

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING
EXAMINATION PAPER. APRIL/MAY 2008

TITLE OF PAPER: CURRICULUM STUDIES IN HISTORY

COURSE CODE : EDC 637
TIME ALLOWED : THREE (3) HOURS
STUDENTS : M.Ed. I
TIME : THREE (3) HOURS

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

THIS QUESTION PAPER SHOULD NOT BE OPENED UNTIL PERMISSION IS GIVEN BY THE INVIGILATOR

QUESTION 1

Discuss the different conceptions of history derived from your readings in the course. (25 marks)

QUESTION 2

Discuss how studying history helps students grow in their intellectual, civic and moral spheres. (25 marks)

QUESTION 3

Using appropriate examples drawn from your readings in the course, identify and discuss how you would use different sources and resources to enliven history teaching in a class of your choice. (25 marks)

QUESTION 4

"Successful implementation of a new curriculum at school level is contingent upon planning and organization in the initial phases of change" (Fullan, 1991).

From your experience as a history teacher, discuss the problems associated with planning and organization that preceded the implementation of the IGCSE history curriculum in the secondary/high school education system in Swaziland. (25 marks)

QUESTION 5

Discuss with examples the following principles of historical awareness:

- (a) process (8 marks)
- (b) context (8 marks)
- (c) difference (9 marks)

(Total: 25 marks)

QUESTION 6

Discuss how you would use historical evidence in a history teaching and learning situation to help students develop deep understanding of history. Highlight some of the shortcomings of historical evidence that your students would need to be aware of.

(25 marks)

QUESTION 7

To what extent do you agree with Carr's relativist notion that "the facts of history never come to us 'pure' since they do not and cannot exist in a pure form: they are always refracted through the mind of a recorder. It follows that when we take up a work of history, our first concern should not be with the facts which it contains but with the historians who wrote it" E. H. Carr (1987). (25 marks)