

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

Title of Paper : Curriculum Studies in History
Course Code : EDC 676
Students : M.Ed II
Time : Three Hours
Total Marks : 100

Instructions:

1. Answer Four Questions
2. More marks will be awarded for answers that display understanding of issues than reproduction of information.
3. Number your answers correctly.
4. Questions carry equal marks

QUESTION 1

Discuss the concept of historical awareness. Using appropriate examples discuss the principles of difference, context and process and show their importance in understanding history.

Total Marks (25)

QUESTION 2

“The past is another country” L. P. Hartley, a novelist.

What did Hartley mean by this and how does this relate to the concept of historical empathy?

Total Marks (25)

QUESTION 3

Alan Wielder’s book “Voices from Cape Town Classrooms” captures the oral histories of South African teachers who taught during the apartheid era.

Critically discuss the research methodology used by Wielder in constructing the histories of these teachers. How were these teachers different from the rest and how does this piece of work help us understand the role played by teachers in the struggle against apartheid?

Total Marks (25)

QUESTION 4

Lawrence Stenhouse argues that teachers should change their traditional role and assume a new status, that of teacher- researcher. Using appropriate examples drawn from your experience as a history teacher in Swaziland, critically discuss Stenhouse’s thesis and highlight the benefit for the teacher and students when a teacher assumes this new role.

Total Marks (25)

QUESTION 5

Differentiate between oral history and oral tradition. Using appropriate examples, discuss the advantages and disadvantages of both.

Total Marks (25)

QUESTION 6

Discuss the major problems leveled against the O’Level history course in Swaziland. To what extent will the proposed IGCSE solve these problems?

Total Marks (25)

QUESTION 7

“ Although methods of teaching are not usually prescribed in any legal sense, teachers may experience subtle pressures from other sources which lead them to teach in particular ways. This is most likely to be the case in the final years of schooling” Source: Mazibuko, E.Z. (1996). The Mediation of Teaching Through Central Curriculum Controls. Perth Edith Cowan.

Discuss the sources of pressure teachers experience as they go about their teaching role in Swaziland and highlight how these sources of pressure impact on teaching, learning and student understanding of school history.

Total Marks (25)