

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

COURSE CODE: EDC 676  
TITLE OF PAPER: CURRICULUM STUDIES IN HISTORY  
PROGRAMME: M.ED 1  
TIME: THREE (3) HOURS

INSTRUCTIONS: 1. THERE ARE A TOTAL OF SEVEN (7) QUESTIONS  
2. ANSWER ANY FOUR QUESTIONS.  
2. WRITE VERY CLEARLY.  
3. NUMBER YOUR ANSWERS CORRECTLY.

1. Discuss how E.H Carr's (1961) conception of history as an interaction between a historian and his or her facts and an unending dialogue between the past and the present relates to some of the definitions of history you have come across in your readings in the course. (25)
2. McDougall (1998) points out that studying history helps students grow in three broad areas. Using information you acquired from your readings in the course to support your argument, discuss the relevance of McDougall's framework and show how school going children can develop as a result of studying history. (25)
3. What is objectivity in history? Using appropriate examples discuss how a history teacher can be objective in his/her teaching. What factors influence the objectivity of historians? (25)
4. The Government of Swaziland has introduced the International General Certificate of Secondary Education (IGCSE) examination at the end of year 12 to replace the Cambridge GCE Ordinary Level. Differentiate between the aims and objectives of the history IGCSE syllabus and those of the 'O' Level syllabus. What problems do teachers face in implementing the new history curriculum and how can these problems be resolved? (25)
5. What is historical awareness? Using appropriate examples, discuss the three principles of historical awareness as outlined in Tosh (1999). (25)
6. 'Mastery of a variety of sources is one of the hallmarks of historical scholarship – an exacting one which is by no means always attained' (Tosh, 1999). Discuss the above statement and highlight the different types of sources that are used by the historian in reconstructing the past. Identify the different steps historians use in evaluating historical sources. (25)
7. Critically discuss the limitations of historical evidence. Using examples drawn from the IGCSE history syllabus, discuss how you can help students use historical evidence in a history teaching and learning situation. (25)

END OF EXAMINATION PAPER