Appendices B 1 and B 2) and two pure Geography (Appendices C 1 and C 2) and two sources that can be regarded as reflective of SS (Appendices D 1 and D 2). I then asked the participants to choose two sources which they would use to teach SS, while ensuring integration occurs. This gave me an idea of how each participant viewed integration as well as the pedagogy they practice in this regard. In other words did they choose more History, Geography or SS based sources? This served to indicate whether they felt more comfortable teaching one of the disciplines or opted for integration. Participants were then asked what teaching strategies or teaching methods they would use when teaching these sources. In other words, would they view it from a historical or geographical perspective, or in an integrated manner? In addition, I have asked them why they have elected the respective sources.

Fundamentally, I have chosen to use pictorial samples instead of asking the participants to imagine their own sources, due to the fact that people tend to produce more open-ended responses and think more freely when shown actual images, rather than using their own imagination (Eagle, et.al, 1966). As stated by Pace & McCoy (1981), participants may choose the sources which feature positive discrimination and result in more learning, as well as those which have distinctive features as it attracts more attention and has thus been more engaging. I am

however of the opinion that sources may also be chosen on account of teacher interest in them, subject proficiency and attractiveness of the source which the participant may have felt would ensure more engagement of learners.

In effect, Thomson (2008) has identified a phenomenon known as “the crisis of representation”. This refers to when people see images in a way which they have been influenced by socio-economic and political factors. Also peoples’ views will all too often be affected by their histories and cultural backgrounds. This is in keeping with Moss (2008, p.71), who stated that the “changing cultures of schooling requires us to undo an entrenched material and social reality. Lessons learned from visual culture affirm the central place of subjectivities ... and the means to analyse image[s]”. An example is if for instance one of the participants is of the Jewish faith. He/she may have instantly rejected the idea of choosing the image of Hitler, or perhaps they may choose to teach Nazi Germany from a rather bias, subjected point of view owing to the fact that their Jewish ancestors were persecuted by the Nazis.

One way in which to look for reliability of the participants’ choices was to compare their responses of the interview questions to their choice of pictorial sources. By doing this, I obtained a sense of whether there may be prejudices or not.

In view of the above, the picture identification session was an innovative method in which to obtain data relating to the pedagogy employed and the views held by SS teachers.

3.7 Ethical considerations

I have followed the University of KwaZulu-Natal (UKZN) policy on ethical issues, which required me to be awarded informed consent before I could begin the actual research process. This is “the basis of an implicit contractual relationship” (Cohen, et.al, 2007, p.53) between myself as researcher and the participants. Thus it is a way in which to confirm that the participants agree to the conditions I have set during my interviews.

In order to gain access to the participants, I approached the principal of each school and briefly explained my research project. This was initially done telephonically. When I was awarded the right to conduct my study, the participant (the teacher allocated to me) was briefed on the particulars of my study.

In the first instance, I discussed the aim of my study, i.e.: to understand how integration occurs within the SS learning area, as well as to explore teachers' views and pedagogy of and how they conceptualise integration within the SS learning area; and to investigate to what extent the *Social Sciences National Curriculum Statement* (DoE, 2002) was assisting teachers with regard to the integration process.

Thereafter, I explained to the participants what was expected of them during the interview process. Participants had to participate in a picture identification process, whereby the participant had to select sources based on the questions I posed to them. The duration of the interview was envisaged to be approximately 60 minutes in length.

In addition to this the potential benefits in participating in my study was explained to the participants. I explained that the advantage of the responses will help in understanding whether SS pedagogy is directly related to how the participants perceive the *Social Sciences National Curriculum Statement* (DoE, 2002). Hence, it will help me understanding whether, for example, there are any restrictions with regard to the *Social Sciences National Curriculum Statement* (DoE, 2002), especially in helping teachers engage in the integration process.

It was clear that the participants were somewhat concerned about their responses being publicised, thus I confirmed and described to them how their confidentiality will be guaranteed and that they could have withdrawn at any time. I stressed that the participants have the right to remain anonymous and whatever has been said during the interview, will not be held against the participant nor will it be traced back to him/her. Once the principal agreed to allow me to do my study in his/ her school, and my

participant was clear on their role in my study, they were asked to sign a declaration and informed consent form (see Appendices G and H).

In effect the “costs/ benefits ratio” (Frankfort-Nachmias & Nachmias, 1992; as cited by Cohen, et.al, 2007, p.52) reveals that two important polarities exist when collecting data, especially when applied to my study. It displays on one hand, the rights that I have, as a researcher, which is to gain knowledge on my study, i.e.: teachers’ views on integration and integrative pedagogies within the SS learning area. On the other hand, the rights of the participants to privacy must be taken into account. Cohen, et.al (2007, p.63), state that “which proposition is favoured, or how a balance between the two is struck will depend very much on the background, experience and personal values of the individual researcher”. Hence it was important that I attempted to attain as much knowledge as possible, without infringing on the rights of the participants.

In this respect, the issue of confidentiality was not taken lightly. I have ensured that the participants’ responses and details, such as where they teach, and contact details are not made available to anyone. In addition I have conducted the following steps to ensure that confidentiality is not breached.

- Pseudonyms have been used to represent the teachers and their schools.
- I ensured that my transcripts and tape recordings were accessible to me only.
- I have saved all of my typed work on my memory stick, and have secured it with a password.
- Once my data had been gathered, the tapes used to record the interviews were to be incinerated and the transcripts of my interviews were shredded.

3.8 Conclusion

This chapter mapped the route I have taken to obtain data for my study. There were many considerations to be made, varying from the instruments used to record my data, to the analysis and ethicalness of my data collection methods. Essentially my study is qualitative in nature and interpretivist in design. My aim was to obtain rich data that would assist me in my exploration of integration of SS in the GET band, and teachers' views and pedagogy. In order to attain reliable and honest responses, I have had to execute my interviews, CDA and picture identification session as effectively as possible. Once I had obtained my "raw data", the open-coding approach was used to analyse the collected data.

In the next chapter, I shall conduct an analysis of my collected data. Engagement with this data will allow me to answer the research questions posed.

CHAPTER FOUR

Analysis of the data

4.1 Introduction

Upon selecting the approaches and frameworks employed to conduct my data gathered and analysis (explained in the previous chapter), I engaged in analysing the data. This chapter aims to, based on this analysis, explore the various views held by participants in terms of SS and the pedagogy they practiced. The findings of my data in this chapter will help me to start answering my key research questions, i.e.:

1. To what extent did the NCS aid SS teachers with an integrated approach?
2. What are SS teachers' views on the concept of integration?
3. How does the concept of integration reflect in the pedagogy of the SS teachers?

4.2 Organising the data analysis

My data analysis has been organised according to my key research questions. Cohen, et.al (2007, p.468) refer to the afore-mentioned organisation of data as "closing the loop". Additionally, I have assembled my data (CDA, interviews and picture identification sessions) in this chapter so as to look at my participants' responses in detail while simultaneously allowing for comparisons to be made. This has allowed for coherence of analysis and integrity of the data to be maintained. In addition, the above stated organisation kept me focused on the initial purpose of my study, i.e.: SS teachers' views and pedagogy, which has been guided by my key research questions. Moreover, I have chosen to use direct quotes from my interview transcripts, to ensure a sense of authenticity and wholeness of the participants' responses (Cohen, et.al, 2007).

To gain a sense of the expectations of the DoE in terms of SS integration, the subsequent section will seek to present a CDA of key policy documents which inform

SS teachers' content knowledge and to some extent their pedagogy, as it relates to integration.

4.3 CDA of key SS policy documents

The policy documents that were used are the *Social Sciences National Curriculum Statement* (DoE, 2002), the *Teacher's Guide for the Development of Learning Programmes-Social Sciences* (DoE, 2003) and the *Assessment guidelines for Social Sciences* (DoE, 2007). Due to the fact that my study deals with integration of History and Geography in the SS learning area, it was only fitting for me to engage in a CDA so as to explore what the SS policy documents disclose about integration. This is because these documents act as guides from the DoE and are the primary source of information for teachers to know what and how to engage with the SS learning area as well as integration.

The afore-mentioned documents have been purposefully chosen to be analysed for the following reasons: the *Social Sciences National Curriculum Statement* (DoE, 2002) aims to serve as a guideline so as to assist SS teachers, educationalists as well as learners alike and to make the latter more aware of their surrounding environment (both human and natural). This document contains the essential practices of what is expected in the SS classroom, such as the Learning Outcomes (LOs), Assessment Standards (ASs), work schedules and resources which SS teachers should employ when engaging in SS.

Additionally, the *Teacher's Guide for the Development of Learning Programmes-Social Sciences* (DoE, 2003) and the *Assessment guidelines for Social Sciences* (DoE, 2007), serve as complementary guides which aim to refine the understanding of SS. The former aids in building on the *Social Sciences National Curriculum Statement* (DoE, 2002), and supports teachers' understanding of the SS curriculum, especially with regard to the importance of LOs and ASs, as well as how to relate these to achieve maximum results from learners.

The main objective of the *Assessment guidelines for Social Sciences* (DoE, 2007), on the other hand, is to create consistency between SS teachers across the country with regard to maintaining a set standard of assessment practices which should be congruent to the respective LOs. In view of the above, the policy documents, should contribute a great deal to the way in which SS is taught. It is therefore significant that I analyse these documents so as to obtain an idea of how the DoE conceives integration.

On these grounds, it is essential to understand integration according to the DoE. The definition of “integration”, as stated in the *Social Sciences National Curriculum Statement* (DoE, 2002, p.107) is divided into three parts. These are “combining parts into a whole”, “coming into equal membership of society, specifically without regard to race or religion” and “the ending of racial segregation”. Hence, it is evident that the DoE has an underlying political agenda which it has implemented in the collaboration of SS, in the hope of achieving a non-racist, democratic and united society.

In view of the above, SS, according to the DoE (2002), is meant to develop individuals who will be able to make informed and critical decisions and will be responsible South African citizens striving for a morally homogenous society with no racial division. The DoE (2002) places much importance on the fact that learners – through SS – should be able to relate fragmented concepts to each other, such as sustainable development and the economic cycle, so as to create an undivided understanding of the world. Furthermore, equality is what the DoE appears to be advocating, and it seems as though it aims to achieve this by educating learners (individuals at grassroots level) through the SS learning area. Moreover, it is evident that the DoE hopes to eliminate racial discrepancies within the future generations of South Africa as well as to enable learners to be able to interact in a diverse society without issues of discrimination or racist tendencies.

On these grounds, the DoE (2002, p.4) clearly stated that History and Geography are “separate but linked disciplines”, thus different LOs have been set out for each. It is

these LOs which were expected to change the teaching of History and Geography in the sense that the LOs created conceptual links between History and Geography and prompted teachers to view SS as an interrelation of History and Geography. In effect there exist six SS LOs: three for History and three for Geography. The History LOs include LO 1 (historical enquiry) which aims to develop learners' enquiry skills to investigate the past and present. LO 2 (historical knowledge and understanding) allows for learners to acquire knowledge and a clear understanding of History. Lastly, LO 3 (historical interpretation) helps learners to increase their interpretation and analysis skills. The three LOs pertaining to History encourages learners to view the world from different perspectives and in different contexts (DoE, 2002).

The Geography LOs, on the other hand, include LO 1 (geographical enquiry) which generates learners' enquiry skills so as to investigate key concepts and processes with regard to Geography. LO 2 (geographical knowledge and understanding) highlights the necessary knowledge and understanding of the environment, while LO 3 (exploring issues) prepares learners to be able to make informed choices about issues facing the environment. The LOs concerning Geography allow learners to engage in a critical analysis of development issues on a local, national and global scale (DoE, 2002).

In view of the afore-mentioned History and Geography LOs, it is evident that there does not exist any direct interrelationships between the two disciplines in terms of what learners are expected to achieve in each. Despite the incoherence between the History and Geography LOs, the afore-mentioned suggests that this is a way in which to help learners relate fragmented concepts to each other, in other words to achieve integration in SS. Despite this tension, the DoE thinks this can be done (see Figure 4.1 below).

In order to achieve the above mentioned LOs, the SS curriculum is grounded in the principles of the South African Constitution thus bringing to the fore central ideas of equality, human rights, just environmental practices and informed decision making

(DoE, 2003). It is for this reason that the SS curriculum emphasises the need to pay attention to the experiences of ordinary people; events which are of a historical significance; chief historical processes; local studies which are integrated with History, Geography, environmental education and democracy education; the inclusion of lost voices and processes in History as well as acquiring an approach which locates South Africa in Africa and the wider world. In addition, the SS curriculum examines social inequality and the forms of exploitation with regard to environmental and land issues; the decreasing availability of resources; the deteriorating quality of the environment; as well as various strategies for change (DoE, 2002).

Taking the above into account, it is clear that some of the Geography and History LOs do correlate, as in the case of LO 1 of History and Geography, where learners are expected to develop enquiry skills. On the other hand it is difficult to see the type of collaboration which may occur between History and Geography, for instance when comparing LO 2 of Geography and History, one finds that the SS curriculum does not illustrate distinct collaboration of the two disciplines.

Against this background, the intention of SS, according to the DoE (2002) is to develop knowledge, understanding and values; as well as to allow for the application of acquired skills and techniques which ideally should be used in different contexts. The DoE plans to achieve this in the SS curriculum by firstly providing a structure for the different components of assessing learners; thereafter by supplying schools with a common framework for administering the assessment of learners such as portfolios; and lastly by providing SS teachers with examples of different types of assessments, teaching methods and resources which may be used when assessing (DoE, 2002; DoE, 2007).

In effect, as discussed in section 2.2, it is apparent that different people have various ideas of what integration is. It can therefore be argued that even though the DoE has attempted to bring about coherence in the teaching of SS, there may be a lack of

consistency in understanding the term integration (and what it entails) from within the policy documents. This will in turn affect the way in which SS is being viewed and taught by teachers. If SS teachers and other SS curriculum stakeholders do not have a common understanding of integration, there will emerge a significant division and disparity in the teaching and learning of SS as well as the achievement of the various ideals as highlighted by the key policy documents under analysis. The six LOs of SS will be difficult to achieve in an integrated manner and there will be greater complexity in preparing learners to develop the intended knowledge, skills and values set out for the SS learning area.

Following the *Social Sciences National Curriculum Statement* (DoE, 2002), the *Teacher's Guide for the development of learning programmes – Social Sciences* (DoE, 2003), was developed. It has been specifically designed to assist teachers when developing Learning Programmes for the SS learning area. It is in this policy document that SS planning, as it relates to integration, is explained in detail to teachers.

According to the DoE (2003, p.6), who speaks through the abovementioned policy document, integration is seen as the answer to overcoming “the historically fragmented nature of knowledge”. In light of the above, it appears as though integration, in the context of South African education (particularly in the SS curriculum), has a socio-political denotation and implies that teachers must have been exposed to both the afore-mentioned documents to grasp this.

Additionally, as stated by the DoE (2003, p.44), “Learning Area knowledge, concepts or themes are NOT the starting point when planning integration”. This is due to the fact that the DoE is of the opinion that it is of no avail learning the content knowledge, without also developing skills in, for example, integration. Whilst there is validity in this, in order to integrate learning areas, it is necessary to ensure that the content is compatible. One cannot fully integrate History and Mathematics, for instance, as they both deal with two separate concepts, i.e.: History with people in time and

Mathematics with numbers. Therefore, before integrating learning areas, it is imperative that one looks at the dynamics of the learning areas to be brought together.

Moreover, the DoE (2003, p.6) state that SS teachers must be able to achieve a balance “between integration and conceptual progression”. It is unclear whether the DoE refers to conceptual progression of the SS learning area or whether it is the conceptual progression of integration that the DoE is referring to. In addition, as stated by the DoE (2003, p.6), “integration must support conceptual development rather than being introduced for its own sake. Teachers must therefore be aware of and look for opportunities for integration both within and across Learning Areas”. It is evident here that the DoE takes for granted the fact that SS teachers know what integration is and how it can occur. Additionally, several assumptions must have been made by the DoE, namely, that all SS teachers have a similar type of pedagogical knowledge to successfully engage with integration; all SS teachers in South Africa have the same educational view of the world; all SS teachers are proficient in their ability to comprehend the SS NCS; all SS teachers are willing to enthusiastically teach two disciplines instead of only their specialisation; and that all SS teachers have same knowledge base in the two disciplines.

The DoE via the *Teacher’s Guide for the development of learning programmes – Social Sciences* (DoE, 2003), advocates that teachers should constantly seize the opportunity to integrate knowledge between and across the different learning areas. Given the afore-mentioned, it is clear that SS will not consist of knowledge from the History and Geography disciplines only. Rather, relationships must be sought with various other learning areas, thus allowing for a multitude of knowledge, skills and values to be shared across the curriculum. Hence, this form of discourse could therefore be seen as interdisciplinary due to the fact that a variety of factors, as mentioned above, have to be taken into account when integrating History and Geography.

The DoE often associates, in the *Teacher's Guide for the development of learning programmes – Social Sciences* (DoE, 2003), integration with that of resources, work schedules and Learning Programmes. It is evident that the DoE wanted to make SS teachers see the connection between the various components, such as relating LOs and ASs, which integration entails. Moreover this suggests that the DoE wanted to engage in the bigger world by creating certain prototype learners and SS was to play a role in this, via integration, whereby South African could be said to be meeting international standards of education. In this regard, the DoE (2003) have developed the outcomes for SS based on the constitution of South Africa. The SS outcomes are made up of five developmental outcomes and seven critical outcomes which are meant to serve as a guideline of what learners should be able to achieve.

As mentioned earlier in this section, LOs are considered by the DoE to be important in the formation of conceptual understanding of SS. This is due to the fact that learning areas emphasise knowledge construction, as well as development of skills and values. Additionally, the DoE (2003, p.20) maintains that LOs “provide the means by which the methodology is structured in the classroom”. The afore-mentioned can be challenged in that SS teachers may not always base their methodology solely on the LOs. There could be differing factors influencing the way they execute their lessons and engage in SS pedagogy. Some of these contextual factors may include availability of resources, time constraints, type of learners and the nature of content of the SS learning area. It is for this reason that integration may be difficult to implement and success of integration will not be accurately measured.

Figure 4.1 Showing the relationship between the History and Geography learning outcomes (DoE, 2003, p.20)

LO	History	Geography
1 Enquiry	The learner will be able to use enquiry skills to investigate the past and present	The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes
2 Knowledge and Understanding	The learner will be able to demonstrate historical knowledge and understanding	The learner will be able to demonstrate geographical and environmental knowledge and understanding
3 Exploring Issues	The learner will be able to interpret aspects of history	The learner will be able to make informed decisions about social and environmental issues and problems

As illustrated in Figure 4.1, according to the DoE, as stated in the *Teacher's Guide for the development of learning programmes – Social Sciences* (DoE, 2003), the three LOs encompass both, the History and Geography disciplines. It is evident that although the two disciplines share the same LOs, they differ greatly in content and context, therefore showing no immediate integration. Additionally, just because the words “enquiry skills” used in LO 1 and “demonstrate knowledge” mentioned in LO 2, does not mean that History and Geography have an integrated capacity between each other.

As maintained by the DoE (2003), the way in which History and Geography is taught within the SS learning area, are determined by the LOs and ASs. This can be contested as being an ineffective way in which to ascertain one's teaching practices. This is due to a number of reasons, namely, SS teachers may comprehend the LOs and ASs differently from each other, and hence their teaching of History and Geography will differ. Additionally, the factor of resources may directly influence the way SS teachers decide to carry out their lessons, in that teachers who are exposed to a variety of resources may plan their lessons dissimilarly. Additionally SS teachers'

different knowledge bases on the two subjects will also result in different pedagogy. It is for these reasons that the way History and Geography are taught does not necessarily depend on the LOs and ASs of SS. Furthermore, integration will not necessarily occur only if learners achieve all the LOs and ASs.

Together with LOs and ASs, the SS knowledge focus framework is another important factor in the SS learning area (DoE, 2003). This is because the framework has been created with the intention to achieve specific objectives as well as integration. One of these objectives aim to “give sufficient scope for integrated concepts, learning activities and reflection used in Social Sciences with other Learning Areas particularly Natural Sciences, Economic and Management Sciences, Arts and Culture, Languages and Life Orientation” (DoE, 2003, p.21). In the above objective for knowledge focus in SS, the DoE (2003) explicitly makes mention of the intention to grasp opportunities for integration among SS and the other learning areas within the GET band. The DoE, however, fails to bring to SS teachers’ attention that integration, in essence, also occurs within the SS learning area, between History and Geography. Hence, the nature of the relationship between History and Geography is, as per the document, unclear to SS teachers and those engaging with the *Teacher’s Guide for the development of learning programmes – Social Sciences* (DoE, 2003).

According to the DoE (2003, p.22), the SS learning area “emphasises the construction of knowledge by encouraging learners to ask questions and to find answers about society and the environment in which they live at the same time developing the principle of social justice”. Contrary to the above statement, learners can also explore and question the world, as well as construct knowledge through other disciplines such as Life Orientation, Natural Sciences, and Arts and Culture. Hence, no distinct collaboration is made evident between History and Geography, which in turn does not substantiate why these two disciplines have been placed together under one learning area.

The DoE (2003), include in the *Teacher's Guide for the development of learning programmes – Social Sciences* (DoE, 2003), a set of principles to be used when teaching SS. These principles, although very pertinent in SS pedagogy, has been adapted from the Nuffield Primary History Project of the United Kingdom (DoE, 2003). There are two factors which is necessary to be pointed out. In the first instance, the DoE has drawn these principles primarily from a History-based source, which shows certain biasness to Geography in that well researched ways of teaching History has been included, whereas there is no evidence of thorough investigation of the teaching of Geography has been contained within the above policy document.

In contrast to the aforesaid, the DoE (2003) could perhaps have solely used the Nuffield Primary History Project due to the fact that the basic principles such as questioning, authenticity and communication which can be done in History and Geography. The choice of using a History-based reference only could create an impression that the principles of SS teaching can only be derived from the History discipline. Moreover, the DoE may also be instilling the idea to teachers that the SS principles contained in the curriculum, is adapted from a UK head project, hence the UK as the former colonial power in South Africa still determines what is to be included in South Africa's school curriculum.

In light of the above the DoE (2003) has developed a way in which to show a link between History and Geography. Figure 4.2 below illustrates the possible conceptual relationship between the two disciplines.

Figure 4.2 Key questions which underlie SS (Adapted from DoE, 2003, p.26)

History	Skills and language	Geography
What is it?	Naming, identifying, defining	What is it?
Where is/was it?	Locating, determine distribution and pattern	Where is it?
What was it like in?	Observing, describing, comparing	What is it like (now)?
Why was it like this?	Reasoning, explaining	Why was it like this?
How did it change?	Observation, identification, analysis	How did it come to be like this?
Why did it change?	Predicting, speculating, hypothesising	How is it changing and what might happen next?
What do I think /feel about what happened?	Evaluating, caring	What do I think /feel about it? What do others feel?

Figure 4.2 points out to SS teachers the common underlying key questions which can be used in integration within SS. On the other hand, the DoE (2003) has also shown – through the above – that the key questions can be applied to other learning areas so as to allow for integrative teaching and learning.

Following the SS key questions, the DoE (2003) provides a detailed conceptual understanding and knowledge of History and Geography as separate disciplines. Aspects of chronology and time; similarity and difference; change and continuity; as well as cause and effect are explained and suggestions for using History sources in the SS learning area is given. Oral sources; historical and current documents and visual sources are a few History sources included by the DoE (2003) under the History section only. This must on a certain level signal to SS teachers that the above sources can only be used when teaching History. In essence, the sources are not only restricted to History but rather can be used when teaching Geography as well.

Alternatively, conceptual knowledge and understanding in Geography entail people, places, resources and the environment; change over time; similarity and difference together with cause and effect. Moreover, in the Geography section, the DoE (2003), state that there are two main types of sources to be engaged with, namely qualitative and quantitative. The DoE, in the *Teacher's Guide for the development of learning programmes – Social Sciences* (DoE, 2003), illustrates that although the division of qualitative and quantitative sources is substantial, there still exist sources such as documents, oral and visual images which positively resonate with History. Hence, the separation between working with History and Geography sources is contestable and suggests conceptual confusion in the document itself.

As stated by the DoE (2003, p.34), LOs and ASs within the SS learning area “have been designed, to be used together, as they speak to each other”. This implies that since the History and Geography components of SS have different LOs, there will certainly be different ASs as well. According to the DoE (2003), LOs and ASs are integrated, hence teachers are encouraged to develop learning activities which draw upon and link each other. The DoE (2003), however, fails to clearly state that a variety of assessments can be done to achieve the different LOs, yet they can be used in History and in Geography. History and Geography, as maintained by the DoE (2003), have several natural links. Additionally, the DoE (2003) urges SS teachers to explore the natural links between SS and the other learning areas, including Natural Sciences, Life Orientation and Arts and Culture.

The DoE has stated in the *Teacher's Guide for the development of learning programmes – Social Sciences* (DoE, 2003), various options for planning work schedules for SS lessons so as to achieve the above as analysed. These examples differ between the intermediate (grades 4-6) and senior phases (grades 7-9) of the GET band. Below are illustrations of intermediate phase work schedules. In the first example, SS teachers have the choice to develop a year plan based on the different topics of the SS curriculum while taking the number of weeks into account. Within this

option, there are other possibilities, for instance, there could be one teacher who will teach History and Geography, whereby they alternate topics from each discipline.

Figure 4.3 Example of a work schedule where one teacher teaches History and Geography alternatively (DoE, 2003, p.39)

Grade 5: Term 1 Social Sciences Year Plan							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.
LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs
LO1(AS 2-4) LO2(AS 1)	LO1(AS 2-4) LO2(AS 2)	LO1(AS 2-4) LO2(AS 3)	LO1(AS 2-4) LO3 (AS1)	LO1(AS 2-5)	LO1(AS 2-5)	LO2(AS 1-3)	LO2(AS 1-3)

In contrast, one teacher who teaches History and Geography could teach History in the first two terms and Geography in the last two terms, or vice versa.

Figure 4.4 Illustration of a work schedule where one teacher devotes two terms to History and two terms to Geography, or vice versa (DoE, 2003, p.39)

Grade 5: Term 1 Social Sciences Year Plan: History and Geography							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories
LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs
LO1(AS2-4) LO 2(AS1)	LO1(AS2-4) LO 2(AS2)	LO1(AS2-4) LO2 (AS3)	LO1(AS2-4)	LO1(AS2-4) LO3 (AS1)	LO1(AS2-4)	LO1(AS2-4)	LO1(AS2-4)
Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.
LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs
LO1(AS 2-5)	LO1(AS 2-5)	LO1(AS 2-5)	LO1(AS 2-5)	LO2(AS 1-3)	LO2(AS 1-3)	LO2(AS 1-3)	LO2(AS 1-3)

Figure 4.5 A work schedule where History and Geography are taught by two different teachers concurrently throughout the year (DoE, 2003, p.39)

Grade 5: Term 1 & 2				Social Sciences Year Plan: History			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Early SA Societies	Early SA Societies	Early SA Societies	Early SA Societies
LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs
LO1(AS 2-4) LO2(AS 1)	LO1(AS 2-4) LO2(AS 2)	LO1(AS 2-4) LO2(AS 3)	LO1(AS 2-4) LO3 (AS1)	LO1(AS 1-4) LO2(AS 2)	LO1(AS 2-4) LO2(AS 1)	LO1(AS 2-4) LO2(AS 3)	LO1(AS 2-4) LO2(AS1) LO3 (AS1)
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Types of physical resources	Types of physical resources	Use of resources in SA	Use of resources in SA
LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs	LOs/ASs
LO1(AS 2-5)	LO1(AS 2-5)	LO2(AS 1-3)	LO2(AS 1-3)	LO1(AS 2-5)	LO1(AS 2-5)	LO2(AS 1-3)	LO2(AS 1-3)

In contrast the work schedule recommended for the senior phase is as follows:

Figure 4.6 An example of a work schedule recommended by the DoE for the senior phase in the GET band (DoE, 2003, pp.91-92)

Senior Phase Work Schedule Grade 9

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
History	Human rights issues during and after World War Two					End of World War Two Struggle for human rights		
	Nazi Germany The Aryan identity Definition of identity How and why the holocaust happened Choices people had in Nazi German (H) LO2:AS1, 2(a)(b)					UN declar- ation of human rights (H) LO2:AS2(a) (b)	United States Civil rights movement (H) LO2:AS2 (a)(b)	Human rights and anti- colonial struggles in Africa. (H) LO2:AS2 (a)(b)
Geo- graphy	Development Issues Approaches to development and applicability to SA and elsewhere						The role of science and technology	
	Concepts of developing and developed sustainable development and sustainability. (G) LO2:AS3						Effect on development (G) LO2:AS2	
	Mapwork: Extracting, analysing and comparing information from maps, atlases, satellite images and aerial photographs. (G) LO1: AS2(b)(c)							
	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
History	Apartheid in South Africa. (H) LO2: AS2(a)(b); LO3: AS 1(a)(b)/2							
	Impact of World War Two (H)LO2: AS1/3	What was Apartheid and how it affect people lives (H)LO2:AS 1/3	Repression and resistance to apartheid in the 1950's (H)LO2: AS1/3	Repression and armed struggle in the 1960's (H)LO2: AS1/3	The home-lands (H) LO1: AS1-4		Growth of mass demo- cratic move- ments in 1970's &80's (H)LO2: AS 1-3	SA in the 1990's leading up to First democratic elections and constitution (H)LO2: AS1- 3
Geo- graphy	The role of science and technology						Sustainable use of resources	
	The Green revolution (G) LO2: AS2/3		Modification of crops (G) LO2: AS2/3		Use of appropriate technology (G) LO2: AS2/3		Principles of Agenda 21 (G) LO2: AS2/3	
	Mapwork: Extracting, analysing and comparing information from maps, atlases satellite images and aerial photographs (G) LO1: 1-4							

Figure 4.6 continued...

	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
History	The Nuclear Age and the Cold War							
	The changing nature of war: Hiroshima and Nagasaki Issues of EHL			Ideologies: Communism and Capitalism		The Super Powers: Arms race, conflict over territory, Space Race. Collapse of communism and apartheid		
Geo- graphy	Sustainable use of resources and Environmental problems							
	Dependence of all people on natural resources for livelihoods and survival			The need for everybody to participate in management of resources. The need for all our actions to ensure future sustainability. The need for everyone to be actively involved in addressing environmental problems.				
	Mapwork: Extracting, analysing and comparing information from maps, atlases satellite images and aerial photographs. Correlating information with observations in the field.							
	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
History	Issues of our time							
	Crime against humanity, apartheid and the TRC vs Holocaust and Nuremberg Trials			Xenophobia and genocide i.e. Rwanda and the Balkans		The effects of globali- sation on Africa	New vision for Africa: Africa's economic recovery	
Geo- graphy	Social and Environmental Conflicts in South Africa Making use of relevant case studies wherever possible.							
	Comparisons with other countries in Africa and elsewhere.			The role of power, control and discrimination (including racism and xenophobia in shaping access to and use of resources such as land, food, water, housing and jobs.				
	Mapwork: Extracting, analysing and comparing information from maps, atlases satellite images and aerial photographs. Correlating information with observations in the field							

The DoE's (2003) suggestions for ways in which to teach SS is practical in that it gives teachers a sense of flexibility so that they can engage with the SS learning area according to their appropriateness of resources, number of available SS teachers, speciality of teachers and methods of assessment and other contextual factors. On the other hand, the DoE (2003) demonstrates a clear differentiation between the History and Geography disciplines. In the case of the third option (Figure 4.6) whereby two SS teachers teach the disciplines separately, there appears to be no connection/interrelationship between History and Geography. A similar arrangement of History and Geography can be seen in Figure 4.7. In the above examples SS can be considered as merely a name which serves as an umbrella for History and Geography. It serves no purpose other than to call these disciplines SS since they are taught separately, and could be seen as separate learning areas which mitigates against the policies of integration as revealed by the analysis thus far. Conceptually creating a divide between the theory and conceptualisation of SS and how it, in the view of DoE, manifests in practice.

Taking the above arguments into consideration it is evident that, according to the SS policy documents, the DoE (2003) has attempted to foster a relationship between History and Geography, while at the same time it fails to provide a substantial amount of information/guidance (in terms of how to practically implement the theoretical/conceptual base of integration) for SS teachers to actually engage efficiently with SS while ensuring that some form of correlation between History and Geography is evident.

In addition to the *Teacher's Guide for the development of learning programmes – Social Sciences* (DoE, 2003), there exists the *Assessment guidelines for Social Sciences* (DoE, 2007). This policy document aims to increase “the capacity of the education system, teachers, school management teams and departmental officials to enhance the effective implementation of the National Curriculum Statements” (DoE, 2007, p.1). The capacity being referred to in the above quote includes the teaching of SS, types of pedagogy engaged with as well as how learners are assessed and

integration as contained in the other documents, as ideally they should all talk to each other to bring about a homogeneous understanding.

There are two main purposes which surround assessment in the SS learning area. Firstly, learners should be able to develop the necessary knowledge, skill, and values associated with SS. Additionally, learners must be able to apply the knowledge, skills and values acquired in SS to various contexts. As maintained by the DoE (2007), the afore-mentioned can be achieved due to the fact that the DoE (2007) has provided in the *Assessment guidelines for Social Sciences* (DoE, 2007), the components; ways of administering as well as methods and tools to assess learners. Hence assessment in SS, according to the DoE (2007) should be fairly easy to put into practice seeing as the above framework offered to SS teachers acts as a guide which they may employ.

The DoE (2007) stresses the interrelatedness of LOs and ASs, as is emphasised in the *Teacher's Guide for the development of learning programmes – Social Sciences* (DoE, 2003). The DoE (2007) emphasises the effective application of the SS LOs in correlation with the SS ASs. One could argue here that if SS teachers do not have a concrete understanding of the LOs and ASs; how to engage with it; or what its purpose is in the SS curriculum; then application may certainly be difficult.

According to the DoE (2007, p.4), “there should also be times when History and Geography are integrated, so that learners can see the strong links between these two disciplines”. It is suggested here that History and Geography do not have to be integrated all the time; and it should be done to primarily illustrate the links between the two disciplines. This is further contradictory to the initial aims of integration, namely to seek understanding of and engagement in a diverse country.

In essence, assessment of the SS learning area has to be done by means of the CASS (Continuous Assessment) system. CASS comprises both formal assessment – such as examinations and tests – and informal assessment – for instance daily class

activities. The DoE (2007) places much emphasis on the fact that examinations should not be given precedence over other forms of assessment. The DoE (2007) does, however, acknowledge the fact that examinations are used often, and that they can prove to be a form of hindrance with regard to assessing the overall performance of a learner. Integration, for this reason, may not be considered when teaching SS as teachers would want to focus primarily on the knowledge learners would need for the examinations only.

As seen in the example of the specified SS (History) lesson plan for grade 9 (see Appendix E), there exists no stated links with Geography. The DoE seems to be contradicting itself in that it has advocated integration of History and Geography into SS, but has failed to provide SS teachers with evidence that the two mentioned disciplines can collaborate in an integrated manner. The lesson plan stated that there is no possible link with History and Geography (in this particular lesson on the Black Conscience Movement – (BCM) and Steve Biko), but there is. Under LO1, learners were expected to ask questions to identify bias and stereotypes. The physical separation of black and white people; as well as the topic of the BCM holding demonstrations to stop the segregation of races in educational institutions could have been discussed in this respect as it is incorporated into Human Geography.

Moreover, the DoE through the above mentioned lesson plan has illustrated possible links between History and the Languages. However, this particular lesson can also be linked with Life Orientation due to the fact that learners have to draw upon factors such as human rights and personal qualities (empathy, determination, respect and tolerance). There is no particular reason as to why there came about a need to integrate only the History and Geography disciplines, when in fact they are in turn being integrated with others.

Furthermore, the example lesson plan gives SS teachers an idea of how to teach a SS lesson. Learning activities, including key questions and resources, are provided to guide SS teachers to possibly create uniformity in SS teachers' pedagogy. This may

be almost impossible to attain as the DoE mentions the use of Koki pens and newsprint which many schools may not have access to. Additionally, the lesson plan indicates the use of a table (see Appendix E, p.150). It is unclear whether this refers to an article of furniture or a two-dimensional data arrangement drawn on paper.

Through the afore-mentioned critique of the above SS lesson plan, it is evident that there exists interconnectedness between History and Geography, as well as with other learning areas, such as the Languages and Life Orientation. The DoE has not been clear in its explanation of integration in the SS policy documents. On one hand it advocates the integration of History and Geography which ultimately gave rise to the SS curriculum. On the other hand, separate column titled “possible links with other Learning Areas” (see Appendix E) has been included in the lesson plan. This could possibly pose as a challenge for teachers to comprehend then the meaning of integration and what it should entail.

It is clear from a CDA of the above SS policy documents, that the only instance integration of History and Geography is outwardly mentioned by the DoE, is in the *Assessment guidelines for Social Sciences* (DoE, 2007). Integration is discussed in detail in this document and suggests that perhaps prior to 2007, the DoE did not fully understand the implications of integration, and hence they tried to formulate a way in which to offer assistance to SS teachers, namely, through the medium of the assessment policy. The vague explanations and poor examples given by the DoE in terms of planning integrated lessons will most certainly increase misunderstandings as well as misconceptions among SS teachers of how to put integration into practice.

Ultimately my first research question for this study can be answered in that, as per the CDA, the NCS is insufficiently aiding SS teachers in the process of integration. A discourse of the *Social Sciences National Curriculum Statement* (DoE, 2002), the *Teacher’s Guide for the Development of Learning Programmes-Social Sciences* (DoE, 2003) and the *Assessment guidelines for Social Sciences* (DoE, 2007); has alerted me to the fact that there exist tensions and contradictions within the SS policy

documents, which may result in an ineffective practice of integration in SS classrooms. It is evident that the key SS policy documents that inform SS teachers do not speak to each other and do not present a thorough, detailed explanation of the dynamics of integration. Thus, the NCS offers limited assistance to SS teachers in terms of the conceptualisation and implementation of integration in SS resulting in potential disparities in the way SS teachers view integration as well as differences in their SS pedagogy.

Now that a discourse of what the SS policy documents reveals about how teachers should achieve integration, teachers' views on integration and their SS pedagogy will be explored and presented in the subsequent section. This will be done by focusing on the analysis of SS teachers' responses to interviews and picture identification sessions.

4.4 Analysis of interviews and picture identification sessions

The NCS documents for SS form the grounding for how teachers should engage with and implement integration in SS; however teachers have their own views of integration and SS. This section will elicit and explore SS teachers' views and pedagogy which will be solicited by means of semi-structured interviews and picture identification session. Data has been extracted by means of open-coding. The analysis will presented as per the seven themes that have emerged. The findings of the participants' responses will then be compared to findings from a CDA of SS policy documents to conclude the analysis chapter so as to pull all the data together.

4.4.1 Making sense of SS: SS teachers' views on integration

In essence, integration meant three main attributes to Jizah. Before engaging in the teaching of SS, Jizah claims she always provides an introduction to the disciplines which compose the SS learning area to her learners. She stated that:

Geography is the relationship between man and his environment and how does it affect you ... simple things like picking up litter and eventually how your behaviour will affect the world. History is people-to-people; about interpersonal relationships.

It is clear from Jizah's response that she views the two disciplines as being very different from each other, where each discipline has its own focal point. Hence, this is an indication that she understands SS as encompassing two different disciplines. The fact that Jizah alerts learners to the fact that SS is composed of two separate disciplines is a sign that learners would know the distinction between History and Geography before actually engaging with the SS learning area. This may influence learners' perception of SS in that they may see the learning being made up of two completely different disciplines and they could perhaps find only vague evidence of integration.

Jizah stated that "there's a history of Geography and a Geography of History, and you tie it to where it's going to take me". Given the above, it is clear that she understands the dynamics of History and Geography, yet she fails to explain how the two relate to each other in terms of integrating both disciplines to achieve a commonly identifiable characterisation. For instance, there indeed is a history of Geography whereby one would seek to understand the origins and development of the discipline. Nevertheless, Jizah did not explain how History and Geography can be integrated in an educational sense.

Subsequently, Jizah associated integration with communication abilities of learners. For instance, she mentioned: "The way they answer they don't care about the 'is' and 'was'. They need to speak and write properly". She believes that integration in SS also occurs in terms of literacy skills. She is certain that such integration can help learners enhance their verbal and written skills, as well as correct the irregularity in the way they speak and write. Reading and writing are the fundamental literacy skills learners must develop and if at grades 8 and 9 they have failed to grasp the concept of past and present tense, then SS, according to Jizah should assist them in this

regard. One of the ways in which this can be done, is by giving learners empathy activities which will urge them to write whilst also allowing them to develop their moral values. This results in integration of SS with other disciplines such as English. Hence she saw integration as an opportunity to broaden learners' skills whereby several aspects of life can be developed.

In another attempt to explain integration, Jizah maintained that integration can exist between SS and other learning areas, especially with English and Life Orientation. This relates to her previous understanding of integration in that English and Life Orientation are learning areas which can complement SS with regard to developing learners' reading, writing and empathic skills; as well as morals and values as alluded to earlier.

Contrary to Jizah's views of integration, Margaret was unable to provide a description of what integration meant to her. She, instead, cited an example of an integrated topic from the SS curriculum:

When we teach the Rwandan genocide in Grade 9, the fact that the Hutus and Tutsis, for generations, lived in different little entities alongside and then the British came along and lumped them in a country called Rwanda, left them and then there was a power vacuum and a power struggle – where this never should have existed – it was forced upon them, you know the geographical binding of the two tribes who have never lived together, who are now being bound together from separate little entities. And if it hadn't been for the interlopers who came and started moving them and then shoving them and leaving them to try and fathom out who's going to lead this NOW nation, there wouldn't have been any genocide. Thousands and thousands of lives would have been saved, you know. So there always has to be a histo-geographical point of view.

It is evident that Margaret did not have the principle idea of what integration is in terms of interlinking concepts in Geography to that of History. Hence she was able to put into context the complementary nature of History and Geography in the SS learning area, especially as she uses a quasi-concept "histo-geographical". This is

important because the ability to integrate History and Geography is central to effective SS pedagogy. For this she uses the SS NCS (DoE, 2002) topics to make sense of it for her. Integration, as maintained by Margaret can be assisted by eliciting the learners' experiences. She stated that "a lot also comes from learners – what they know, what they bring to class, you'd be surprised at how useful their input can be".

Similarly to Margaret, Nitya used an example of the Battle of Blood River as she explained that textbooks assist SS teachers and learners with understanding integration in SS. In addition she often referred to integration as a "relationship":

Well we normally do that relationship like when we're doing the war; you know the landscape, um that sort of thing. Sometimes you can ignore the relationship, but sometimes there is a strong relationship. You can bring in the Geog with the History, but you know it is sometimes difficult hey.

Nitya seemed to comprehend that History and Geography share a relationship of some sort. She also understood that not always is integration evident in SS. The fact that she stated that "sometimes you can ignore the relationship", indicates that she chose when to engage with the integration process in her SS lessons and is not consistent in her approach to integrative pedagogy.

In essence, Xavier seemed to find it difficult to explain integration, as he stated "not really sure how you're gonna answer that question". This demonstrated his inability to understand integration in relation to specific pedagogy employed in his SS classroom. Furthermore, Xavier adopted a similar response as Margaret and Nitya with regard to describing integration through the use of examples from the SS curriculum. He stated, "See, if you're doing the French Revolution or Nazi Germany you can draw parallels between that and the Apartheid era. Most of the things you do there seems to be overlapping in Apartheid". Xavier appeared to be referring to the integration of topics within a specific discipline, namely, History. Comparative to

Jizah, he had a different understanding of integration and would therefore implement it very dissimilarly to the other participants.

Xavier's pedagogical approach entailed drawing on and analysing different ideas via one theme. In this case he used knowledge of place and associates it with weather-related concepts such as the movement of moisture over places. He admitted that he enjoyed teaching settlement Geography more than Apartheid in History. His rationale behind this claim was that "[i]t's easy, kids understand it and they get top marks in tests". It is clear in the afore-mentioned statement that Xavier's concern with integration in SS is that learners need to have a good understanding of the topics and that they are able to perform well in their formal assessments.

As can be seen in the participants' responses, integration has various meanings to different people. In this case, the fact that SS teachers had varied understandings of integration indicates that views of integration and integrative teaching of SS differed in each of the teachers' classrooms. Also some participating teachers relied on the SS curriculum more than others do. Additionally, it is clear that some of the participating teachers' view of an integrated lesson differed and would revolve around different topics and pedagogy which they believed could achieve integration in SS.

4.4.2 SS teachers' views on SS GET curriculum and its suitability to integration

The second theme that emerged was that integration within the SS GET curriculum was viewed very differently by SS teachers who participated in research. For instance, Jizah maintained that History and Geography can be seen as two separate disciplines, which have their own dynamics. Even though they have been blended to form the SS learning area, there still exists differences not only between the composition of History and Geography, but also with regard to the way in which the above disciplines are taught.

Nevertheless, Jizah did mention that when teaching either History or Geography there are opportunities where she could draw upon both disciplines simultaneously.

Hence she was of the opinion that in addition to the importance of the topics, skills and values taught are equally necessary. In addition, Jizah stated enhancing the knowledge content of learners, drawing upon both – History and Geography – increases learners' interest and prevents teaching SS from becoming monotonous for her.

In keeping with Jizah's idea of using knowledge from History and Geography, to achieve integration in SS, Margaret was of the view that it is imperative that learners do not just see History as History and Geography as Geography. It is for this reason that she poses a set of questions to her learners to help them put their world into context by means of integration:

I ask them what caused it, what happened and what was the result of that huge change in society and what happens if you had an argument around your dinner table, what caused it? What were the events of that and what did it result in?

In view of the above, is clear that Margaret attempts to help her learners develop questioning minds, rather than just absorb knowledge content of SS given in class. This, she claims, assists greatly in SS integration. Moreover, the questions Margaret gets her learners to think about, is not secluded to History only, or Geography only. The questions can be applied to both disciplines and can relate to any topic. Additionally, the learners are given an opportunity to develop generic cognitively whilst at the same time engaging with issues affecting them on a daily basis across disciplines. This reassertion of holistic thinking brings about some integration which encapsulates a multitude of knowledge.

Another factor which emerged from the analysis related to the issue of topics and the SS GET curriculum are the views on the active involvement of learners during SS lessons. In order for integration and the SS curriculum to achieve effective integration Jizah maintained that the more interaction she had with her learners, the more she

found her lessons interesting and integrative. She concurred that SS teachers must have the ability to engage their learners profitably during lessons.

Learners' interest in the lesson is often demonstrated in the amount of involvement there is which in turn speaks directly to opportunities created for integration. According to Jizah, learners' interest in History and Geography largely contributes to how they perform in examinations. She stated, "So in the June exams you can say that this child I don't have to worry about them doing bad [in the History part of the paper] because they will focus on the Geography section". In Jizah's view, it is not a real concern if a learner shows a particular disinclination toward either History or Geography. This is due to the fact that most often than not the learner will gain their marks in the discipline that they demonstrate a preference toward. In this instance, engagement with integration is limited as there is minimal exposure to knowledge of different disciplines. This has implications for the SS NCS (DoE, 2002) in that if SS teachers concentrate more on examinations to determine what topics to focus more on in SS lessons, then the prescribed knowledge, skills and values learners are meant to have in terms of integration, are not achieved therefore depriving learners of this.

A different perspective came from Nitya who felt that topics which are more current should be included in the SS NCS (DoE, 2002), so as to further promote integration. She stated that some of her learners complained that they should do current topics and that they did not find heritage appealing. At this point one must be alerted to the fact that there exists different interpretations of "current"; and this may mean a move away from traditional topics taught to a focus on contemporary issues facing learners in this age of globalisation and rapid technological advancement. The aforementioned, although advantageous to learners in that it can help them cope and adapt to the present situation of the world, could also prove to be problematic. This is due to the fact that if less emphasis is placed on traditional topics, the structure of learners' content knowledge could leave gaps in their understanding of the History or Geography discipline and the different dynamics facilitating the engagement with

these disciplines in everyday life. Nitya perhaps would prefer to have new topics included in the SS NCS (DoE, 2002), and may feel as though some of the existing topics do not effectively facilitate integration.

Contrary to Nitya's learners' dissatisfaction with topics within the SS learning area, Jizah had learners who enjoyed topics such as for example global warming. She maintains that all the prescribed topics are in fact relevant, and History and Geography can be explored in an integrated manner irrespective of the topic being taught. Besides the relevance of knowledge content, Margaret and Jizah concurred that topics covered in SS should also aim to develop learners' morals and values. Jizah stated that:

Even if you draw from the media and religion ... that moral development goes every day in every lesson, also that intercultural, interfaith discussion like "what do they say about global warming", you know. It helps with inter-tolerance and makes them open-minded. History and Geography go onto another level now.

There are two main factors Jizah made note of in the above statement. In the first instance, she spoke about enhancing learners' integrity and moral virtue, which she believed can be achieved through engagement with religion and different types of media, in particular. Using SS as the basis for cultural discussions will not only urge learners to explore their own ideas about controversial topics currently affecting them, but it will also help them consider their peers' points of view. Different knowledge systems are explored and this extends the traditional nature of Geography and History to different physical planes, hence integration in this case means considering the range of moral and value compasses in a class on an issue.

Furthermore, Jizah maintained that "History and Geography go onto another level now", referring to the fact that according to her, both disciplines go beyond their sole purpose of being knowledge-centred, to being more reflective abstract and comparative to life outside of the classroom. Jizah mentioned the above statement in light of the expansion of knowledge, skills and values learners seem to acquire and

demonstrate during their SS lessons, which do not only pertain to the two disciplines involved.

In keeping with moral development, Margaret affirmed that often it is what is discussed in SS lessons that make a greater impact than that which is merely taught and not explored by the learners. For instance she claimed, “We don’t want our kids to be high-tempered and free radicals. They must look at things from different perspectives, and be open-minded, I think”. Hence, in order for learners to develop an impartial disposition, they must be afforded the opportunity to discuss their views whilst keeping to the expectations of society. With regard to topics which give rise to integration, Margaret is clearly of the opinion that such topics must allow learners to explore different views, while ensuring that open-mindedness and tolerance are demonstrated through the conforms of their social environment. Margaret maintains that the topics in the SS NCS (DoE, 2002) are relevant seeing as it covers everything needed in the SS curriculum. In other words she is of the opinion that LOs in the SS NCS (DoE, 2002) can be obtained because the topics ensure that learners are able to achieve what is expected of them.

Most teachers participating in this study have mentioned the French Revolution in their discussion of relevant topics included in the SS NCS (DoE, 2002). Jizah used the French Revolution as the foreground with which to discuss different aspects of life, i.e.: socio-economic and political aspects. She maintained that the Revolution is a good example of integration and allows her to examine and elaborate on each of the afore-mentioned aspects, i.e.: socio-economic and political with her learners. Moreover, Margaret uses the example of the French Revolution to scaffold and integrate her learners’ cognitive and interpersonal skills of SS in addition to their moral development as advocated in the SS NCS (DoE, 2002). She stated:

How can we, as human beings learn from this great French Revolution and become peace-lovers and to pour the oil over the water. And so I use the examples in the past as that we can enhance their lives future so that they can become thinking people. Um, we need to go beyond

the three bear's story-telling stage so that they can use the concepts they've been taught for the betterment of their lives and of others.

In relation to Jizah's view of using the French Revolution as an example of integration, Margaret made use of this topic to discuss life and aspects currently affecting learners. She drew upon the Revolution to make learners understand the concept of cause and effect, and the need for them to grow as individuals so as to progress in a continually changing local and global village. The use of the French Revolution by Jizah and Margaret indicate their line of thought with regard to how they understand integration. Evidently, both participants were of the opinion that the French Revolution is a good example of integration in SS because it draws upon knowledge from all spheres of life.

In contrast to Nitya, Jizah and Margaret; Xavier did not express much concern over the importance of topics included in the SS NCS (DoE, 2002) for SS integration. Instead he took into account the aspect of availability of resources. He maintained, "We place more emphasis on resources and looking after the environment throughout the year, even though it is covered toward the end of the textbooks". The topic concerning the environment is one which Xavier believed can be integrated as it is not subject to a few SS lessons only, and is taught continuously. It is clear here that teaching SS in an integrated manner, according to Xavier, depends a great deal on the resources used to engage learners in the process of integration. To him, the resources used – irrespective of the topic – determine the success or failure of understanding and achieving integration in the SS learning area.

Notwithstanding the lack of resources in his school, Xavier does his best to engage learners in matters of the environment. He does not follow the textbook as an extension of the SS curriculum in this regard and aims to promote environmental awareness and sustainability among the school community. It is therefore clear that Xavier uses the environment to structure his lessons, and does not depend solely on the prescribed guidelines provided by the DoE in terms of work schedules and lesson planners. Xavier's view of integration is such that it can be achieved in any topic and

does not necessarily have to be included in the SS NCS (DoE, 2002). Integration, according to Xavier, can also be engaged with at any point in time and should not be planned at predetermined times. In other words integration can occur spontaneously by constantly drawing on knowledge from different disciplines. This then suggests that pedagogy does not need “acceptable” topics to achieve integration in SS.

Fundamentally, multiple voices emerged and there were heterogeneous views that topics included in the SS NCS (DoE, 2002) were relevant to engaging with integration in SS, as well as to the grades being taught in the GET curriculum. Issues of conformity, open-mindedness and the importance of being able to cope in a globalised world were reflected in the participants’ responses as being important to explore when teaching SS topics. This suggests that the participating teachers used SS (including the resources and pedagogies used to teach it) as a mechanism for moral and social development of their learners. It is evident that the participants’ views of the relevance of the SS topics to integration were grounded on factors which influenced their lessons and classroom pedagogies. There was a suggestion for including more current topics into the curriculum, whilst on the other hand, a participant considered resources to be more important than the topics being taught. In most instances participating teachers seemed to have taught SS based on content rather than in an integrative manner. Integration, as can be seen from the above responses, is in actual fact understood and viewed differently by the participants.

4.4.3 Organising SS for integration

Teachers are important role-players in the implementation of the SS curriculum in the classroom, as they directly facilitate the process of integration. Hence they have the ability to choose the structure which to use to achieve this. What follows is an analysis of data obtained through interviews and picture identification sessions of how, why and which structures the participants chose to organise their SS lessons.

Xavier stated that his school follows the SS NCS (DoE, 2002), and the structure of SS entails the interchange of the History and Geography disciplines according to

alternate terms (refer to Figure 4.5). In other words History is taught in the first and third terms, whereas Geography is taught in the second and fourth terms. In contrast, participating teachers such as Nitya and Margaret chose to teach SS according to the way in which it is set out in their respective textbooks which mirror Figures 4.4 and 4.5. Margaret teaches History in the first two terms and Geography is taught in the subsequent terms. She explained why she teaches SS in this way:

The textbook that I'm using separates the History section and the Geography section. So I teach Geography in the first two terms and History in the third and fourth terms because the textbook sets out Geography before History.

Nitya, on the other hand, explained that her school follows the work schedule in Figure 4.5:

We don't do it the way other schools do it. Like currently, in Grade 8 I'm talking about, we just finished the French Revolution [referring to the end of first term] which is the History aspect and I'm now moving onto settlement patterns, which is the Geog aspect.

This suggests that there is more emphasis being placed on the importance of how the textbook with regard to how to go about structuring the conceptualisation of SS. In addition, the fact that the Geography component is taught before the History component of SS, may indicate to the SS teachers (and learners) that precedence may be given the one discipline over the other.

In contrast, Jizah teaches both, History and Geography throughout the year as seen in table 4.7. Prior to 2009, Jizah's school allocated a specialist History teacher and specialist Geography teacher who taught the subjects simultaneously for 8 lessons in a 10-day cycle. In addition the above disciplines were taught by one teacher who taught both, the History and the Geography components of SS. However, in 2009 the timetable structure changed and 4 lessons in the 10-day cycle were given to History and 4 lessons were taken up by Geography. Jizah justified the change by stating:

I, being the subject head, and my colleagues decided not to teach History half the year and Geography the next half because we need to let them [learners] see the balance. In each term they do a History topic and a Geography topic to strike a balance. Some children are very History-orientated and if you do only Geography, then half year's mark will be fine, and if the child is Geographically-orientated then they will do badly in History ... and by the time they come to the third term they've already lost interest in the subject. Also it adds variety and because we're teaching two different subjects we get to use different teaching strategies. It's the building up of facts and the learners can draw from both.

SS, according to Jizah, should have a focus on the learners – their understanding, abilities, preferences, and general academic outlook. Her idea of integration seems to include accumulation of knowledge by engaging with History and Geography, in such a way which allows her to “strike a balance” between the two disciplines. Even though, Jizah also follows a textbook, what clearly shows that her point of departure in terms of organising her SS lessons, differs from that of Nitya and Margaret, is that precedence is not given to one discipline. Importance is equally placed on both components of SS, thus allowing learners to see the relationship between History and Geography. Additionally, the textbook is used as an organisational guide in Jizah's school and yet she is able to achieve integration in SS. In this instance, the textbook can be seen as an integrator upon which SS teachers base their lessons rather than using a timetabling mechanism

Moreover, Jizah mentioned that SS is “the building up of facts”, which indicates that acquiring knowledge, skills and values is an on-going process and by teaching History and Geography simultaneously, it will be possible for learners to associate and see the correlation between and the two disciplines. Hence a form of integration can be present.

Upon analysing the participants' responses, it is clear that the structure of SS differed from teacher-to-teacher and from school-to-school. To some extent, SS teachers used the SS NCS (DoE, 2002) or the textbook to guide their organisation of SS lessons. Alternatively, some participating teachers kept the interest of their learners

in mind when deciding upon the SS structure they employed and were influenced by the school structure with regard to the timetabling of SS. It is also evident that most participants used the work schedules recommended for the intermediate phase of the GET band (see Figures 4.3 – 4.5), despite teaching senior phase (see Figure 4.6) SS classes. Content seemed to govern the organisation of SS, which did not favour or allow for integration of History and Geography to manifest. In this respect, I will now analyse the participants' views on integration in SS.

4.4.4 Resources and related pedagogies used to teach SS

In addition to taking into account the participants' views of teaching SS; the aspect of how teachers go about teaching SS and putting integration into practice, is also a factor revealed by the coding of the data. Teaching methods refer to that which teachers use to engage their learners in activities, such as group work. Teaching strategies, on the other hand, are the instruments teachers use to execute the actual activity, such as textbooks. Resources encompass the dynamics of both, teaching methods as well as strategies. Teaching methods and strategies can be employed in SS pedagogy so as to achieve integration. Yet it depends on the SS teacher to appropriately choose and implement resources effectively so as to elicit the maximum ability and participation of their learners.

In accordance with the above claim that teachers should use the most appropriate teaching strategies and methods when teaching SS, Jizah made use of a variety of resources, and still appreciates the most common and easily accessible sources of information in average suburban schools such as overhead projectors (OHPs), as well as discussions and drawing upon learners own experiences among others. It is for the afore-mentioned reason that technology and the actual learners can be seen as resources. Jizah explains that she tries to involve learners as much as possible through discussions and often elicits their involvement in common activities by which she claims to engage in integrative teaching. For instance, she stated, "We talk about their excursions in primary school and relate it to today's lesson. What did you learn from there? I say 'okay tell us about it because it's relevant: what you did then is

relevant now””. This shows that learners can indeed serve as a form of resource with which to teach SS in an integrated manner, whereby learners experiences are related to topics discussed in SS lessons.

Nitya likewise finds that having people talk about their real life encounters with the world, really does help learners of all learning abilities. She gives an example:

Last year we had a group coming in here from Australia, they were brilliant. They gave our kids a talk on the landscape in the Outback. I feel that talks are excellent because it's a step away from the classroom, you know.

It is clear that when people (be it those from outside of the school or even the learners themselves) share that which has influenced their understanding of the world in a holistic way which reinforces the idea of integration in terms of acquiring knowledge which can be attained from more than one discipline.

In addition to personal experiences, Jizah explained that she can make her SS lessons more interesting and integrative by simply using pictures in her teaching. She concurs that developing the ability to describe what can be seen in the pictures is the “best thing” for integration. This is due to the fact that learners can develop the ability to question, interpret and comprehend phenomena through pictorial sources. Moreover, we find that most learners live in a visual world, whereby they prefer visual resources instead of having to read notes and extensive pages of text only.

Another pictorial resource that Jizah finds interesting to learners is that of documentaries. Jizah believes she can teach effectively through television. She explained:

I find documentaries excellent. If schools could at least log up to that and draw from documentaries and actually teach. Even though its only 12 minutes long you can say “okay keep quiet and watch this and after that we will discuss it”. There was once a program where a lady had gone inside an iceberg and you can't explain this to a child and also

national geographic: you know sometimes I have this urge to tape it and show it to them.

Margaret, on the other hand, is of the opinion that learners must be grounded in a way such that they are able to develop their own perspectives. Margaret therefore encourages her learners to engage in their own research. She does this by providing them with a variety of books, including textbooks, so that learners are exposed to different interpretations of events and themes that are taught in the SS learning area. In the view of Margaret, by engaging with different views, learners will be able to develop and maintain an open-minded disposition with regard to what they read and how they understand phenomena. Margaret reiterates that “the textbook is merely a guideline to the syllabus. They’ve [learners] got to understand that knowledge does not only come from one source alone” This indicates that in Margaret’s view there are other resources which can be used alongside textbooks, which would prove to be just as effective in achieving integrated teaching.

Nitya was in agreement with Margaret and stated that:

We don’t need to be indoctrinated by what’s in the textbook. I mean they [learners] have a right and choice to make their own choices, and they must be able to debate what’s in the textbook. It’s important for them to do that. Sometimes answers will come up, and she’s got one answer and I’ve got another and that’s acceptable. In fact it’s very acceptable because they think differently, and that is what History and Geography are all about. Okay ya, there’s facts but still, you’ve got to see things from different perspectives.

Evidently, Margaret and Nitya have used textbooks extensively in the past in their pedagogy of teaching SS in an integrated manner and have realised that the textbooks have different sources and references. Notwithstanding, Margaret’s notion that there is not only one source of knowledge is in keeping with Nitya’s and Jizah’s idea that learners must develop their own conclusions. Therefore, Margaret urged her learners to acquire knowledge from several sources beside that which is found in school. She maintained, “You know they’ve got to go to the library, newspapers,

magazines, talking to their parents, uh you know that sort of thing. These will help them get to the truth; get to the basis of what happened". Margaret demonstrates her view that as part of learning SS, learners must engage in the process of unravelling the truth of events and phenomena that have occurred.

Moreover, according to Margaret, integrative pedagogy used to teach sources on Nazi Germany (Appendix B 2) and settlement (Appendix C 2) would include debates among learners. Margaret stated:

I always encourage debating because it helps learners speak up and think out aloud, you know what I mean? I find that learners, who are shy and usually reserve their comments, speak up when we are having a debate in class. I suppose they feel less intimidated by their classmates.

Margaret employs several teaching strategies and methods when teaching topics such as Nazi Germany (Appendix B 2) and settlement (Appendix C 2). These include use of the Overhead projector, a SS textbook, extracts from documents relating to the relevant topic as well as problem-solving activities. Margaret believes that the afore-mentioned strategies help to capture her learners' interest hence motivating them to engage more actively in the lesson.

Furthermore, Margaret drew her learners' attention to the fact that they belong to the economically advantaged sector of society hence they need not only to appreciate their financial stability, but also empathise with those less advantaged than them. Margaret employs a value-seeking technique whereby she compares the economic-standing of her learners to those who live and school in the Valley of a Thousand hills – an impoverished area which the learners know and can relate to well. In the above scenario, integration is directly and indirectly engaged with seeing as it forces learners to draw on current and past knowledge of various aspects of life affecting them as well as children in other parts of South Africa.

Similarly, Nitya made use of various resources, however she does state that often it is difficult to plan which resources are going to be used as new ideas are developed on how to execute the lesson on the very morning of the actual lesson. PowerPoint presentations, newspaper articles and textbooks feature often in Nitya's pedagogy. Additionally, Nitya maintains that fieldtrips, especially to the Mangrove swamps in Durban and the Umgeni River Valley, serve as a great educational experience for her learners. Nitya prefers to engage her learners in visual activities such as making posters and assesses them on an on-going basis through small activities so as to prepare them for the formal assessments. These on-going activities are often assessed by peers so that learners are constantly involved in the lesson.

In contrast to most participants, Xavier has chosen to make use of the more traditional resources that he has used for most of his teaching career such as the chalkboard, charts, and written texts. Despite this, he has also made use of visual resources. He has relied mostly on the use of charts – which he has made in addition to those supplied by the DoE – to provide learners with some form of visual representation of themes being taught in SS so as to achieve integration. He has had to exploit this resource as he stated that OHP's are hard to come by in this school". Moreover, Xavier seems to be limited with regard to the teaching strategies he uses as group work, for example according to him, is not viable to employ in his class to achieve integration due to its lack of effectiveness. This is due to the disruption and chaos which the process of group work gives rise to. It is for this reason that Xavier resorts to individual work and focuses on contextual activities based much on source work.

Nevertheless, Xavier mentioned that he would consider teaching Apartheid (Appendix B1), which he was fond of teaching in SS, through the use of pictures, government Acts and Laws, stories of past incidents related to Apartheid. He also encouraged learners to enquire about the Apartheid era from their elders who would have directly experienced this period in South Africa's history. Xavier is constantly faced with the challenge of overcoming the classroom politics when teaching

Apartheid and often finds it difficult to address the sensitivity shown by learners. He explains:

Nelson Mandela said we mustn't take revenge and things like that and I tell them about the Truth and Reconciliation Commission, we discuss all those things. I tell them "go ask your grandfather how they lived in those times and come tell me". They come up with some stories. And you know we have enthusiastic kids, you know, so you enjoy teaching it.

Xavier maintains that the accounts of the lived experiences of the learners' elders would vary hence resulting in an array of perspectives which in turn would give rise to a holistic understanding of the historical form of social engineering. Despite Xavier's active engagement with Apartheid, he maintained that he had an affiliation toward Geography-related sources which he would like to explore in his teaching of SS, as in his choice of pictures: weather systems and settlement (Appendices C 1 and C 2). As stated by Xavier, his pedagogy would include the use of synoptic maps and charts. Xavier also mentioned that that "it would be nice to do what they do on TV ... just click and you see the different towns, movement of the moisture, you know". Xavier's afore-mentioned statement indicates that he sees the need to visually engage learners, especially when teaching topics such as weather and place. In effect, Xavier does mention that parallels can be made between settlement Geography and Apartheid in that the former has been affected by the political agenda of Apartheid to keep the different race groups separated.

Xavier uses an approach similar to Margaret's and educates his learners by drawing on real life experiences which he feels they may be able to relate to. For instance, he often elicits responses from learners about their experiences with their environment in terms of challenges and successes they have encountered, such as environmental sustainability and family relations. Moreover, Xavier believes that his learners have difficulty in acquiring new content knowledge; therefore it is left up to him to draw upon their prior knowledge. He maintains, "The children now have a very vague background knowledge going back in time. So you have to constantly refer to what

should have been done in previous grades”. The difficulty here may lay in the fact some learners may not have acquired the necessary knowledge seen as a pre-requisite for the current level of understanding so as to engage with integrative learning.

It is clear that the use of resources used when teaching SS ranges from simple discussions to pictorial analysis. In addition, the creativity of the participants vary, which in turn influences the types of resources utilised in their pedagogy. The aforementioned will either hinder or assist in the effective engagement of integration in the classroom. It can be seen that resources, especially visual sources, media and people who have experienced aspects discussed in the topic, play a major role in the teaching of SS in terms of whether or not it is taught in an integrative manner. There are disparities in the participating teachers’ pedagogy. For instance, Jizah’s focus is mainly on developing empathic skills of her learner. Margaret on the other hand is concerned about enhancing her learners’ interactive skills. Nitya and Xavier prove to have an affiliation to their subject specialisations, although Xavier also considers the topics which his learners perform well in and are motivated by as well as those which he enjoys teaching. Nonetheless, there also exist similarities in that most SS teachers place much emphasis on and recognise the importance of real life experiences and fieldtrips. Additionally some participants have the similar ideas on teaching SS with technology and ICT. Teachers’ professional and personal identity seems to have affected their individual choice of pedagogy and choice of planning resources for different topics, which would have resulted in SS lessons exclusive of integration.

4.4.5 Content knowledge and identity of SS teachers

Together with understanding what the integration of History and Geography entails, being proficient in the content to be taught during SS lessons proves to be a necessary requirement for SS teachers (DoE, 2007).

In effect, Jizah was firm in her decision to use the pure History-related source on Apartheid (Appendix B 1) in a SS lesson. The Industrial Revolution (Appendix D 2)

was the second choice of pictures. She chose the latter particularly because she was teaching that topic at the time of being interviewed; hence she was able to draw upon her direct pedagogical experiences with teaching the Industrial Revolution. When teaching the Industrial Revolution, she would engage in an in-depth discussion on child labour as a major sub-topic and here she would ask her learners to compare children's experiences during the revolution to their own experiences living in a democratic South Africa. She would also prompt learners to devise possible suggestions on how to overcome the problem of child labour. According to Jizah, teaching methods she would include in a lesson on Apartheid (Appendix B 1) would revolve mainly around empathy activities such as writing a letter and compiling a speech. She maintains that learners have to acquire and develop basic communicative skills regularly.

In keeping with the above, Jizah claimed that teaching for many years can often result in the topics becoming monotonous and SS teachers could lose interest and motivation in teaching certain themes repetitively. It is for this reason that she emphasises the need to acquire content knowledge from several sources. She stated that:

You have to draw from other material and other textbooks. You have to collect those 101 pictures and build up your resource file. With teaching History and Geography it's so important to have ready access to videos and to have a TV in your classroom. It's very important to draw from different material.

Jizah seems to pay much attention to visual resources, such as pictures, videos and television. In addition to making the lesson less monotonous for her and to allow learners to receive more of her content knowledge, she claimed that the different sources help to maintain the attention of her learners. Jizah went on to mention that there is a need to use visual, captivating sources particularly in SS lessons to get and maintain learners' attention. In Jizah's opinion, it is the visual resources which will help in the effective integration of SS. She evidently felt that ICT and various visual

sources play a positive role in integration of SS, possibly because she believes that learners currently in school are more visually-receptive.

Jizah is also of the view that learners should not be limited to obtaining knowledge from the teacher only. Therefore, she encourages her learners to speak to their elders and to elicit information which will help them to obtain different perspectives and allow them to be more open-minded. Often elders who learners speak to would have memories of their experiences which would give learners an idea of how life was past. For instance, Jizah stated that some people may have either vivid or vague memories of living under the Apartheid regime in South Africa; hence their knowledge will be shared to learners who will in turn broaden their understanding of the theme by getting a first-hand account from a primary source. Integration in this sense can be seen as drawing upon various knowledge aspects.

Additionally, Jizah made relevance to daily life as a source of knowledge by stating that History and Geography will add to a more fruitful experience when venturing on fieldwork trips. This can also apply to other tours including a mere road-trip. According to Jizah, such trips will be made more interesting when one knows additional information of the visited area/s.

In essence, Jizah, as well as Margaret and Xavier all agreed that as a SS teacher, one has to acquire new knowledge on a constant basis. Jizah maintained that only consulting textbooks, without having excess knowledge of that which is being taught, will not be beneficial to teachers or learners. She stated that teachers “have to be reading and finding out all the time. It actually helps”. On the same note, Margaret was of the view that it is imperative for teachers “to have a good understanding of that knowledge, or rather of the two knowledges [History and Geography]”. It is clear that Margaret has noted that Geography and History do not have the similar forms of knowledge, hence making mention of the above.

In keeping with Margaret and Jizah, Xavier drew on an experience he had in his SS class which reinforced his claim that having a good knowledge of SS is of great importance. He explains that:

Sometimes you find some of the clever kids will ask you questions, like one child asked me what nationality was Marie Antoinette, and I had forgotten. I said look I'll find out and come back to you. I went back to my books and found out that she was an Austrian not French (laughs).

It is important to note that textbooks are not the sole source of information available to SS teachers when engaging in the integration process, as is noted by Xavier. Accompanying the afore-mentioned idea is Jizah's claim that media is a vital, significant source of powerful information and data. She found themes emerging within the media and exposed it further to her learners by engaging in her pedagogy, for instance in discussions and debates during her lessons, hence ensuring a constant process of integration. According to Jizah, "I keep telling them that media is readily available - the TV, newspapers, even the radio ... Even one sentence from the news in the evening: I take it and talk about it in the class". Margaret is in agreement with the above extract and she concurs, "Just today, as I was sitting here [in the staffroom] this morning, I was reading the newspaper because most often than not there is something that pertains to your lesson".

Fundamentally, knowledge relating to SS can be drawn from any source and used in the classroom as a powerful teaching strategy. Integration is hence, in the view of the research population, dependant on the way in which teachers carry out their lessons with regard to the knowledge they have available to share with their learners as well as pedagogical strategies used.

Besides having a range of sources from which to gather knowledge, Nitya is of the opinion that it is essentially left up to the SS teacher to obtain the content knowledge in a detailed form before actually attempting to teach learners. Nitya has chosen two sources with which to teach an integrated SS lesson, both being Geography-related,

i.e.: weather and settlement. Her reasoning was based on professional identity in that she maintains, “I am bias when it comes to choosing between Geography and History. As I mentioned I have a strong Geography background”. She confesses that she was against the integration of History and Geography in the beginning, but after coming to terms with the fact that she would inevitably have to teach SS, she had to develop a mind-set that would be accommodating to both disciplines. Nitya stated that:

You’ve got to really gain that knowledge, because it took me a couple of years for me to gain that knowledge to be able to integrate it ... I still tend to lean toward the geographical part of it, but for the benefit of the kids you’ve got to gain that knowledge, integrate it and give them the best of it.

It is clear from the responses of the participants that their perspective on the content they require to teach SS differs. This difference in views can be owing to the factor of identity, which - in the context of this thesis – refers to the discipline preferences of the participants especially with regard to SS content and pedagogical proficiency. Jizah exhibits the view that History and Geography should have an equal weighting and therefore knowledge content for both subjects are important. Both disciplines, according to Jizah, should have a balanced contribution to SS and should be given equal attention in terms of the number of times it is taught in the school timetable as well as the preparation SS teachers give to each discipline. The latter, however may vary according to teachers’ proficiency and the nature of the content being taught. Additionally, Jizah drew on her past experiences as a History teacher and uses this knowledge to enhance her understanding of Geography by finding niches where History and Geography share a common element/s and can be integrated.

Margaret, on the other hand, does tend to focus on the History aspects while teaching the discipline as well when engaging in Geography. Despite this, she does take into account that SS entails what she terms “histo-geographical” dynamics. Margaret feels as though she is better able to engage with History as she seems to have a good understanding of the discipline and can apply her extensive knowledge to all aspects

of life, including during her Geography lessons. Notwithstanding, it appears as though her teacher training and subject specialisation in Geography does not affect her tendency to show more interest in History-related subjects. Fundamentally, Margaret is accepting of the fact that knowledge of History and Geography are vital and should be explored in terms of developing a wealth of knowledge so as to offer a holistic experience to her learners.

In contrast, Nitya displays a personal and professional affiliation towards Geography. She openly admits that she enjoys engaging with Geography better than she does with History. This could be due to the fact that she is a Geography expert and has had training as well as prior teaching experience in the afore-mentioned discipline. Nitya exhibits an understanding of the different dynamics of Geography and is better able to use pedagogy which can largely be effective in Geography lessons. However, Nitya has come to the realisation that having knowledge of both disciplines is a necessity. Although she appears to be a geographer first before she sees herself as an historian, her sense of identity has not completely affected her classroom pedagogy because she does claim to try her best to keep herself updated on historical matters and attempts to broaden her knowledge in this regard.

Similarly to Jizah, Margaret and Nitya, Xavier is of the opinion that having a somewhat balanced outlook toward Geography and History will allow not only learners but him as well to grow professionally. He does at some point identify himself as giving more preference to Geography.

Evidently the participants' content knowledge, pedagogical practices and discipline preferences have to be considered as factors which influence the integration of SS, as can be seen from the participants' responses above. It is therefore clear that there exists some form of biasness among the SS teachers who participated in this study in terms of the disciplines they preferred to teach. This could be owing to the fact that they may have majored in one of the two disciplines – either History or Geography – or they may have found it easier to teach and the content easier to understand.

Ultimately, all participants have confirmed that having a good understanding of what is to be taught in the SS learning area; especially with regard to content knowledge, skills, values and attitudes; is an absolute necessity. As the data reveals, the issue of professional and personal identity seemed to restrict the implementation of integration in SS.

4.4.6 DoE's support for integration

SS teachers engage with and view integration differently based on factors which affect their teaching such as the policy documents and resources provided by the DoE. The DoE has advocated integrative pedagogy in SS (DoE, 2003) and therefore, has to ensure that SS teachers are well equipped with the necessary knowledge, skills and values in which to teach SS through integration. It is for this reason that teachers are provided with, amongst others, three core SS policy documents that were subjected to CDA, namely, the *Social Sciences National Curriculum Statement* (DoE, 2002), the *Teacher's Guide for the Development of Learning Programmes-Social Sciences* (DoE, 2003) and the *Assessment guidelines for Social Sciences* (DoE, 2007).

One participant who actively engages with the above mentioned SS policy documents is Margaret who is of the opinion that the DoE has provided her with the necessary documents to allow her to teach SS in an integrated manner. She maintains that she views the "curriculum as a guideline" and believes that SS teachers are "given samples of lesson plans, so we have an idea of what should be happening in our classrooms". Margaret claims to follow the SS NCS (DoE, 2002) and believes that she ensures that all the requisites for teaching SS are fulfilled.

Despite Jizah's contentment with the topics included in the SS NCS (DoE, 2002), and with the service delivery she is receiving from the DoE in support of mastering integration she does state that "of course there is always room for improvement". Jizah is of the opinion that there needs to be a revision of the SS documents with regard to the issue of integration. She stated:

There needs to be more focus on integration. There are two angles to everything. Obviously you can't wipe everything out, but I suppose we need to change the way we teach it to them. The emphasis on History has toned down quite a bit. With regard to the Geog part, it primarily focuses on explorers. So there needs to be some sort of unification of the curriculum.

It is evident that Jizah has the perception that integration does not only entail the topics stated in the SS NCS (DoE, 2002). Instead it also includes the pedagogy used to teach SS. Jizah also commented that she is able to sufficiently engage with integration by using that which has been supplied to her by the DoE although she would to see a "unification of the curriculum" in terms of pedagogical practices. This view does not feature among the other participants. It suggests that Jizah views integration as a concept which entails the collaboration of disciplines with regard to content and pedagogy.

Nitya in turn claimed that the DoE supervision has been "sufficient enough". Consequently her view is that information regarding integration has assisted her in SS teaching thus far. These three participants have claimed to have received enough support from the DoE; however they offer very little evidence in this regard, apart from saying that they were given policy documents. They have not mentioned that they had to attend workshops, for instance, as assistance from the DoE.

In contrast to Jizah, Margaret and Nitya, Xavier explained: "Well we don't receive much. See for many years there were no inspectors, so no one could see what was going on in the school". Taking the afore-mentioned into account, it is clear that Xavier believes that the DoE does not have an understanding of the situation which his school is in, in terms of resource availability and the type of teaching that occurs in Xavier's school. The DoE, as viewed by Xavier can only help if they are alerted to the problem, and this can be done only if people from the DoE (in this case inspectors-now referred to as subject advisors) physically evaluate the status of the school, its resources and its necessities to achieve the SS curriculum aims of integration.

As can be seen in the participants' responses, each SS teacher has their own idea of support. Some participants consider the provision of resources as a way of assisting in the process of integration, while others are of the opinion that more information on integration should be included in the SS policy documents, especially in terms of content and pedagogy. It appears that participants have not taken into account the various other forms of support given by the DoE such as workshops and DoE-sponsored education and training programmes. The focus, therefore, seems to be placed more on the most available and convenient form of support, namely policy documents. This may create some form of hindrance with regard as to how integration is implemented and engaged with in SS classrooms.

4.4.7. Whole school structure and SS integration

Integrative pedagogy and resources in the SS classroom does not exist without being faced with challenges of various sorts. Such challenges, according to the participants, range from academically-related elements to behavioural factors but what the coding of the data revealed was contextual factors.

One of the major challenges in achieving integration experienced by Jizah was that of the negative attitude of learners' toward the schooling environment as a whole. Jizah stated that learners generally lack motivation with regard to actively engaging in classroom activities.

She maintained:

They are all too happy with the minimum and it's that extra mile to move forward to condense it that's just too much for them to do. Even with reading and writing skills: you have to spell it out for them. And the whole thinking from a different direction, everything is just at face value to them.

It is evident from the above extract that in Jizah's view, learners do not take their role in the educational setting seriously. A mere pass warrants a sense of satisfaction for the learners and most often than not, according to Jizah, they accept their results without taking into cognisance the impact their performance will have on their future in

terms of entrance into tertiary institutions and job opportunities. The lack of motivation and interest in school, results in non-commitment by learners. Hence they take for granted that the SS teacher will provide them the skills which they are in fact supposed to have developed on their own. Additionally, the essential literacy skills learners are meant to have developed in the earlier grades are often absent resulting in the teacher attempting to assist in this regard in addition to teaching the prescribed content knowledge for the current grade. The abovementioned negative encounter hindered the process of integration, in the sense that Jizah – in this case – will have to spend much of the SS teaching time on developing basic literacy skills rather than actively engaging with the complexity integration in SS.

Despite this, Jizah also has learners who question her knowledge of the topic being taught. For instance she stated that “some of them think that they know more than you: ‘my uncle is so and so’”. This questioning is not one that the participating teachers appreciate, simply because some learners may just be testing the teacher’s ability to recover after being taken by surprise.

Subsequently, one of the most challenging experiences faced by Margaret is that of racism, which is a clear issue of ‘political integration’. She claims that “racism is an issue that is extremely difficult to get through to the kids without them being in a fist of sorts, you know. So you need to put things in a nutshell and teach it through respect, through love”. At the same time, Margaret maintains that at some point in time learners must be able to acquire an in-depth idea of the atrocities of the Apartheid regime. Hence she concurs:

Uh, we are very fortunate here that we are a Christian school, and I think that religious schools seem to be able to put across ideologies in a more encompassing way and we invite people from outside to come in and talk about that specific thing, because it can become an issue. And we actually enjoy, really enjoy getting the children worked up and hyped up about it, because it is an issue that must not be swept up under the carpet. It is something that they need to know, about an issue that affects us all ... And when we sent them home last year to speak to their grandparents about their ordeals and experiences and you had 6

foot boys who were weeping, and its then that you know you've achieved and you know that that little person understands that even though they haven't been through those trials and tribulations, there are those who have.

Margaret's response above illustrates her understanding of the importance of drawing knowledge from primary sources, especially from human sources such as learners' grandparents and people who were affected by the Apartheid regime (this has been discussed above and in section 4.4.4). It is also clear that in Margaret's opinion learners should be given a vivid picture of the past so as to fully comprehend the Apartheid era, in particular. To reinforce this idea, Margaret stated:

And that's why we get people from outside, because they seem to listen more intently to them, I mean we do enough talking to them, but they (learners) seem to respond to them (people from the outside) and understand them.

Accompanying the idea of historical inequality is that of present social disparities. Margaret felt that it was imperative for the above to be discussed in the SS classroom and concurred:

And you know sometimes I say to them quite openly – we're dealing with financially privileged children in a way, being a private school – and I say to them that we are sitting here chatting now, we are not aware of the fact that over in the Valley of a Thousand hills there are 1000s of children who have not had breakfast this morning. We've fed our little faces and we're sitting here, we're content, "I'm alright jack", you know that sort of thing.

The challenge in terms of integration here then is the fact that this private school is not integrated into other schools (public schools) with regard to socio-political factors. Hence this can be seen as a contextual challenge for integration.

Moreover, Xavier claimed that the participation of learners when teaching Apartheid greatly depends on the type of homes they come from. For instance, learners who

came from homes where there was no family structure generally demonstrated an apathetic attitude toward school and choose not to engage in discussions with their elders. Implications of such lack of engagement in the topic would result in the absence of knowledge in such learners. The integrative process may also be hampered since the transfer of specialised knowledge will be minimal.

As can be seen from the participants' responses, integration can be affected by the hidden curriculum, such as the school structure and issues pertaining to learners' behaviour, as well as by matters of academia. In some instances the whole school context positively influences integration, whilst on the other hand integration is negatively affected.

Essentially, responses of the participants during the interview and picture identification session have helped me explore teachers' views on the integration of SS, as well as how integration occurs in SS pedagogy. It is clear from the participants' responses that integration is interpreted differently by different people and in different contexts. For instance, integration can be seen as enhancing learners' communication skills when teaching SS, on the other hand it could refer to the collaboration of teaching resources and SS content. The data also revealed that the participating teachers' professional and personal identities, pedagogical practices, content knowledge and individual understanding of integration and of SS policy documents all influence the implementation of and successful engagement with integration in SS. Now that an analysis of the participants' responses has been explored, the following section will present the comparisons and contrasts of the transcribed data to the CDA of the previously mentioned three key curriculum documents.

4.5 Comparing and contrasting the CDA of the three key SS policy documents to participants' responses with regard to integration and SS pedagogy

In this section I will look at the differences and similarities of the responses of the participants and the CDA of the three key SS policy documents, namely: the *Social Sciences National Curriculum Statement* (DoE, 2002), the *Teacher's Guide for the Development of Learning Programmes-Social Sciences* (DoE, 2003) and the *Assessment guidelines for Social Sciences* (DoE, 2007) which have been presented in the previous section. It is essential that I engage in this section as it will assist me in discovering whether or not participating teachers' views of integration and their SS pedagogy relates directly to the DoE's expectations as encapsulated in the above-mentioned documents.

Essentially, the DoE has not enclosed a detailed explanation of the conceptual and pedagogical dynamics of integration in the SS policy documents. This indicates that there exist tensions between the SS NCS (DoE, 2002), and other documents (such as textbooks) in terms of the understanding of the concept of integration. The word integration has been used rather loosely in the SS policy documents, for example the first instance in which integration is mentioned in the *Social Sciences National Curriculum Statement* (DoE, 2002, p.2), is stated as "the achievement of an optimal relationship between integration across Learning Areas (where necessary and educationally sound), and conceptual progression from grade to grade, are central to this curriculum". The afore-mentioned usage of integration indicates that the DoE has taken for granted that SS teachers would have a prior understanding of this concept, hence there would be no need to provide an introduction into what integration is exactly, especially in terms of SS pedagogy. Integration according to the DoE can then be seen as non-specific and is perhaps has been unclearly comprehended by them.

At the same time, integration according to the teachers participating in this study denoted different meanings. Integration was seen by some as interlinking concepts with History and Geography only. To others integration occurred when associations

of concepts from within one discipline where made. Over and above that, some participants mentioned that integration included making links with History, Geography and other Learning Areas such as the Languages and Life Orientation. Literacy skills (communicative, written and verbal) were also considered of importance in terms of achieving integration. Some of the SS teachers were of the opinion that basic skills, such as the above mentioned, are imperative in order to perform well in class. Additionally, Integration could be achieved when learners' morals and values were developed together with progression in their content knowledge of SS and other Learning Areas. Finally, many participants used the textbook as a guideline to achieve integration. These documents were seen as key communicators on the understanding and implementation of integration. Most participants planned and organised their SS lessons according to the textbook rather than using the SS policy documents as they believed it offered them knowledge of how to achieve integrative SS pedagogy.

With regard to integration and SS, there were several instances whereby the responses from the participants corresponded with what is mentioned in the SS policy documents. The most noticeable was the idea of eliciting experiences from learners and other people who have the relevant knowledge, skills and values which contributes to the topic under discussion. According to the SS NCS (DoE, 2002), SS is aimed at taking into account the experiences of ordinary people as well as to include lost voices in SS lessons. It is evident that participating teachers, especially Jizah and Margaret, are doing just that as they are encouraging learners to share their prior and current experiences of life. In addition, Margaret and Nitya try to include voices outside of the school by inviting people who have been to places which can be related to the topic being discussed in the SS lessons. For instance, Nitya used the talks given by a group of people who had been to the Australian Outback, to provide a realistic experience to her learners.

Notwithstanding, the issue of collaboration between History and Geography as related to integration, does not appear to be difficult for the participating teachers to achieve, despite the fact that the LOs of each discipline may not relate to each other. Hence they did not necessarily follow the LOs strictly. One participant, for instance, is grounded in the belief that SS entails the constant “building up of facts”, irrespective of what discipline is being taught, and is adamant that drawing from other disciplines are imperative to create a holistic educational experience. Another participating SS teacher’s approach to teaching SS is parallel to the idea of the DoE, who stated that SS LOs and content knowledge should not be “the starting point when planning integration” (DoE, 2003, p.44).

Despite the intended use of creating awareness of integration in the SS curriculum to SS teachers, some participants have not diligently drawn upon the *Social Sciences National Curriculum Statement* (DoE, 2002), the *Teacher’s Guide for the Development of Learning Programmes-Social Sciences* (DoE, 2003) or the *Assessment guidelines for Social Sciences* (DoE, 2007). As previously mentioned, the basic guideline is the grade 8 and 9 SS textbooks, from which lessons are planned and ideas for how to integrate SS topics are obtained.

The DoE reinforces the importance of LOs in SS lessons in that these outcomes, according to the DoE, structure the methodology and pedagogy employed when teaching SS (DoE, 2002, 2003, 2007). The responses from the participants, however, show that there exist other factors which determine integration in SS. Such factors include having sound content knowledge and pedagogical proficiency to teach SS in an integrative manner. The organisation of SS in terms of how it appears on the school timetable, as well as the hidden curriculum, influenced the teaching of SS and undermined the intended curriculum as encapsulated in the policy documents to bring about integration of History and Geography.

It is clear that there are some instances whereby the views and pedagogies of the participants relate directly to the SS policy documents, while on the other hand there

are also considerable discrepancies in this regard. Integration in SS appears to be one of the highly challenging issues faced by the participating teachers, and does not tie up neatly with the expectations of the DoE. In short, the participating teachers each have unique views and pedagogy that at times resonates the SS NCS (DoE, 2002), however, integrative pedagogy does not always run parallel to what is advocated by the DoE in the three key SS policy documents. SS policy documents do not offer a substantial amount of information to adequately inform SS teachers on the conceptualisation and implementation of integration in SS.

4.6 Conclusion

Through an analysis of the data by means of open-coding it is apparent that integration is viewed and interpreted differently among the participants. This suggests that SS teachers are informed by different entities pertaining to SS teaching, such as SS policy documents, textbooks, technology, the whole school structure and personal perspectives. Since integration is perceived differently – both conceptually and pedagogically – by the participating SS teachers, different pedagogies arose from the diverse mind-sets of these teachers which created disparities as well as commonalities among them. Real-life experiences, for instance, has become a much emphasised tool for disseminating extra knowledge to empower learners with a holistic SS education.

In terms of integration; topics, skills and values taught during SS lessons were, according to the SS teachers, important and necessary. SS topics should enhance learners' sensitivity and develop their morals and values. The afore-mentioned were done by engaging learners in contemporary topics, as it was viewed as highly advantageous to bring topical issues to the fore so that integration of formal learning with current issues facing the society learners live in can occur. There has also been a greater focus placed on learners' communication skills. Some participants believe that it is important for learners to articulate themselves in a fashion which enables them to interact effectively in a globalised world, and SS assists in this regard. Additionally, integration seems to imply for many participants the interlinking of

concepts within SS and among other Learning Areas, and not History and Geography. This also indicates that spontaneous teaching should occur in SS lessons, seeing as most – if not all – topics in the SS curriculum can be associated with disciplines other than History and Geography, such as Natural Sciences, the Languages and Life Orientation.

SS teacher identity appears to influence their pedagogy and views of integration. For instance some participants confess to be steadfast specialists in their field of academic expertise. However, they have, over years of teaching SS, become accustomed to teaching ‘the other’. The SS teachers have all agreed that having the necessary content knowledge for teaching SS (whether it is the History or Geography section), is imperative and identity should not hinder conceptual and pedagogical understanding of SS.

Ultimately, there is no conceptual agreement of integration in SS among the participants and the policy documents. Integration in SS is devoid of meta-narratives and is reflective of post modernity as there are different views and no objective truth. The NCS is not embraced, and even if it is in some cases, it appears very vague and contradictory. It is clear, as per the CDA presented in section 4.3, that the key SS policy documents, do not speak to each other and results in inconsistency of SS teachers' conceptualisation of integration and variation of pedagogical practices when teaching SS. These SS policy documents can thus be considered as mere outlines of a misconceived plan by the DoE. In the next chapter a synthesis of my findings in this regard will be discussed.

CHAPTER FIVE

Pulling together the pieces

5.1 Introduction

The previous chapter has detailed an analysis of the data collected for the purpose of this study, namely to investigate teachers' views and pedagogy of SS as it relates to integration. This chapter includes the second level of data analysis engaged with to answer my key research questions, namely:

1. To what extent did the NCS aid SS teachers with an integrated approach?
2. What are SS teachers' views on the concept of integration?
3. How does the concept of integration reflect in the pedagogy of the SS teachers?

This chapter attempts "closing the loop" (Cohen, et.al, 2007, p.468), by interpreting and synthesising the literature and the data explored in Chapter Two.

5.2 Findings from the second level of analysis

5.2.1 SS teachers' interaction with DoE policy documents for SS

As can be seen from the primary data analysis, the participating SS teachers have attempted to work alongside the SS policy documents. For instance, many participants have found integration easier to explain by using SS NCS (DoE, 2002) topics such as Apartheid, the French Revolution, Nazi Germany and the Rwandan genocide as points of reference. On the other hand, Nitya was steadfast in her belief that current topics such as heritage should be included and given more emphasis in the SS NCS (DoE, 2002). As seen through a Symbolic Interactionist perspective, it is evident here that the participants have taken into account different meanings of integration as they have developed them through their interactions with the SS policies, textbooks, other SS teachers and additional sources which may have informed their conceptualisation of integration (Blumer, 1969/1998; as cited by Bausch, et.al, 2006).

SS policy documents do not speak to each other in terms of providing standardised information of what integration is and how it can be implemented. Furthermore, the SS documents do not enclose constructive information on how SS teachers can go about assessing their learners in an integrative manner. This may have given teachers the impression that assessment and content knowledge are fragmented. Additionally, it is evident from some of the participants' responses that much emphasis was placed on examinations when considering the assessment used to assess SS. This practice is supported by Motala (1998) and Shiundu & Mohammed (2001), who concurred that teachers generally taught content knowledge which would possibly be assessed in the formal examination. This has resulted in little concern over whether integration is manifested in SS.

As advocated by Case (1991) isolated phenomena can be linked to each other allowing teachers to explore and create a borderless, holistic education. This form of integration occurred in the participating SS teachers' pedagogy which indicates that integration goes beyond the teaching of History and Geography only. Rather, teaching SS entails having to incorporate knowledge from a variety of disciplines ranging from Science to the Languages. This is in keeping with the DoE (2003) who advocated that integration of LOs and ASs should occur between History and Geography and also across disciplines. This could have posed as problematic for SS teachers to grasp the true meaning of integration and what it entailed in the SS curriculum. Conceptual confusion of integration would have resulted in differentiation of SS teachers' pedagogical practices. Given the above, Jizah, for example, indicated that topics in the SS NCS (DoE, 2002) should allow for a more distinct integration of History and Geography. The above-mentioned idea correlates with Case (1991), who stated that integration occurs over time and space and it is advisable for vertical movement of teaching and learning to occur whereby topics in both disciplines directly relate to one another.

As per the CDA presented in Chapter Four, integration in SS policy documents have not been clearly communicated. One of the reasons for the above could be the

possibility that the process of integration may not have been clearly understood by the DoE in the first instance. Due to the failure of the DoE to provide a common understanding of integration, there exist disparities in teachers' views of integration as well as their SS pedagogy. This will be discussed in detail in the subsequent sections.

5.2.2 Conflicting views of integration

It is clear from the data that integration is perceived differently by the various participants. These SS teachers clearly demonstrated a dissimilar understanding of the concept of integration, and the way which they explained integration range from integration relating to a concept, pedagogical practice, or content which they adopted in SS lessons.

In keeping with the abovementioned idea, Jizah stated that History and Geography, although having similar content, are very different from each other as each discipline has its own "focal point". This indicates that Jizah viewed History and Geography as having their own individual bodies of knowledge and are concerned primarily with differing core concepts. An example is History which is directly concerned with change and continuity, whereas Geography instead is indirectly related to the aforementioned concept. Jizah's view of integration can be compared to Jantsch's (1972) typology as an example of interdisciplinarity due to the fact that the foundations of History and Geography are in fact being combined in her pedagogy and can be applied when teaching each other.

Moreover integration, as viewed by Jizah, is concerned with communication skills, as well as fundamental literacy skills. One such instance is her claim that learners regularly do not know when to use the words "is" or "are" in the context of the past. According to Jizah, it is imperative for the afore-mentioned skills to be developed so that learners are better prepared to exercise their abilities in SS. In effect, Jizah has employed Case's (1991) second form of integration, namely, integration of skills and processes as she used pedagogy such as empathy activities to strengthen and

develop her learners' literacy and communication skills. As stated, empathy is widely used in Jizah's pedagogical practices and is in line with Jantsch's (1972) typology. Pluridisciplinarity is evident in the fact that learners would acquire a holistic understanding of the topics by engaging with one theme at a time. On the other hand, learners were given the chance to explore and create their own perceptions of a topic and then apply it to real circumstances and this corresponds with interdisciplinarity. Moreover, Jizah claimed that literacy and communication skills could be improved by giving learners empathy activities which will not only help develop morals, but also helped improve their writing by drawing upon the Languages. This is evidence that integration can occur between SS and other disciplines, especially the Languages and Life Orientation. The above-mentioned view corresponds with Jantsch (1972) as being pluridisciplinary and multidisciplinary in nature. The latter is evident in that knowledge and skills are employed from disciplines other than History and Geography, and this adds substance to the lesson topic. Alternatively, pluridisciplinarity is evident due to the fact that a holistic understanding is achieved as focus is placed more on topical issues.

Margaret, on the other hand, has devised a quasi-term "histo-geographical" to express her view of integration. This clearly indicates that she viewed History and Geography in SS as a singular entity which consists of a multitude of concepts relating to human and environmental aspects. Margaret demonstrated the understanding that History and Geography have concepts which can be interlinked when teaching SS. When compared to Jantsch's (1972) typology it is evident that Margaret's view of integration is pluridisciplinary in nature and allows for the construction of new ideas and will aid in developing a holistic understanding of the taught topics. Additionally, Case's (1991) first form of integration, namely integration of content, is highlighted by Margaret's afore-mentioned idea. This is due to the fact that content knowledge from History and Geography are being drawn upon to engage with meaningful ideas from both disciplines.

Similarly, Nitya believed that integration can be seen as a “relationship” between History and Geography and asserted that teachers have the ability to choose whether to exploit the connection between the two abovementioned disciplines or to teach it separately. Nitya’s explanation of integration was not dissimilar from the other participants in that they all saw History and Geography as being related in some way. Notwithstanding, her response did vary in her view that she either chose whether or not to draw upon both disciplines when teaching SS. Parallels can be drawn between Nitya’s view of integration in this regard and the literature in that Davies & Dunnill (2006) and Lam & Lidstone (2001) state that teachers’ attitude and views toward integration will determine the progress or regress of SS as an integrated learning area (the factor of teacher attitude is further discussed below in section 5.2.4). Nitya is an example of a teacher who has developed a negative attitude toward integration in SS and who does little to promote the concept in her SS pedagogy. Her casual disposition was a result of her identity as being a specialist Geography teacher, who has been ill-equipped to achieve successful integration in SS. The afore-mentioned is comparable with Morgan (1996; cited in Bailey & Fox, 1996), who stated that having a proficient understanding of the content to be engaged with in SS is just as important as having the ability to achieve effective integration in the SS classroom.

In Xavier’s view, there exist topics in History and Geography which often tend to “overlap” with the section on Apartheid, for example, Nazi Germany and Settlement Geography. It is clear that he can make connections between topics hence resulting in pluridisciplinary collaboration. Comparably, Margaret also found Apartheid to be a topic which gave rise to successful integration. Like Xavier, Margaret agreed that there were many opportunities to integrate knowledge from other topics and other disciplines when teaching Apartheid. Additionally, multidisciplinary is also evident in the above-mentioned approaches due to the fact that a range of knowledge and skills are drawn from different disciplines thereby adding substance to what is being taught. Integration of content (Case, 1991) can also be applicable in this respect as different content knowledge from a variety of disciplines are being incorporated into the participants’ SS teaching.

In essence, Margaret, Nitya and Xavier have had to engage in a discipline (History) which was not their specialisation. In all instances they had to become knowledgeable on topics included in the History section of the SS NCS (DoE, 2002), despite their specialisation being Geography. Margaret and Xavier have had very little experience teaching History, yet they can effectively engage themselves in integrative SS teaching in this regard. This is contrary to Davis & Dunnill (2006); Lam & Lidstone (2001) and Shiundu & Mohammed (2001), who state that experience is necessary for effective pedagogy in SS. It is clear that Margaret and Xavier have been able to enhance their teaching of History especially, through pure interest and professional commitment to providing quality education to their learners, despite the claim made by Case (1991) that integration will not occur effectively if the content is taught by teachers with little or no expertise in either discipline. In contrast, Nitya, who has had more experience teaching SS than Margaret and Jizah have, still found it difficult to achieve integration of History and Geography. Preference is still given to Geography which creates a hierarchal formation between the two disciplines whereby Geography, in the case of Nitya, has gained supremacy thus resulting in crossdisciplinarity in her SS lessons.

Despite the differences in views of integration, participants did share the principle idea of drawing upon both, the History and Geography disciplines. This idea ties up well with Jantsch's (1972) typology in that pluridisciplinarity involves drawing upon integrated disciplines when analysing one theme or topic. A common perspective among the participants is that History and Geography can be integrated in terms of metaphysical attributes and values; irrespective of topics being taught. Disciplines are said to go beyond their initial purpose/ traditional nature and are now comparable and relative to the daily lives of learners. Participants have frequently used the French Revolution as an example where integration can be engaged with effectively. The afore-mentioned topic develops cognitive, interpersonal and moral skills and values. It also helps learners understand concepts of cause and effect. The participating SS teachers have taken advantage of the integrative opportunity and often applied it to South Africa and the global village. The participants' pedagogical

practices used to teach the French Revolution gave rise to both, academic and social integration (Beekhoven, et.al, 2002) as part of the integration theory as learners are formally provided with academic content knowledge, whilst being given a chance to develop their interpersonal interactions.

Essentially, the participating SS teachers all had differing views of what integration is and what it should entail. This can be accounted for by factors of identity, teaching experience, subject proficiency, the types and availability of resources, as well as differently comprehending the SS policy documents. As per the data and the literature, it is evident that Jizah and Margaret, in particular, saw themselves as what Klein (2006) terms 'connection experts' as they continuously attempt to take advantage of opportunities to integrate themes and topics in SS. Even though each was a specialist in History and Geography respectively, they did not fail to identify and effectively employ integrative content and practices in their pedagogy. Xavier, on the other hand, did illustrate the attempt to collaborate and draw parallels between themes and topics; however, these attempts were generally limited to History and Geography only and he substantiates his restricted pedagogy to the limited physical resources his school has. In contrast, Nitya seemed to view integration in SS as being unnecessary and would have rather preferred to teach what she is proficient in, i.e.: Geography. In this case, her identity as a Geography specialist seems to give Nitya a certain status as being an expert in the teaching fraternity in relation to the afore-mentioned discipline. This correlates with Naletilic & Landa (nd), who believe that identity is a factor which influences and can be influenced by integration. The latter may occur when specialist History or Geography teachers have to acquire competency in both disciplines, which in turn tapers their statuses as specialists.

5.2.3 Emphasis on moral and social development

Essentially, as per the primary data analysis, integration seemed to entail a large degree of emphasis on social development of learners. Communication, pedagogy and teachers' attitudes to morally uplift learners, all played a role in the achievement of such development through SS.

Topics included in the SS NCS (DoE, 2002), were seen by some participants as relevant to achieve moral and social development of learners through integration in SS. For instance, Jizah and Margaret were both of the opinion that they could help their learners, through SS, to develop the necessary skills and values they would require coping in a highly economically and culturally polarised society. Learners seemed to considerably lack in verbal, written and comprehension skills and Jizah believed that this problem could be overcome through teaching SS. Margaret was also adamant that SS could develop her learners' values of respect, tolerance and love for humanity by engaging in topics such as Apartheid and Nazi Germany. Hence, according to Jantsch's (1972) typology, Margaret and Jizah have engaged in interdisciplinary practices as they have examined contemporary issues affecting everyday lives of learners (Kaufmann-Hayoz, 2001; as cited in Klein, 2001).

In essence, the participants illustrated the view that drawing upon lived/real experiences proved to be valuable when they taught SS. Discussions around learners' personal experiences appeared to illicit relevant knowledge and could be seen as a way to 'bring to life' the content taught in class. It is through the sharing of experiences that learners tended to see that they could apply what they have learnt during their SS lessons to events or feelings they encounter. This idea concurs with Spencer (1855), who terms the engagement of individuals with their experiences 'continuous integration'. Spencer (1855) believed that continuous integration must take place in order for an individual to develop rational thinking and reasoning.

It is often through the exchange of experiences that contemporary issues (especially with regard to socio-economic differences) facing learners as individuals are brought to the fore. This creates a platform for learners to engage in dialogue so as to make others aware of their situations. This idea runs parallel with the progressivists view together with Christou (2009), Klein (2006) and Peterson (2008) who believe that experiences help create a holistic developmental environment for learners and as a result moral regeneration could be achieved. It is active engagement with integration which allows the afore-mentioned to occur effectively. Furthermore Case (1991) is

also in agreement that experiences are of utmost importance to the learner's development and he stated that integration can alter their lived experiences whereby what is learnt in class can be put into practice; as well as what is experienced can be applied to the content knowledge examined during SS lessons. The idea of Herbartism supports Case's (1991) above-mentioned idea and advocates that lived experiences are just as meaningful and important to learners as the knowledge learnt in educational settings.

Given the above, it is evident that there exist similarities between the literature and actual practices of learners in terms of emphasising moral and social development in SS. Informal and formal learning can play a role in shaping learners' thinking and their experiences, through SS, especially in relation to aspects concerning life outside the classroom setting. The next section will further explore such aspects in terms of integration.

5.2.4 Pedagogy used to achieve integration in SS

Majority of the participants taught at different schools (except for Margaret and Nitya who both taught at the same school). These schools were shaped by factors such as being economically-disadvantaged, suburban schools where teachers employed resources in a similar manner to achieve an integration that is prescribed by the DoE.

It can be gathered from the data that for most part the participants used the SS NCS (DoE, 2002) as a guideline to assist in their pedagogy, and attempt to achieve that which had been stated in the mentioned curriculum document. The exception was Xavier who taught at a less economically-disadvantaged school than the other participants and found it difficult to religiously follow the SS NCS (DoE, 2002) as his school did not have the physical resources and educational tools to facilitate effective integration in SS. On closer examination of the participants' pedagogy, it can be concluded that pluridisciplinary and multidisciplinary practices as described by Jantsch (1972) were employed most often rather than crossdisciplinary,

transdisciplinary or interdisciplinary. Multidisciplinary collaboration is apparent in the following examples of participants' pedagogy.

Jizah, for instance, did her best to integrate knowledge from different disciplines. She was of the opinion that knowledge and skills can be drawn from disciplines other than Geography and History, irrespective of the topic being engaged with during the SS lesson. In Jizah's opinion, topics and themes included in the SS NCS (DoE, 2002) cannot be discipline-specific due to the fact that academic content knowledge has to be linked with issues of metaphysics, including inter-cultural and inter-faith matters. According to Jizah, the above approach is important because it helps learners see the correlation between what is taught as formal education and that which is learnt as part of the hidden curriculum. Similarly, Margaret was in agreement and tried to relate SS content to interpersonal skills such as tolerance and acceptance of people from different backgrounds. Jizah and Margaret's above position with regard to the influence of the hidden curriculum was parallel to the notion posed by Beekhoven, et.al (2002), who are of the opinion that there exists "social integration" which considers the inclusion of extracurricular activities and everyday experiences of learners.

In terms of Xavier's approach to teaching SS, he was of the opinion that integrative pedagogy could occur spontaneously, without planning the lesson since he drew from different disciplines which enabled him and his learners to acquire different types of knowledge. Jizah concurred with Xavier and believed that the interlinking of knowledge, skills and values from different disciplines will build up facts which would prove to be useful in creating well-rounded individuals. The above correlates with Case (1991) who stated that integration should occur by drawing upon knowledge from different disciplines simultaneously especially because many topics overlap, hence allowing for the sharing of knowledge to occur at a progressive rate. On the other hand, Haydn, et.al (2001) believe that the most recent emphasis in terms of teaching SS is that of resources. This is in keeping with Xavier's concern when teaching SS as he felt that his lessons were limited to conventional teaching methods

and strategies such as group work, the use of charts and engagement with source work.

In essence, Margaret used questioning to elicit different types of knowledge from her learners so as to provide a platform for holistic development for her learners. In this way Margaret has helped her learners develop questioning minds in terms of integrating knowledge regarding a particular theme/ idea. Parallels can also be drawn between pluridisciplinarity and Xavier's pedagogical approach seeing as, for instance, he uses knowledge of place and associates it with weather-related concepts such as the movement of moisture over places. Since pluridisciplinarity is primarily concerned with topical issues, Margaret and Jizah's idea of topics encouraging open-mindedness is justified. In their opinion, learners can grow and progress as knowledgeable individuals who can make informed decisions. The above rationale for using debates as a means of attaining integration in SS can be associated with Jantsch's (1972) typology in that it can also be seen as a form of crossdisciplinarity, whereby content is analysed by learners who then use debating as a platform to view their own opinions and to share ideas in a substantiated manner.

Furthermore, Margaret, Jizah and Xavier used debating and discussions extensively in their SS pedagogy so as to achieve successful integration. Jizah justified the above teaching method by stating that it exposes learners to controversial topics and helps them to take into consideration their own as well as others' perspectives on the matter under discussion. In addition, Jizah urged learners to explore their past and present experiences of the world so as to allow for integration within SS. Moreover, it is clear that empathy was widely used in Jizah's teaching. She advocated that it was through empathy activities that learners were afforded the opportunity to explore and create their own perceptions of a topic and then apply it to real circumstances. The above pedagogy has parallels with interdisciplinarity – found in Jantsch's (1972) typology – in that interdisciplinarity involves a collection of examined and observed knowledge which can then be transferred to real life situations.

In keeping with the need to actively engage learners in the SS lesson, Jizah chose to employ ICT, media and visual resources to achieve integration in SS. Her rationale for employing the abovementioned teaching strategies was that learners are generally more visually-receptive now than in the past, hence she took advantage of this phenomenon and related it to the educational setting to bring about integration. This is a form of pluridisciplinarity in that one theme is analysed by using different media to help learners acquire a holistic understanding of the topic being taught.

Moreover, Margaret and Xavier encouraged learners to speak to their grandparents and other elders about their experiences, especially when living in the Apartheid era, while Nitya arranged lessons where guest speakers related their experiences to learners. Nitya and Margaret took their learners on fieldtrips and class excursions so as to make the learning experience more realistic for the learners. Margaret and Nitya's approach in this regard is an example of transdisciplinarity as per Jantsch's (1972) typology as different types of knowledge are transferred from the learners to the teachers in relation to the content knowledge discussed in the SS lesson. Moreover, knowledge was elicited by those who have experienced the Apartheid era. Such transfer of knowledge is able to give learners the opportunity to engage more actively in the topic in an integrative manner. The above approach can be compared to transdisciplinarity in that knowledge is elicited by those who have experienced the Apartheid era, i.e.: learners' elders. Such transfer of knowledge is able to give learners the opportunity to engage more actively in the topic. Additionally, parallels can be drawn with the integration theory which stresses the importance of sociocultural involvement in order to achieve successful integration.

As maintained by Haydn (2001); Mkapa (1961); Peterson (2007) and Shiundu & Mohammed (2001), the success (or failure) of integration is highly dependent on teachers' attitudes to the integrative process. Integration, as asserted by Mkapa (1961) can be seen as a mental position or attitude held by a person (in the case of this study SS teachers), rather than a physical process. This seemed to be the case with the participants of this study. For instance, the attitude of Jizah and Margaret to

draw upon History and Geography when teaching SS was very receptive and welcoming. Nitya and Xavier, on the other hand, exhibited reluctance toward fully embracing integration in SS, and felt more comfortable teaching Geographical content. This, in effect, is related directly to the type of pedagogy employed and whether or not integration is achieved.

In essence, the participants had varying views of integration, yet they concurred in the pedagogical practices they employed when teaching SS in that the teaching methods and strategies were comparable in almost all schools. The common factor that influenced the participants was the SS curriculum documents, especially the SS NCS (DoE, 2002). It is clear that although teachers have their own understanding and view of integration in SS, they ultimately have to follow official guidelines set out by the DoE and this is what gives rise to uniformity in SS pedagogy. In addition, the participants demonstrated consistency in their practices in that way and this can be due to the fact that most of them taught at similarly resourced schools. Although pluridisciplinarity and multidisciplinarity feature distinctively throughout the participants' pedagogical practices, there are instances when the other forms of collaboration in Jantsch's (1972) typology is evident such as and when. The examples of participants pedagogy explored in this section reflect the different types of collaboration which may occur to achieve integration in SS.

5.2.5 The role of textbooks in guiding teachers' SS pedagogy and understanding of integration

Even though the SS NCS (DoE, 2002) offers conceptual and professional guidance to teachers in terms of what and how to teach, textbooks appear to form the structure upon which participants organise their SS lessons. It creates a sense of "sameness" in terms of content and pedagogical practices.

Margaret and Nitya, for instance, organised their SS lessons according to the order in which the topics are arranged in their respective textbooks. Margaret, for instance, engaged with Geography in first two terms and History in the last two as that is how it

is set out in the textbook. Albeit, Jizah used the textbook to organise her lessons, her point of departure is different as she taught both disciplines – History and Geography – simultaneously throughout the year. In contrast, Xavier stated that although he followed the textbook, the topic of the environment was found toward the end of the textbook yet he exploited this topic throughout the year, and aimed to constantly promote environmental awareness among his learners.

According to the participants, textbooks greatly assisted them in terms of gaining an idea of how integration should take place in SS. This response correlates with Peyser, Gerard & Roegiers (2006) and Eilam & Ben-Peretz (2010), who stated that textbooks play a significant role in integration as it interprets the official school curriculum, and made it easier for teachers to teach SS. Additionally, participants have agreed that textbooks were a good source from which to draw knowledge from. In keeping with the afore-mentioned idea, Margaret exploited this teaching strategy and urged her learners to read through different textbooks who she made available to, as in her view learners should be exposed to different ideas and interpretations of events/ topics.

The preference of teachers to use textbooks when teaching SS ties up with Beck & McKeown (1994) and Lam & Lidstone (2001) who are in agreement. Participants expressed their willingness to engage with the textbook as they felt it offered them a sense of guidance to engage with integration on a more effective level.

Despite the generalised view that teachers taught exactly what is stated in the textbooks as discussed in the literature review, the participants in this study have exhibited a partiality toward the content in the textbook. The textbook proved to be an initiator of debates and discussions as what is contained in them were not seen as doctrine. Instead participants questioned the information in the textbooks and encouraged learners to do the same.

It is clear that textbooks are dominant in determining the content to be taught in SS. In this way it gives rise to a shared position on what integration is and how it can be achieved. Despite the fact that the participants came from different schools, they appeared to employ resources in a similar manner when teaching SS, hence textbooks help to realise uniformity in terms of content and pedagogy as in relation to integration.

5.3 Conclusion

In essence, SS policy documents do not provide clear, simple explanations of what integration is and what it entails. Additionally, the policy guidelines – or what is meant to be seen as support for teachers – fail to ensure a homogeneous conceptualisation and implementation of the process of integration in SS.

In addition to the inconsistency of the information in the SS policy documents, other factors contributing to the variation in implementation of integration in SS include different content competency of teachers in History and Geography, availability of resources, pedagogical creativity of teachers, motivation of SS teachers, and topics included in the SS NCS (DoE, 2002). Conflict between professional and personal views of integration has been evident in the participating SS teachers' responses. Factors of identity and discipline specialisation appeared to create a sense of reluctance in the implementation of integration in SS, to a certain degree.

In terms of pedagogical practices of the participants, discussions made a greater impact than teacher or learner-centred lessons. This enabled teachers to develop, to some extent, their own SS curriculum by drawing upon and finding potential ways to integrate other disciplines, such as the Languages and Life Orientation, in their pedagogy, as in keeping with the SS policy documents. SS can be considered to be subservient to communication skills as many participants have indicated their passion for developing learners' interpersonal and literacy skills through SS. Hence, integration within SS as well as between other disciplines occurs. This raises the question of why then was only History and Geography "integrated" as such into SS.

CHAPTER SIX

Conclusion to the study

6.1 Introduction

Having explored the data in the two previous chapters (Chapters Four and Five), this chapter will seek to provide a conclusion to the thesis by revisiting the work that I have done in the previous chapters. Additionally, my findings will be evaluated and recommendations on future studies pertaining to such a study will be given.

To begin with, SS was a Learning Area implemented by the South African DoE in 2002. It compiled of History and Geography which, according to the DoE, were integrated disciplines into SS. The concept of integration has proved to be highly contentious in the context of South African education, in terms of its conceptualisation and implementation by SS teachers. Integration means different things to different people in different contexts. These meanings revolve around economic, political, educational, moral and social dimensions. In keeping with the above, I had designed my research questions around the concept of integration and SS teachers' views and pedagogy. In effect, my key research questions were:

1. To what extent did the NCS aid SS teachers with an integrated approach?
2. What are SS teachers' views on the concept of integration?
3. How does the concept of integration reflect in the pedagogy of the SS teachers?

The backdrop to my study was the decision made by the DoE to integrate History and Geography into SS during the post-1994 political era in South Africa. This era was a time in South Africa's history when democracy and democratic ideals were infiltrating into every sphere of life, the education sector included. The repression of learners of colour, especially through Bantu Education, had ceased and the South African government began implementing new programmes and strategies to act as platforms to address the inequalities of the Apartheid regime. The SS curriculum in the GET

band was one such strategy and was seen by the DoE as a prospective way in which to inform individuals at grassroots level, namely learners, about what tragedies had occurred during the Apartheid era and provide ways of creating a politically harmonious society. Given the above, my intention for engaging in this study was to investigate the concept of integration as a pedagogical tool in SS and whether integrating the teaching of the History and Geography disciplines had differed from the teachers' engagement with these disciplines in the past. Hence, SS teachers' contemporary views and pedagogy were explored.

Fundamentally, my rationale for engaging in this study was based on personal, professional and conceptual reasons. A passion for exploring issues in the History and Geography disciplines has always intrigued me and this, in essence, has fuelled my interest in investigating SS in the GET band. Additionally, my observations of how SS was taught at primary and secondary schools alerted me to the variations in SS teachers' pedagogy which may have been a result of their different conceptualisations or views. Moreover, I wanted to compare what the DoE had stated about integration in SS in policy documents to the actual pedagogical practices in SS classrooms.

The theoretical framework adopted for this study was Symbolic Interactionism. This framework has assisted me in gaining a sense of clarity of the paradigm that underpins my study, namely the interpretivist paradigm. More importantly, Symbolic Interactionism has proved to be appropriate for my study due to its engagement with peoples' thinking and interaction within their lived context, which in this case were SS teachers within the context of education in South Africa. The Symbolic Interactionism framework advocates that every action has a consequence in that reality can be considered a social product. The above framework is based upon three principles: people act in a specific way to things which have specific meaning to them; peoples' social interactions provide individual meanings; and lastly people modify meanings through a process of interpretation. With reference to my study, the Symbolic Interactionism framework assisted in my second level of data analysis, whereby a

greater understanding of the participants' responses was obtained. These responses indicated that the SS teachers differed with regard to how they made meaning of the SS content, the NCS policy documents and the process of integration. This relates to the integration theory which stated that integration is a mosaic of knowledge which is viewed from different perspectives or views according to social constructs (Van Meter & Stevens, 2000; Warleigh-Lack, 2003).

6.2 Discussion of key findings

The main aim of this study was to investigate SS teachers' views and pedagogy in relation to the concept of integration. This was important to know so as to acquire an idea of how integration is manifested in the SS curriculum. Five main findings were identified in the analysis of the data and these will be discussed in the subsequent sub-sections as per the research questions posed.

6.2.1 The extent to which the SS NCS has aided SS teachers with an integrated approach

It is evident that integration according to the key SS policy documents which I have used to conduct a CDA, namely: the *Social Sciences National Curriculum Statement* (DoE, 2002), the *Teacher's Guide for the Development of Learning Programmes-Social Sciences* (DoE, 2003) and the *Assessment guidelines for Social Sciences* (DoE, 2007); revolved around issues related to social transformation, especially in the context of South Africa. The socio-political context, in which the above-mentioned policy documents were drawn up, can be seen in the Social Sciences statement of purpose (DoE, 2002, p.4) which stated that the SS learning area "aims to develop an awareness of how we can influence our future by confronting and challenging economic and social inequality (including racism and sexism) to build a non-racial, democratic present and future". It is clear here that the DoE did have a political agenda when drafting the SS policy documents. Integration as a pedagogical tool to assist in discipline collaboration between History and Geography was not made clear in the policy documents. This lack of conceptual clarity has led to teachers differing views of integration.

In terms of advising teachers on integration, the DoE (2002, p.4) has stated that History and Geography are “separate but linked disciplines” within the Social Sciences learning area. It does however, fail to suggest ways in which to teach History and Geography and it is unclear as to whether History and Geography should be taught as separate disciplines or as a combined Learning Area. Additionally, the *Teacher’s Guide for the development of learning programmes – Social Sciences* (DoE, 2003, p.6), specified that “teachers need to have a clear understanding of the role of integration within their Learning Programmes ... and look for opportunities for integration both within and across Learning Areas”. This appears to be a contradictory statement as on the one hand, SS teachers are informed that History and Geography are integrated to construct SS; yet on the other hand integration can exist between History, Geography and other disciplines. In this instance, the DoE has not clearly indicated what and how integration is manifested in SS. Teachers need to fully understand what it means to integrate, before they actually can put it into practice. It is not enough to know why integration exists in SS; teachers should also know and understand how to implement integration into pedagogy and to develop a shared view on it. Given the above, integration is not successful in many participants’ SS lessons due to various conceptualisations and pedagogical practices stemming from the SS policy documents.

As stated by Case (1991), whose principles of integration form the conceptual framework for this study, content knowledge of topics and themes can be drawn from different disciplines to ensure a meaningful, holistic education is provided to learners. This supports the DoE’s suggestion for SS teachers to find integration possibilities between the different Learning Areas. I argue that taking the above into account, was it necessary to integrate only History and Geography into SS.

The above shortcomings of the SS policy documents have resulted in participants not being able to provide a well-defined, concise meaning of integration as per the SS policy documents and instead drew upon their own personal views. Topics such as Apartheid, the French Revolution and Nazi Germany included in the SS NCS (DoE,

2002) have been embraced by participants and they used these topics to communicate what integration meant to them. Additionally, they were able to use what they thought was integrative pedagogy more effectively when teaching such topics. Moral issues and aspects relating to society such as racism, prejudice and division of society were constantly emphasised. Hence, teachers appeared to have better embraced collaboration of disciplines other than the History-Geography integration.

Given the above arguments, the SS NCS (DoE, 2002) is evidently only aiding teachers with the process of integration to a certain extent. SS teachers are left to depend on their own comprehension and understanding of what the DoE has advocated in the SS policy documents as per Symbolic Interactionism. With their differing conceptualisations of integration, the participating SS teachers also exhibited a variation in their pedagogical practices.

6.2.2 SS teachers' views on the concept of integration

Through the analysis of the data gained by means of open-coding from interviews and picture identification sessions, it is evident that integration means different things to different people. To some SS teachers, integration indicated drawing upon knowledge from different Learning Areas when teaching topics in the SS curriculum, while to others it represented pedagogy which aided in inculcating values, and moral behaviour (Lam & Lidstone, 2001).

In essence, the participating SS teachers' views of integration did not reflect fully what the DoE advocated. Many SS teachers viewed integration as a positive concept which allowed them to interlink knowledge from disciplines other than History and Geography when teaching SS. Notwithstanding, there was a sense of demotivation in implementing an integrated form of SS advocated in the SS policy documents. This was as a result of factors such as professional identity, insufficient content knowledge of the discipline other than their specialisation and lack of resources related to integration.

As mentioned in sub-section 6.2.1, some participating SS teachers relied on the topics included in the SS NCS (DoE, 2002), to assist them in conceptualising the process of integration. Many found it difficult to explain integration and instead made reference to topics such as Apartheid and the French Revolution which they believed incorporated History and Geography, and hence were indicative of integration.

It is clear that the participating SS teachers have based their SS teaching on content knowledge rather than on the clear pedagogical concept of integration. Nevertheless, some SS teachers have attempted to focus on History and Geography as focal points of departure when attempting to engage in integration. For instance some participants agreed that asking learners the difference between History and Geography at the outset, determined whether they would see SS as two different disciplines and this could help elicit their degree of understanding. Additionally, it was believed that there should be more interaction with learners for successful integration to occur.

Integration thus became a broad generic term that entailed discipline collaborations as per Jantsch's (1972) typology. These included interdisciplinarity which entailed applying knowledge from different disciplines to real life experiences; multidisciplinary which involved drawing knowledge which was not discipline-specific and pluridisciplinary which used knowledge from different disciplines to analyse themes in the SS curriculum. The above-mentioned indicated that discipline collaborations occurred at various levels in SS. Its many meanings have ranged from communication and discipline collaboration to moral and social development. No clear-cut idea of integration existed, however the key commonality was that most responses indicated the collaboration of different disciplines when teaching SS. Teachers' views of SS differed according to how they made sense of the SS policy documents which were meant to act as a guide to inform them about the conceptualisation and implementation of the process of integration. As per the integration theory which views integration as a mosaic of knowledge, the participants demonstrated integration as being associated with economic, moral, political, social and educational views. SS in the SS policy documents is therefore marginalised.

6.2.3 How does the concept of integration reflect in the pedagogy of the SS teachers?

In keeping with the different views that SS teachers have of integration, their pedagogy varied as well. As can be seen from the second level of analysis in Chapter Five, integration in SS encompassed a range of tiers as featured in Jantsch's (1972) typology such as multidisciplinary and interdisciplinarity. This indicated that integration in SS can achieve a variety of disciplinary collaborations in SS teachers' pedagogical practices.

In terms of pedagogical tools, the participating SS teachers placed much importance on catering for the needs of their learners. It is for this reason that many of the participants employed pedagogical practices which they knew would be consistent with learners' interests. An example of such teaching strategies comes in the form of television, computers and information software. The thinking behind the use of the above pedagogical tools was to keep learners motivated through that which they are interested in and in doing so achieving integration of sorts. Also, according to some participants, learners of the 21st century are more visually-receptive than in the past, therefore teaching should encompass tools which cater for this characteristic.

In addition to multimedia and visually appealing resources, discussions have also proved to be a valuable teaching method to engage with during SS lessons. Issues pertaining to daily real-life experiences could be seen as good integrators, as learners (and teachers) drew upon different knowledge from various disciplines related to the topic or theme being discussed during a particular SS lesson. This helped learners to explore their own dispositions and views of contemporary issues facing South Africa. These challenges included socio-economic disparities such as poverty and constant access to basic services, political instability and environmental awareness. In essence, the SS teachers urged their learners to be open-minded, yet at the same time in keeping with expectations of society. Integration, in this regard, offers a greater conversational ability among learners (Dalke, et.al, 2004). It has been stated by Margolis & McCabe (2006) that active engagement with learners generally

leads to better academic performance. This helped learners converse more effectively, in addition it boosted learners' confidence and eliminated shyness. According to Pawson & Dovers (2003), the aim of integration is to seek ways of complementary thinking. By engaging in discussions during SS, learners will acquire a broader view, not only of the topics under discussion, but also of the world, seeing as what is learnt in class can be applied to the real life situations (Dalke, et.al, 2004; Guidera, 2007). While discussions may allow for a rich exchange of views among learners and teachers, it also provides learners with a starting point for developing and eventually establishing their own ideas and convictions (Dalke, et.al, 2004).

It is evident that the pedagogical practices of SS teachers play a significant role in the success of integration. Integration can be considered to be a vehicle for learners to develop interpersonal and literacy skills; hence morality as integration foregrounded SS in pedagogy rather than the History-Geography relationship. Even though there exists similarities in SS teachers' pedagogies such as resources which featured often (OHPs, textbooks and guest speakers); there were still tensions in the ways these teachers conducted their SS lessons in terms of whether or not they wish to achieve successful integration as per SS policy documents, as well according to their own conceptualisation, through Symbolic Interactionism, of what integration is and what it entails.

6.3 Evaluation of the findings

Integration in SS, as can be seen in this study, does not take on one meaning only. The conceptual understanding of the process of integration differed from teacher to teacher; as well as between the SS policy documents and the SS teachers. This section aims to present an evaluation of the findings in terms of SS in the GET band, together with SS teachers' views and pedagogy in relation to integration.

To begin with, the SS policy documents do not fare well in successfully providing SS teachers with enough guidance to uniformly conceptualise and implement the concept of integration. As per the CDA of the three key policy documents mentioned

in sub-section 6.2.1, there exist many flaws in the structure of the policy documents as well as insufficient explanation of integration. Moreover, the DoE has stated that History and Geography have been integrated to give rise to the SS Learning Area, yet it also advocates that integrative possibilities between other disciplines should be sort. I argue that the SS NCS (DoE, 2002) is conceptually weak in terms of integration and the intention behind combining History and Geography lies now in a political agenda to defeat Apartheid and accelerate social transformation in a democratic South Africa rather than a pedagogical one to integrate SS. This opinion is held by me because the SS NCS (DoE, 2002) illustrates no conceptual uniformity of integration nor does it inform teachers on the pedagogical practices which could be used to achieve integrative SS lessons. The inadequacies of the SS policy documents has been stressed upon here as they do, in essence, officially inform SS teachers on what type of teaching should occur in SS classrooms so as to achieve integration. Hence, without a considerable amount of information on integration available to the SS teachers, their views and pedagogy were bound to differ thus creating a highly heterogeneous teaching environment in terms of integration in SS.

Given the fact that there exist a multitude of views on integration by SS teachers, the concept of integration more often than not has been associated with the development of communication, literacy and morals rather than the collaboration of History and Geography. This demonstrates a clear move away from academic integration to a form of social integration (Beekhoven, et.al, 2002, p.578). In all the participating SS teachers' responses there has been some mention of assisting learners in areas other than academia. For instance, the issue of reading and writing correctly was of great concern to a participant who believed that it was only through integration that the afore-mentioned issue could be overcome.

In keeping with the idea of the differing views SS teachers have of integration, it was evident that teachers' often create their own understandings and make sense of their ability to achieve integration differently from each other. To some participants integration meant finding links with mostly History topics within one discipline, for

example, Nazi Germany and Apartheid can be inter-related as they both address racism and socio-political prejudice. Alternatively, some participating SS teachers considered drawing upon knowledge from other disciplines as integration. In this instance, when teaching mapwork in Geography, SS teachers have to incorporate Mathematical skills into their lessons. In contrast to the above examples, integration meant combining content of SS with literacy and interpersonal competency.

In essence, integration had five main meanings to the participating teachers:

- *Educational*: the collaboration of knowledge through different disciplines
- *Political*: emphasis on unity and togetherness so as to address the ills of the pre-democratic South Africa
- *Social*: use of communication in an integrated manner, so that the individual can express him/her similarly in all disciplines; in addition to developing similar morals/ set of behaviours in order to conform to what is acceptable in society
- *Economic*: promoting participation in a contemporary globalised world
- *Moral*: emphasis on building individual character with traits of open-mindedness, tolerance and respect.

The position of integration in SS entails all of the aforementioned meanings as per the findings of this study.

Factors of personal and professional identity, subject proficiency, integrative pedagogical practices, as well as availability of teaching resources proved to contribute to the success or failure of achieving integration in SS lessons. For integration to successfully manifest itself in the SS curriculum, the above factors have to be addressed. For example, SS teachers have to embrace both History and Geography instead of being steadfast in their subject specialisation and professional identity. Although this may be easier said than done, Clarke & Agne (2002) believe that there will come a time in SS education when “connection experts” will teach SS without any reserves or fear of losing their specialist identity.

In my opinion SS is a form of applied History and Geography. It serves the purpose of educating learners about the basic knowledge, skills and values of the learning areas which can be used in real life situations, while fulfilling the needs of the DoE in achieving social transformation in the post-1994 South Africa.

6.4 Recommendations

Due to the fact that I persevered to acquire rich, meaningful data, I chose four grade 8 and 9 SS teachers who taught at high schools in the city of Durban. A suggestion for future researchers would be to consider looking at different samples in terms of size and geography (choice of area). For instance, primary schools could be chosen, perhaps learners instead of teachers could be interviewed and perhaps this study could be done in other parts of South Africa.

Due to the fact that History and Geography are no longer integrated into SS⁴, future research could focus on how integration occurs within other disciplines. Alternatively, researchers may want to select themes or topics from one discipline and investigate whether or not parallels can be drawn with other disciplines.

Additionally, researchers could have compared learners' performance in assessment tasks in SS within the GET band to their performance of History and Geography as separate disciplines in the FET (Further Education and Training) band. This may have provided an insight into whether or not learners perform better in History and Geography as a hybridised form of or as separate disciplines.

In terms of recommendations for addressing the multiple views held by SS teachers of integration in SS, there needs to be clearer focus on guidance provided in the policy documents. As per my findings, the SS policy documents provide a vague description of what integration is and what it entails. This has hindered successful manifestation of integration in the SS curriculum. Hence, the SS policy documents should speak to each other so as to ensure uniformity in SS teachers'

⁴ As per the CAPS (Curriculum and Assessment Policy Statement) documents, History and Geography no longer exist as SS in the GET band.

conceptualisation of the process of as well as to offer greater assistance to engage in integrative pedagogical practices.

Additionally, clearer pedagogical support on integration should be provided by the DoE. This can be achieved by informing SS teachers on how pedagogical ideas can be foregrounded in integration. Moreover, teacher training is a necessity and this should be exploited as an effective tool to provide the much needed assistance in terms of integrative pedagogical practices.

6.5 Limitations of my study

As mentioned in section 6.4, integration of History and Geography no longer exists due to the implementation of the CAPS documents. As a result this study has become a historical one seeing as I had begun my study prior to the drafting of CAPS. Despite this, the findings can serve as a reference for future studies on integration, and can shed light on how integration has been manifested in the SS curriculum.

Another limitation was my choice of methodology. The sample area was designated only to the city of Durban. Additionally, I adopted the qualitative method. The above-mentioned prevents me from making generalisations. Nevertheless, my study has served as a window into the views and pedagogy of SS teachers in relation to integration.

6.6 Conclusion

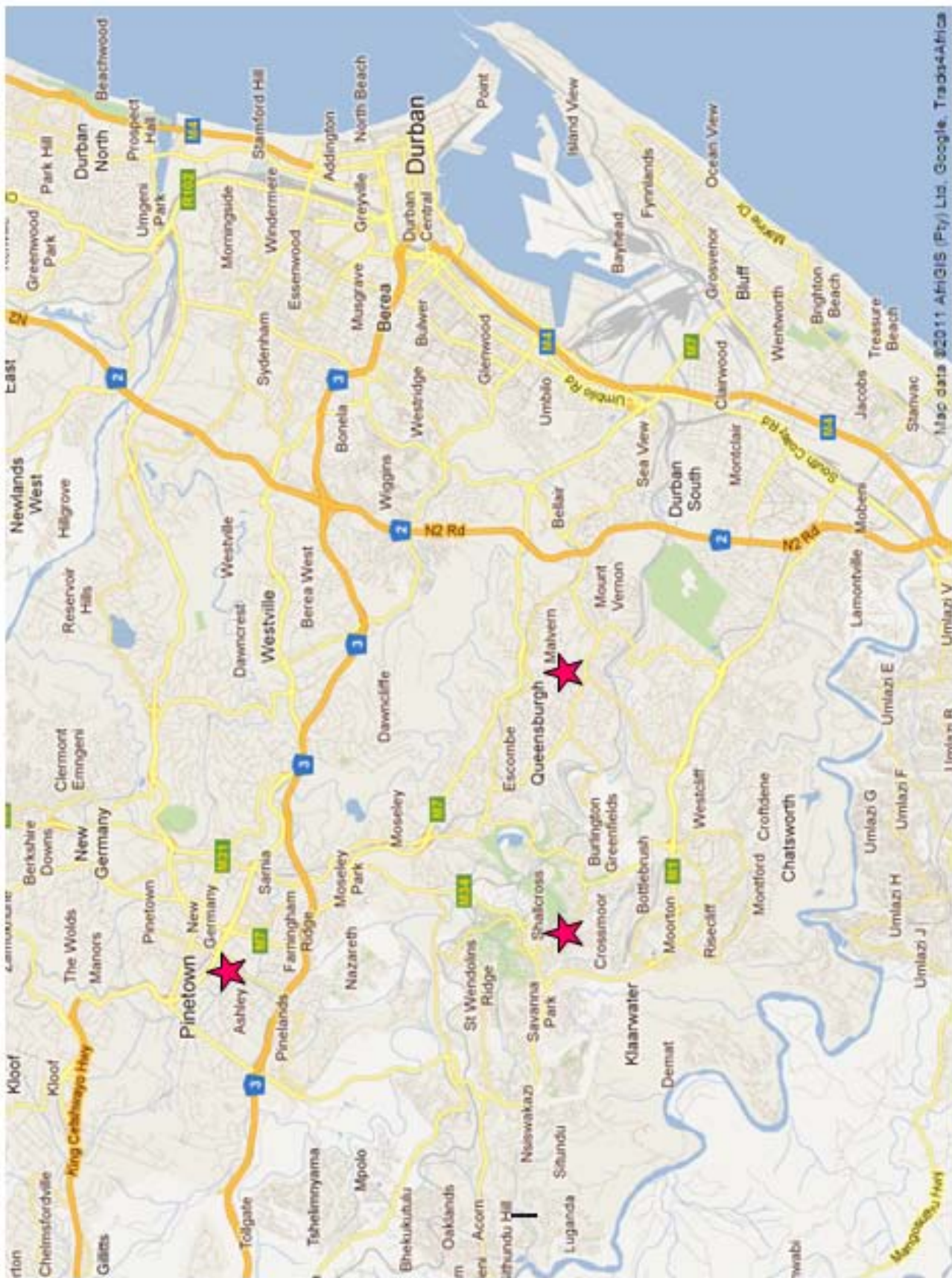
Integration in SS can be viewed as advantageous due to the fact that learners are becoming more accustomed to the continuous shifting of ideas of the ever-changing modern world. By integrating History and Geography, learners are given an insight into the numerous dynamics of the physical and social world which they are a part of. The aim is to eventually make learners aware of their individual as well as South Africa's position in the global society.

However, there have been major disparities in voices of the participating SS teachers in terms of integration. This has been partially as a result of the DoE's portrayal of integration which is in contrariety to what and how they advocate it in the SS policy documents. Hence, teachers have different ideas of what it is and what it entails in SS pedagogy. For teachers to grasp what the DoE wants in terms of integration, they must be au fait with all SS policy documents, which in turn must speak to each other. In order to achieve LOs, the SS curriculum has been grounded in principles of the South African constitution with ideas of societal issues such as equality, human rights and environmental justice. Integration in this sense does not relate to SS as a pedagogical tool but rather as a politically-based vehicle to achieve social transformation in the post-Apartheid South Africa. History and Geography can be taught separately, hence it mitigates the policy of integration as laid down by the DoE, and it is evident that there exists a divide between theory and conceptualisation of integration in SS.

In light of the above, I conclude my study by suggesting that History and Geography should be given their original status as separate disciplines in the GET band. Integration, in my opinion, should be seen as a continuum and should not be promoted in isolation of two disciplines only. The process of integration would then work better as teachers will be given the freedom to collaborate knowledge, skills and values from several disciplines to ensure that learners are equipped with a holistic education which will help them cope in a fast globalising world where socio-

economic, political, environmental and technological changes are constantly occurring.

APPENDIX A



Map of Durban. The location of the participating schools is indicated by the coloured stars. Source: <http://maps.google.co.za/maps?hl=en&tab=ll>

APPENDIX B (1)



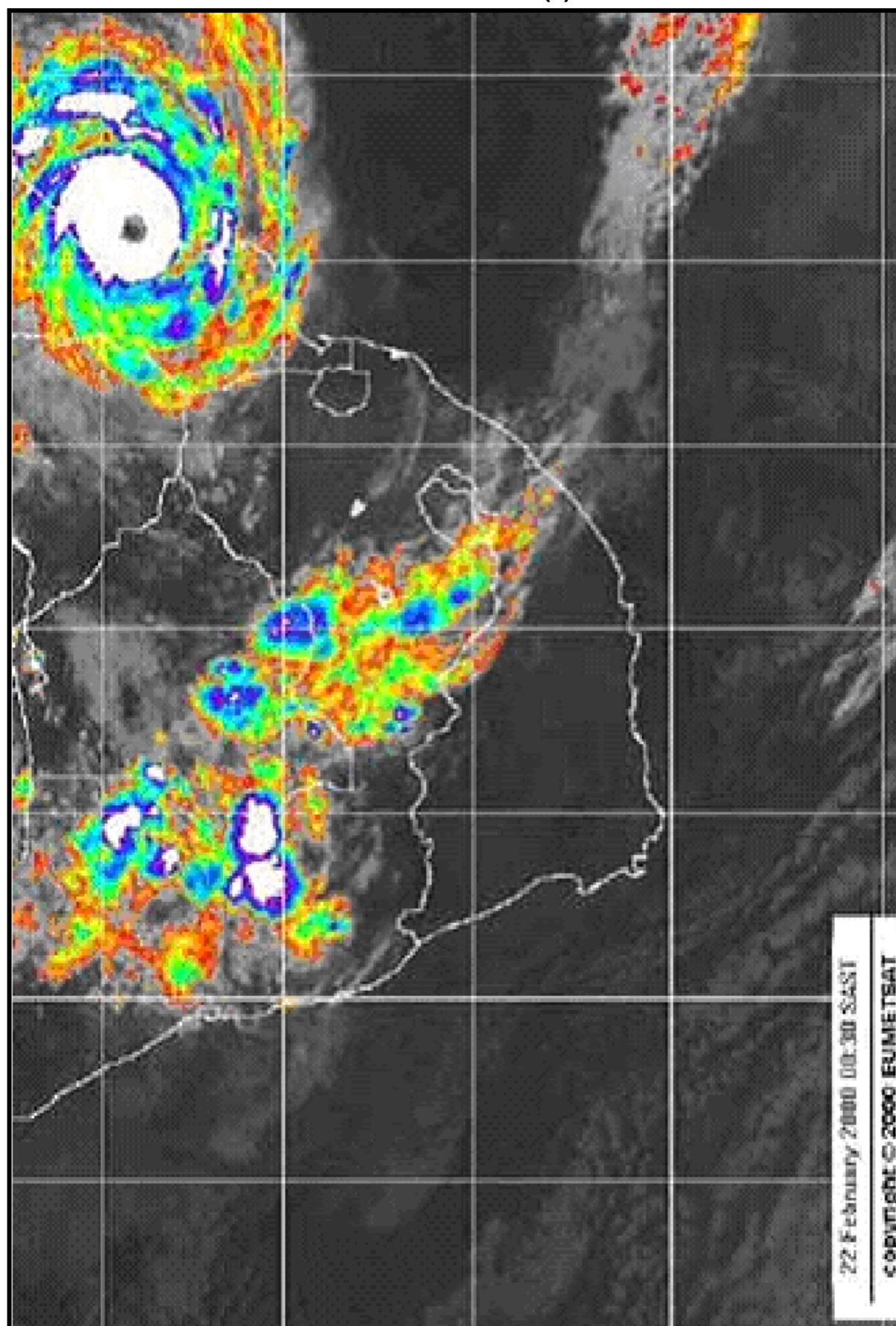
Apartheid. Source: <http://www.faculty.plattsburgh.edu/.../suzanne/cartoon1.gif>

APPENDIX B (2)



David Low's accurate depiction of the results of appeasement: Using the "spineless leaders of democracy" as stepping stones, a nose-thumbing Hitler marches towards his ultimate goal. [Source: *Lachen*, p. 280.]

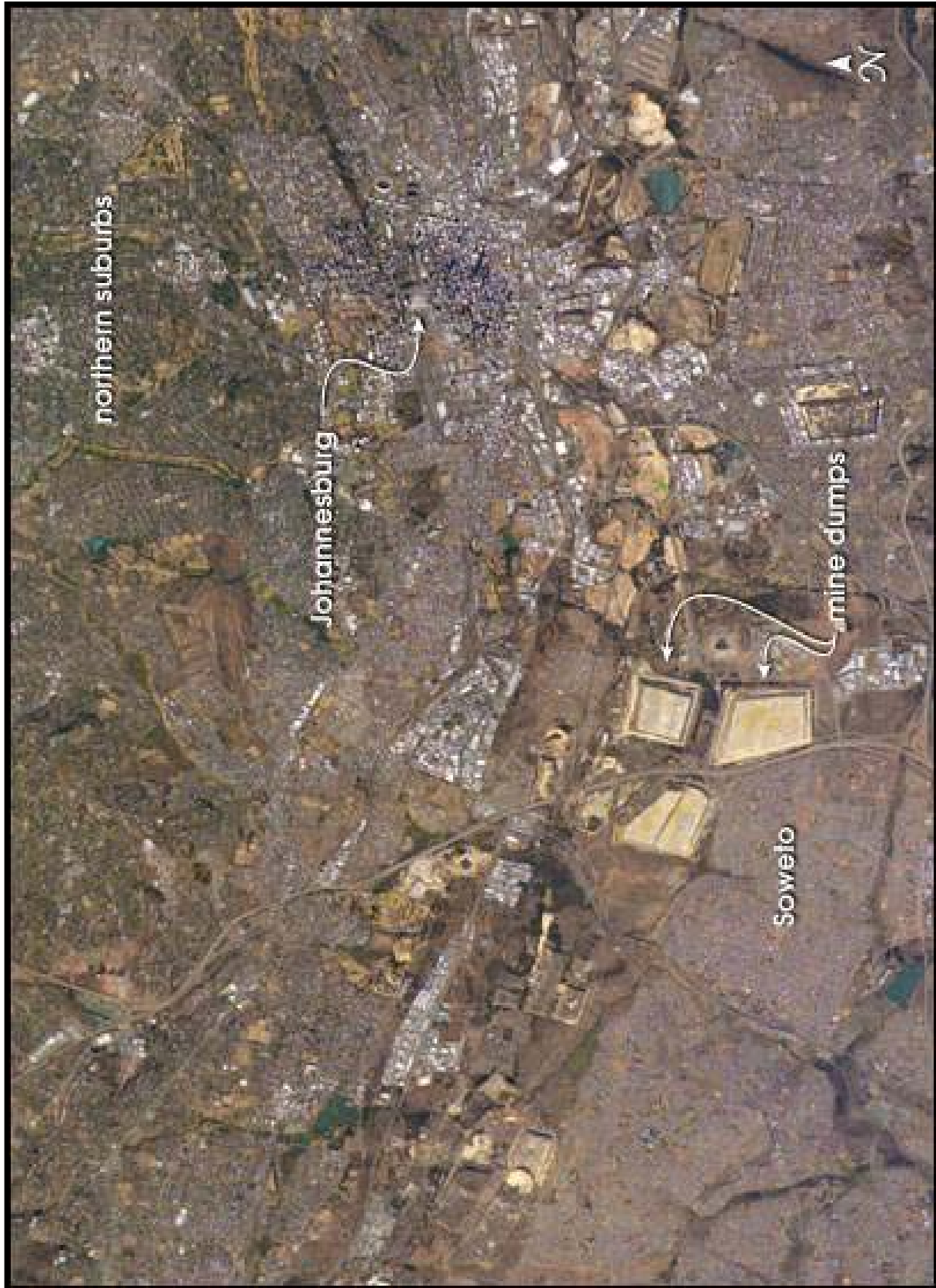
APPENDIX C (1)



Weather systems over southern Africa.

Source: <http://oiswww.eumetsat.org/IPPS/html/MSG/RGB/DUST/SOUTHERNAFRICA/>

APPENDIX C (2)



Aerial view of Johannesburg. Source <http://www.eol.isc.nasa.gov/.../ISS007/ISS007-E-15149.jpg>

APPENDIX D (1)



Globalisation. Source: http://www.google.co.za/imgres?imgurl=http://exposedplanet.com/wp-content/uploads/2010/07/globalisation7-Nike-girl-nepal.jpg&imgrefurl=http://exposedplanet.com/globalisation-7-nike-girl-in-nepal/&usq=4VDqhThmPKfqFGP9hVN2MWig2HQ=&h=800&w=551&sz=176&hl=en&start=1&zoom=1&tbnid=Fl6PJJaA--BHChM:&tbnh=143&tbnw=98&ei=S_vuTpCyNsIWhQfhm6GqCA&prev=/search%3Fq%3Dglobalisation%252Bnike%26hl%3Den%26safe%3Dactive%26sa%3DN%26gbv%3D2%26tbn%3Disch%26prmd%3Divnsb&itbs=1

APPENDIX D (2)



Industrialisation and sustainability. Source: www.miswawa.blogspot.com

APPENDIX E

LESSON PLAN		
Learning Area: Social Sciences — History		Grade: 9
Duration:		
Core knowledge/Context: Repression and the growth of the mass democratic movement in the 1970s and 1980s: Black Consciousness Movement and Steve Biko		
Key questions: <ul style="list-style-type: none"> • Why did the apartheid government react in the way it did to the Black Consciousness Movement and Steve Biko? • What were the contradictions and gaps in the reports about Steve Biko's death? • What is the learner's interpretation of what happened to Steve Biko based on the sources? 		
LO 1: The learner is able to use enquiry skills to investigate the past and the present.	LO 2: The learner is able to demonstrate historical knowledge and understanding.	LO 3: The learner is able to interpret aspects of history.
<p>We know this when the learner is able to:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> investigate a topic by asking key questions and identify a variety of relevant sources to explore this topic. <input checked="" type="checkbox"/> ask significant questions to evaluate the sources, i.e. to identify bias and stereotypes, omissions and gaps. <input checked="" type="checkbox"/> analyse the information in the sources. <input checked="" type="checkbox"/> present an independent line of argument in answering questions posed and justify, using evidence, the conclusions reached. <input checked="" type="checkbox"/> communicate knowledge and understanding by constructing his/her own interpretation and argument based on the historical sources. This should include extended writing, artwork, graphics and drama. Use IT where available and appropriate. 	<p>We know this when the learner is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> place events, people and changes in the periods of history studied within a chronological framework. (chronology and time) <input checked="" type="checkbox"/> identify categories of causes and effects such as immediate and long-term, direct and indirect. (cause and effect) <input checked="" type="checkbox"/> explain and analyse the reasons for and results of events in history. (cause and effect) <input type="checkbox"/> recognise that change and development does not always mean progress. (change and continuity) 	<p>We know this when the learner is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand the contested nature of content and that historians construct histories when writing about events from the past. <input checked="" type="checkbox"/> construct an interpretation based on sources, giving reasons for his/her interpretation. (source interpretation) <input type="checkbox"/> identify issues which influence the way history is written. (influences on interpretation) <input type="checkbox"/> explain the ways in which symbols are used to remember events and people from the past and how oral histories can contribute to our understanding of the symbols. (representation)
Possible links with Geography		
Possible links with other Learning Areas		
Languages		

APPENDIX E Continued...

Key questions	Learning activities							
<div style="text-align: center; margin-bottom: 10px;">1</div> <div style="text-align: center; margin-bottom: 10px;">2</div>	<p>Resources:Sources on the Black Consciousness Movement and the death of Steve Biko. Koki pens, newsprint, table to use for analysis of contradictions and gaps.</p> <p>Work in groups of 3. Using sources ask learners to use the evidence to discuss the ideas of the BCM and to suggest reasons for the apartheid government's response to the BCM. Discuss and draw up a list on newsprint - left, ideas; right, reasons for government response.</p> <p>Use sources on Biko's death in detention and table with headings Agree/Contradictions/Omissions. Learners discuss the information in groups, and then individually sort information from the sources under those headings and fill in the table.</p>							
<p>Assessment activity/ies</p> <p><input checked="" type="checkbox"/> Written work</p> <p><input type="checkbox"/> Presentations</p> <p><input type="checkbox"/> Role-play</p> <p><input type="checkbox"/> Drama</p> <p><input type="checkbox"/> Journals</p> <p><input type="checkbox"/> Logs</p> <p><input type="checkbox"/> Graphic representations</p> <p><input type="checkbox"/> Tests</p> <p><input type="checkbox"/> Essays</p> <p><input type="checkbox"/> Debates</p> <p><input type="checkbox"/> Interviews</p> <p><input type="checkbox"/> Field work/site visits</p>	<p>Brief explanation</p> <p>Individual written work after the group discussion. Learners write individual reports about the contradictions and gaps in the sources about Steve Biko's death, and give their own interpretation of what happened based on the evidence in the sources.</p> <p>These will be presented to the rest of the class the next day after the task has been set and learners will be required to justify their interpretation if queried by the class.</p>							
<p>Assessment (Derived from the Assessment Standards)</p> <p>Evaluates the sources to identify contradictions, omissions and gaps. Constructs an interpretation based on sources, giving reasons for his/her interpretation.</p>								
<p>Data collection methods Assessor/s</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input type="checkbox"/> Interpreting</p> <p><input type="checkbox"/> Reviewing</p> <p><input type="checkbox"/> Questioning</p> <p><input type="checkbox"/> Conferencing</p> <p><input type="checkbox"/> Interviewing</p> <p><input type="checkbox"/> Listener's written observations</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 100%;">Evaluator/s</th></tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/> Teacher</td></tr> <tr> <td><input type="checkbox"/> Self</td></tr> <tr> <td><input type="checkbox"/> Peer</td></tr> <tr> <td><input type="checkbox"/> Another teacher</td></tr> <tr> <td><input type="checkbox"/> Outside expert</td></tr> <tr> <td><input type="checkbox"/> Class panel</td></tr> </tbody> </table>	Evaluator/s	<input checked="" type="checkbox"/> Teacher	<input type="checkbox"/> Self	<input type="checkbox"/> Peer	<input type="checkbox"/> Another teacher	<input type="checkbox"/> Outside expert	<input type="checkbox"/> Class panel
Evaluator/s								
<input checked="" type="checkbox"/> Teacher								
<input type="checkbox"/> Self								
<input type="checkbox"/> Peer								
<input type="checkbox"/> Another teacher								
<input type="checkbox"/> Outside expert								
<input type="checkbox"/> Class panel								
	<p>Feedback/Reporting to</p> <p><input checked="" type="checkbox"/> Learners</p> <p><input checked="" type="checkbox"/> Parents</p> <p><input type="checkbox"/> Others</p>							

APPENDIX F



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10 MARCH 2010

Ms. LM Iyer
School of Social Sciences
EDGEWOOD CAMPUS

Dear Ms. Iyer

ETHICAL APPROVAL NUMBER: HSS/0116/10M

PROJECT TITLE: "An investigation into Social Sciences in the GET band: Teachers' views and pedagogy"

In response to your application dated 10 March 2010, Student Number 204503989 the Humanities & Social Sciences Ethics Committee has considered the abovementioned application and the protocol has been given **FULL APPROVAL**.

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study must be reviewed and approved through the amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steven Collings (Chair)
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

cc. Supervisor (Prof. Johan Wassermann)
cc. Mrs. R Govender / Ms. T Khumalo

APPENDIX G



UNIVERSITY OF KWAZULU-NATAL
Faculty of Education

Dear Madam/ Sir,

I am a Masters student from the University of KwaZulu-Natal. I would like to use your school in my sample.

The title of my project is: "An investigation into Social Sciences in the GET band: Teachers' views and pedagogy". The aim of my study is to understand how integration occurs within the Social Sciences learning area, as well as to explore teachers' views of and how they conceptualise integration within the Social Sciences learning area; and to investigate to what extent the NCS is assisting teachers with regard to the integration process.

The participant will be engaged in an interview process. They will also have to participate in a picture identification process, whereby the participant will have to select sources based on the researcher's questions. The duration of the interview should last approximately 1½ hours. A cam-corder will be used to video tape the participant's responses with the consent of the interviewee. In addition, the researcher will make written notes and comments on the participant's responses. The participant will have the right to remain anonymous and whatever has been said during the interview, will not be held against the participant nor will it be traced back to him/ her. The participant also has the right to withdraw from the study, whenever he/ she wishes to.

The participant's responses will help in understanding whether Social Sciences pedagogy is directly related to how they perceive the Social Sciences NCS. Thus it will help the researcher see whether there are any restrictions with regard to the Social Sciences NCS, especially in helping teachers engage in the integration process.

Yours faithfully
Leevina Iyer

Researcher:
Leevina Iyer (BEd, BEdHons)
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Supervisor:
Prof. J. Wassermann
University of KwaZulu-Natal
Contact details:
Tel: 031-260 3484
Email: wassermannj@ukzn.ac.za

Declaration

I, (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

.....
Signature of principal

.....
Date

APPENDIX H



Dear Madam /Sir,

Project Title:

"An investigation into Social Sciences in the GET band: Teachers' views and pedagogy".

Aim of my study:

To understand how integration occurs within the Social Sciences learning area, as well as to explore teachers' views of and how they conceptualise integration within the Social Sciences learning area; and to investigate to what extent the NCS is assisting teachers with regard to the integration process.

How was the participant selected?

The participant is a grade 8 or 9 Social Sciences teacher.

What is the participant expected to do?

The participant will be engaged in an interview process. They will also have to participate in a picture identification process, whereby the participant will have select sources based on the researcher's questions. The duration of the interview should last approximately 1½ hours.

Potential benefits from participating in this study?

The participant's responses will help in understanding whether Social Sciences pedagogy is directly related to how they perceive the Social Sciences NCS. Thus it will help the researcher see whether there are any restrictions with regard to the Social Sciences NCS, especially in helping teachers engage in the integration process.

APPENDIX H Continued...

What will the interview entail?

A cam-coder will be used to video tape the participant's responses with the consent of the interviewee. In addition, the researcher will make written notes and comments on the participant's responses.

What will happen to the recordings, once the data has been collected?

The tape will be incinerated and the transcripts will be shredded.

Will confidentiality and anonymity be granted?

Yes. The participant will have the right to remain anonymous and whatever has been said during the interview, will not be held against the participant nor will it be traced back to him/ her.

Is the participant compelled to continue the interview, against his/ her wish?

No. The participant has the right to withdraw from the study, whenever he/ she wishes to.

Researcher:

Leevina Iyer (BEd, BEdHons)
University of KwaZulu-Natal

Contact details:

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Email: leevinaiyer@yahoo.com

Supervisor:

Prof. J. Wassermann
University of KwaZulu-Natal

Contact details:

Tel: 031-260 3484

Email: wassermannj@ukzn.ac.za

Declaration

I, (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am liberty to withdraw from the project at any time, should I so desire.

.....

Signature of participant

.....

Date

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