

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

MAIN EXAMINATION PAPER 2007

COURSE CODE: EDC 376/576

TITLE OF PAPER: CURRICULUM STUDIES IN HISTORY

PROGRAMME: B.ED 111 AND PGCE

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: 1. THERE ARE A TOTAL OF EIGHT (8) QUESTIONS IN ALL.
2. ANSWER FOUR QUESTIONS IN TOTAL. QUESTION 1 IS
COMPULSORY. ANSWER AT LEAST ONE QUESTION
FROM EACH SECTION.
3. WRITE VERY CLEARLY.
4. NUMBER YOUR ANSWERS CORRECTLY.

SECTION A

QUESTION 1 (Compulsory)

- a. Define 'local history studies' as a teaching approach. (4)
- b. What is the value of teaching history through local history studies? (6)
- c. Identify a theme from the Junior Certificate syllabus or the IGCSE history syllabus which have a potential of being taught through local studies. Identify a sub-unit from the theme and prepare a lesson plan that will actively involve the students in local history studies. (10)
- d. Suppose you taught a successful lesson using the lesson plan in (c), what could be the main features of a follow up lesson? (5)

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SECTION B: SHORT ANSWER QUESTIONS

QUESTION 2

- a. Define the concept of historical empathy. (4)
- b. Differentiate between the different types of empathy. (9)
- c. Discuss the different approaches in teaching empathy. Why is it important for students to empathize in a history teaching and learning situation? (12)

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QUESTION 3

- a. What is a document in history? (4)
- b. How can you teach a document-led lesson in your class? (10)
- c. What is the purpose of using historical documents in the teaching and learning of history and identify some of the questions a history teacher have to deal with in a document led lesson. (11)

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QUESTION 4

- a. What are the assessment objectives of the IGCSE history syllabus? (6)
- b. Using your experience from your first teaching practice in the course, what are the challenges facing the teaching of the IGCSE history syllabus in schools in Swaziland? How do you think these challenges can be resolved? (19)

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QUESTION 5

- a. Explain how you can effectively use a history textbook in a class of your choice. (6)
- b. From your teaching practice experience, discuss some of the problems faced in teaching history in schools? (13)
- c. Discuss the criteria for selecting history textbooks for your students. (6)

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SECTION C: ESSAY QUESTIONS

QUESTION 6

What were the main features of the Afrikaner Nationalist version of history? Discuss how Afrikaner historians popularized the Afrikaner version and explain how this version became the school version.

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QUESTION 7

Bam and Visser (1996) identify a number of versions of history in the historiography of Southern Africa. Using appropriate examples, differentiate between these versions and explain how they influenced the school version of history that is taught in schools

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QUESTION 8

Using appropriate examples discuss the extent to which you agree with the statement that 'school history should give children a practical introduction to the historical mode of inquiry' (Dickinson and Lee, 1978?)

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END OF EXAMINATION QUESTION PAPER