

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
FINAL EXAMINATION PAPER 2007

COURSE NUMBER: EDC 276
TITLE OF PAPER: CURRICULUM STUDIES IN HISTORY
PROGRAMME: B.ED 11; PGCE
TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS:

1. THERE ARE A TOTAL OF EIGHT (8) QUESTIONS .
2. ANSWER FOUR QUESTIONS.
3. QUESTION 1 IS COMPULSORY. ANSWER AT LEAST ONE QUESTION FROM SECTION B AND SECTION C.
4. WRITE VERY CLEARLY.
5. NUMBER YOUR ANSWERS CORRECTLY.

SECTION A

QUESTION 1 (Compulsory)

You are teaching a Form IV history class at Hillview High School, a large comprehensive school serving children from diverse backgrounds. You have 40 students of mixed abilities in your class. There are three history lessons per week of 80 minutes duration each.

Select a theme from the IGCSE history syllabus and do the following;

- a. Draw a comprehensive scheme of work on the topic covering 2-3 weeks. (8)
- b. Select a topic from your scheme of work and prepare a lesson plan in which students will be engaged in document study. (10)
- c. Why is it important for a history teacher to prepare a scheme of work and a lesson plan before engaging in teaching? (7)

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SECTION B:

QUESTION 2 (Short Answer Questions)

- a. Define the concept of history. (5)
- b. Justify the teaching of history in secondary and high schools in Swaziland. (10)
- c. From your teaching practice experience, what are the major problems facing the teaching and learning of history at the IGCSE level in Swaziland? (10)

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QUESTION 3

- a. Define the concept 'New History'. (4)
- b. How does 'traditional history' differ from the 'new history' in terms of classroom practice? (12)
- c. List any five resources you can use to enliven your history class. (5)
- d. Identify and explain any four qualities of an effective history teacher. (4)

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QUESTION 4

- a. Discuss the approaches used for arranging content in a history syllabus. (12)
 - b. What are the advantages and disadvantages of these approaches? (13)
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QUESTION 5

- a. Differentiate between Bruner and Piaget's theories of cognitive development. (16)
 - b. Explain the relevance of these theories for the teaching and learning of school history. (9)
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SECTION C: (Essay Questions)

QUESTION 6

Crockall (1975) identifies a number of reasons why history should be a compulsory component of the education of children. Using appropriate examples drawn from the course, discuss the relevance of these reasons in the Swaziland context.

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QUESTION 7

'A good questioning technique is essential for effective teaching and learning in the classroom'.

What is the value of questioning in teaching? Using concrete examples, critically discuss good questioning techniques likely to be found in a history teaching and learning situation.

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QUESTION 8

Discuss E.H. Carr's view that 'history isunending dialogue between the present and the past'.

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END OF EXAMINATION PAPER