

UNIVERSITY OF SWAZILAND**DEPARTMENT OF CURRICULUM AND TEACHING****FINAL EXAMINATION 2004/2005**

<u>Title of Paper</u>	:	Curriculum Studies in History
<u>Course Code</u>	:	EDC 276/576
<u>Students</u>	:	B.Ed II / PGCE
<u>Time</u>	:	Three (3) Hours
<u>Total Marks</u>	:	100

Instructions:

1. Answer FOUR Questions in all.
2. Question 1 is compulsory.
3. Number your answers correctly.
4. Write very clearly.
5. More marks will be awarded for answers that show understanding than reproduction of notes and textbook information.

QUESTION 1 **(COMPULSORY)**

- (a) Differentiate between assessment and evaluation in history. (4)
- (b) What are the functions of assessment in history? (5)
- (c) Using a topic of your choice selected from the O'Level history syllabus, prepare a test that would achieve the following;
- (i) test knowledge and comprehension through using the following types of questions:
- 4 multiple choice questions
 - 4 alternative format questions
 - 4 matching questions
 - a paragraph where four (4) key words or dates are omitted and students have to fill in blanks and missing words.
 - 4 True or False statements.
 - 4 questions that could be answered in one word or short sentences. (12)
- (d) Construct four essay questions on the same topic that would require students to demonstrate the use of ideas; explain why things happened; create something new; and justify judgments. (4)

Total Marks (25)

QUESTION 2

History is an ambiguous concept and it means different things to different historians. Using appropriate examples, critically discuss the following attempts in defining the concept:

- history is the past (5)
- history as memory (5)
- history as a story (5)
- history as art (5)
- history as a science (5)

Total Marks (25)

QUESTION 3

History should not be seen in isolation, divorced from other subjects taught at school. Using appropriate examples, discuss how geography, economics, religion, mathematics, and civics can contribute to a better understanding and appreciation of history amongst secondary and high school students in Swaziland.

Total Marks (25)

QUESTION 4

"It is no longer sufficient justification to say that learners enjoy history. There is need for an adequate and effective promotional strategy to sell history in public schools which will not only convince the many skeptics but also give learners reason for studying history at school and further consider studying history at tertiary level and even in adult life". (Brooks, R. et. al (1994). The Effective Teaching of History. London: Macmillan).

Using appropriate examples, critically discuss the promotional strategies you would use to market history as a teacher teaching the subject in a high school in Swaziland.

Total Marks (25)

QUESTION 5

Discuss the criteria for selecting content in a history course? To what extent does the O Level history course in Swaziland meet this criteria?

Total Marks (25)

QUESTION 6

Using appropriate examples, critically differentiate between the aims, objectives, teaching and assessment of the O Level history course and the IGCSE history course. What are challenges that you think should be addressed before the IGCSE is introduced in the Swaziland educational system?

Total Marks (25)

QUESTION 7

What is effective history teaching? Using appropriate examples, show how good planning can contribute to the effective teaching and learning of school history in your class.

Total Marks (25)

QUESTION 8

Because you have become a regular user of small group cooperative learning in your class, your head teacher has been impressed and wants you to justify to other staff members in your school why they should consider using the teaching strategy more often. Write a comprehensive argument to be presented to the other teachers on " Why we should all use small group cooperative learning".

Total Marks (25)