

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION PAPER, MAY 2006

TITLE OF PAPER: Curriculum Studies in History

COURSE CODE: EDC 276/576

STUDENTS: B.ED.11/ PGCE

DURATION: Three (3) hours

INSTRUCTIONS:

- 1. There are EIGHT questions in total.**
- 2. Answer FOUR Questions in all.**
- 3. Question 1 is compulsory. Answer at least one question from Section B and at least one question from Section C.**
- 4. Write very clearly.**
- 5. Number your answers correctly.**

SECTION A (COMPULSORY)

QUESTION 1

Crookall (1975) identifies a number of reasons justifying the teaching and learning of history in schools in Africa. Using appropriate examples drawn from the secondary and high school history course in Swaziland, discuss at least six of these reasons. To what extent is the secondary/high school history course in Swaziland addressing these reasons?

(25 MARKS)

SECTION B: Choose at least one question

QUESTION 2

- a. Discuss why the teaching of history in schools is being challenged in many countries in Africa. (12)
- b. Explain the strategies you would use to ensure that history teaching is well marketed in your school. (13)

(25 MARKS)

QUESTION 3

- a. Differentiate between "*history as a story*" and "*history as a record.*" (14)
- b. Using appropriate examples, discuss the limitations of the *record* in history. (11)

(25 MARKS)

QUESTION 4

- a. Differentiate between a historical fact and interpretation in history.(8)
- b. What is historical objectivity and to what extent is history objective?(17)

(25 MARKS)

QUESTION 5

- a. Differentiate between Jean Piaget's and Jerome Bruner's theories of cognitive development.(12)
- b. What is the educational implication of these theories with particular reference for the teaching/learning of school history? (13)

(25 MARKS)

SECTION C: Choose at least one question

QUESTION 6

Using appropriate examples, critically discuss E. R. Carr's perception of history as '*the interaction between the historian and his facts, an unending dialogue between the past and the present*'.

(25 MARKS)

QUESTION 7

Differentiate between the aims and assessment objectives of the 'O Level history course and the International General Certificate of Secondary Education (IGCSE) history course. Using appropriate examples, critically discuss how the new examination is likely to improve or worsen the teaching/learning of history in secondary/high schools in Swaziland.

(25 MARKS)

QUESTION 8

Discuss the criteria for organizing content in a history syllabus. To what extent are these criteria being considered in the organization of the secondary/high school history course in Swaziland?

(25 MARKS)

END OF QUESTION PAPER