

**Kurrikulumstudie Wiskunde Geletterdheid 174**  
**Assesseringstaak, November 2009**

**Inlewering:** Op WebCT Assignments, voor 3 November, middernag

Daar is twee breë benaderings tot wiskunde-onderrig:

- onderrig *vir* probleemoplossing, en
- onderrig *via* probleemoplossing.

1. Beskryf, bespreek en evalueer

- die belangrikste onderskeidende kenmerke (veral die volgordening van inhoude en die klaskamerkultuur),
- die onderliggende aannames (oor die aard van Wiskunde, die aard van leer en die aard van onderrig), en
- die implementeringsukses van elk van hierdie benaderings. (70)

2. Leerkragte redeneer dikwels dat hulle nie vernuwende idees (veral 'n probleem-gesentreerde benadering) in die klaskamer kan implementeer nie, omdat dit te veel *tyd* neem en hulle dus dan nie die leerplan sal kan dek nie. Bespreek hierdie standpunt krities. (30)

**[100]**

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**Curriculum Studies Mathematical Literacy 174**  
**Assessment assignment, November 2009**

**Submission:** On WebCT Assignments, before 3 November, midnight

There are two broad approaches to the teaching of Mathematics:

- teaching *for* problem solving, and
- teaching *via* problem solving.

1. Describe, discuss and evaluate

- the most important features (especially the sequencing of contents and the classroom culture),
- the underlying beliefs (about the nature of Mathematics, the nature of learning and the nature of teaching), and
- the implementation success of each of these approaches. (70)

2. Teachers often argue that they cannot implement innovation (particularly problem solving) in the classroom, because it takes too much *time* and that they therefore would be unable to cover the syllabus.

Discuss this viewpoint critically. (30)

**[100]**