

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

MAIN EXAMINATION PAPER, MAY, 2008

TITLE OF PAPER : CURRICULUM STUDIES IN HISTORY

COURSE CODE : EDC 376/576

STUDENTS : PGCE/B.ED. III

TIME : THREE (3) HOURS

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

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COMPULSORY

SECTION A

QUESTION 1

- (i) What is a document?
- (ii) Design a document based lesson in a class of your choice where students will examine some of the evidence below. Design the learning experiences and evaluation questions.

A The policy of apartheid is an idea based on the historical experience of the White population of the country. It is a policy which will safeguard the racial identity of the White population; it will safeguard the identity of the native peoples as separate racial groups, with opportunities to develop self-governing national units.

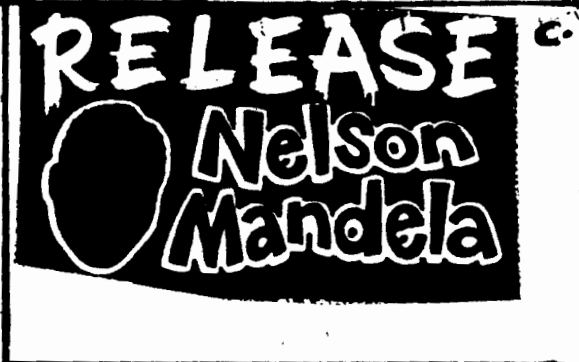
The Race Relations Policy of the National Party of South Africa, 1948.

B Early in 1985, Botha offered Mandela freedom, if the latter agreed to renounce the use of violence. Mandela dismissed the offer with contempt. Instead a message was sent to the people of South Africa. Conveyed by Mandela's daughter Zinzi, the powerful message concluded:

I WILL RETURN

"I cannot and will not give an undertaking at a time when I and you the people are not free. Your freedom and mine cannot be separated. I will return." Mandela's reply to Botha was that the violence of the regime, including the imprisonment of the people's leaders, the banning of organisations and the Apartheid system itself, would have to end before he could renounce violence in South Africa. Once again the regime was left with a headache. Previously, they tried (1984 and 1977) to get Mandela to agree to being released and restricted to the Transkei. Mandela's reply was that he did not recognise the Transkei as an "independent State" and that upon release he would return home to Soweto, Johannesburg.

from *New Era*, April 1986



D: The name of imprisoned ANC leader Nelson Mandela does seem to transcend ideology. Even Black Consciousness adherents supported a petition for his release: the Azanian People's Organization publicity secretary, George Wauchope, stated publicly in 1981 that his group saw Mandela as a symbol of all those in prison and exile, and that 'We were never anti-him at any stage.'²⁴ From the 1950s through the 1980s, hardly a freedom song was sung that did not mention his name.

From *South Africa - a Different Kind of War*
by Julie Frederickse

SECTION B

QUESTION 2

- (a) What are the major problems associated with the implementation of the IGCSE history syllabus in secondary/high schools in Swaziland? Explain how these problems can be resolved. (15 marks)
- (b) How is the IGCSE history syllabus different from the O'Level history syllabus? (10 marks)
- (Total: 25 marks)

QUESTION 3

- (a) What is a historical myth? (3 marks)
- (b) The history content taught in schools is full of myths. These myths are also found in some of the history textbooks used in schools. Identify and discuss some of these myths and explain how they can be addressed in history class. (15 marks)
- (c) Discuss the criteria for selecting history textbooks for your class. (7 marks)
- (Total: 25 marks)

QUESTION 4

- (a) Differentiate between the levels of empathy. (6 marks)
- (b) Using appropriate examples, discuss the different steps you would follow in teaching a document based lesson in history. Explain why it is important to use documents in history. (14 marks)
- (c) What is the significance of using contemporary sources in history? (5 marks)
- (Total: 25 marks)

SECTION C

QUESTION 5

Although the successful fusion of nationalist ideals with the ideology of professionalism provided Afrikaner historians with considerable influence and authority for a number of years, it left them ill-equipped to deal with contemporary historiographical challenges. How far do you agree with this statement?

(25 marks)

QUESTION 6

Using appropriate examples, discuss the functions of assessment and evaluation in history.

(25 marks)

QUESTION 7

Language is often perceived as a "taken for granted" component of school life, in that it is simply more of a mechanism by which teachers and pupils interact with each other in the classroom than a "tool that can be used for teaching and for the exploration of ideas in the classroom"(Husbands, 1996).

Discuss the truth of the statement and show how history teachers can introduce their students to the language of the historian.

(25 marks)

QUESTION 8

Discuss the role of the Head of Department in history. Using specific examples, explain how a Head of Department would contribute to the marketing of history as a subject worth studying in your school.

(25 marks)

End of Exam