

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

EXAMINATION PAPER, MAY 2008

TITLE OF PAPER : CURRICULUM STUDIES IN HISTORY

COURSE CODE : EDC 638

STUDENTS : M.Ed.II

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 SECTION C.**
 - 3. WRITE VERY CLEARLY**
 - 4. NUMBER YOUR ANSWER CORRECTLY**

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QUESTION 1

Differentiate between oral history and oral tradition.

QUESTION 2

Discuss how the history teachers in Alan Wielder's book "Voice from Cape Town Classes" connected pedagogy and politics to fight against the apartheid regime and in the process making history interesting to their students.

QUESTION 3

Is history objective? To what extent can a history teacher be objective in his/her teaching?

QUESTION 4

"Women were never unimportant or marginal from the perspective of their lives: they became unimportant only through male historical constructs that ignored or trivialised their world"(Mathews, 1950) Feminist History).

Discuss the significance of Mathews' statement for the history curriculum in general and for teaching history at school level in particular.

QUESTION 5

Critically evaluate the IGCSE history curriculum using the criteria for constructing a syllabus that would be suitable for the Swaziland senior secondary school level.

QUESTION 6

Using appropriate examples to illustrate your answer, critically discuss the role played by the following bodies to promote history teaching and learning in schools:

- (a) The History Panel
- (b) The Swaziland History Teachers' Association

QUESTION 7

Lawrence Stenhouse advocates that teachers should embrace the research stance so that they become teacher-researchers. Discuss how a history teacher who has embraced research can benefit from studying his/her teaching? What research skills would this teacher require in order to benefit from this new role?