

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 376/576

STUDENTS: B.ED 111 / 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

You are the Head of the History Department in a large high school in Swaziland. History occupies a very important component of the curriculum of the school. The Ministry of Education is introducing a new skills-based syllabus to replace a content based syllabus for all the country's schools with effect from next year. In a staff complement of seven including the Head of Department, four teachers have less than one year teaching experience and the rest have a combined teaching experience of 50 years. Explain how you would ensure that teachers in your department are well prepared to handle the new syllabus. Highlight the policy of the department regarding assessment of students.

(25 MARKS)

SECTION B: Choose at least one question from this section.

QUESTION 2.

- a. What problems did you encounter in teaching history during your first teaching practice?(15)
- b. How do you think these problems can be addressed in order to improve the teaching and learning of history in schools in Swaziland?(10)

(25 MARKS)

QUESTION 3

- a. Explain the value of history textbooks in teaching history. (8)
- b. Discuss how the history textbook can be (i) abused in the teaching and learning situation. (ii) used to develop useful skills in the teaching and learning situation.(17)

(25 MARKS)

QUESTION 4

- a. What is the value of using documents in teaching history? (8)
- b. Using appropriate examples, discuss how you can use documents to help learners develop understanding in history.(17)

(25 MARKS)

QUESTION 5

- a. Explain why it is important for the learners to empathize in a history class. (8)
- b. Discuss how a history teacher can engage the learners in empathizing about the past.(17)

(25 MARKS)

SECTION C: Choose at least one question from this section.

QUESTION 6

Using appropriate examples, discuss how Afrikaner intellectuals promoted the Afrikaner version of history during the middle of the twentieth century. Explain why this version became the school version and why it is now questioned.

(25 MARKS)

QUESTION 7

Historical myths are a major feature of textbooks used in schools, particularly those on African history. Discuss some of the myths found in history textbooks and taught in schools and explain how you can address these myths in your class.

(25 MARKS)

QUESTION 8

'History is riven with linguistic difficulties of distinctive and formidable complexity which render the accumulation of valid historical understanding problematic for students'

Husbands, C.(1996). What is history teaching? Language, ideas and meaning in learning about the past. Buckingham: Open University Press.

Using appropriate examples drawn from the secondary/high school history course in Swaziland, discuss the truth of the statement.

(25 MARKS)

END OF QUESTION PAPER