

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

MAIN EXAMINATION PAPER

TITLE OF PAPER : CURRICULUM STUDIES IN HISTORY

COURSE CODE : EDC 276/576

STUDENTS : PGCE/B.ED. II

TIME : THREE (3) HOURS

- INSTRUCTIONS :**
- 1. THERE ARE SEVEN QUESTIONS IN THIS PAPER**
 - 2. ANSWER FOUR QUESTIONS IN ALL**
 - 3. QUESTION 1 IS COMPULSORY. ANSWER AT LEAST ONE QUESTION FROM SECTION B AND SECTION C.**
 - 4. WRITE CLEARLY**
 - 5. NUMBER YOUR ANSWER CORRECTLY**

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276/M

SECTION A

COMPULSORY

QUESTION 1

The Ridge High School is a comprehensive high school serving children from diverse backgrounds. You are teaching a Form V class with 25 students of mixed abilities. History is allocated 4 periods of 80 minutes duration per week on the time table.

Using the IGCSE Syllabus theme, do the following:

- (a) Select a theme and draw a comprehensive scheme of work on the topic covering at least three weeks; (11 marks)
- (b) Develop a lesson plan on a Unit from your scheme of work where students will be engaged in document study. Show all the activities/learning experiences that will help students develop deep understanding of the subject matter. (14 marks)
- (Total: 25 marks)

SECTION B

QUESTION 2

- (a) Define the following concepts:
- (i) history (2 marks)
 - (ii) chronology (2 marks)
 - (iii) historical empathy (2 marks)
 - (iv) historical skill (2 marks)
 - (v) historical imagination (2 marks)
- (b) Using appropriate examples, discuss how effective teaching and learning of history can contribute to the development of intellectual skills. (15 marks)
- (Total: 25 marks)

QUESTION 3

- (a) Discuss the criteria used for arranging content in a history syllabus. (9 marks)
- (b) Using appropriate examples, differentiate between the four approaches used for arranging content in a syllabus. (16 marks)
(Total: 25 marks)

QUESTION 4

- (a) Differentiate between the concept of the "New History" and Traditional History". (17 marks)
- (b) What is the relationship between history and the following subject disciplines: geography, economics, sociology, mathematics. (8 marks)
(Total: 25 marks)

SECTION C

QUESTION 5

The worldwide trend in the teaching of history has seen a move away from a largely traditional content based approach to a new paradigm where skills, concepts and attitudes play a more important role than the accumulation and regurgitation of pieces of information. Discuss with examples the likely implication of this trend in improving perceptions on history in the Swaziland education system.

(25 marks)

QUESTION 6

Using appropriate examples, provide a comprehensive argument justifying the necessity of teaching history at secondary school level in Swaziland.

(25 marks)

QUESTION 7

Using appropriate examples, discuss the educational influence of Piaget, Bruner and Bloom on teaching with particular reference to teaching history.

(25 marks)

End of Exam