



**UNIVERSITY OF SWAZILAND**  
**FACULTY OF EDUCATION**  
**FINAL EXAMINATION PAPER, MAY 2008**

- TITLE OF PAPER** : **CURRICULUM STUDIES - SOCIAL STUDIES AND CURRICULUM STUDIES BIBLICAL STUDIES**
- COURSE NUMBER** : **PEC 371 AND PEC 372**
- TIME ALLOWED** : **THREE (3) HOURS**
- INSTRUCTIONS** :
- 1. THIS EXAMINATION CONSISTS OF PEC 371 AND PEC 372 EXAMINATION QUESTIONS.**
  - 2. ANSWER TWO (2) QUESTIONS FROM PEC 371 AND TWO (2) QUESTIONS FROM PEC 372.**
  - 3. USE A SEPARATE ANSWER BOOKLET FOR PEC 371 AND A SEPARATE BOOKLET FOR PEC 372.**
  - 4. EACH QUESTION CARRIES TWENTY FIVE (25) MARKS.**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED BY THE INVIGILATOR.**

**PEC 371: CURRICULUM STUDIES SOCIAL STUDIES**

**QUESTION 1**

- (a) What is meant by the term textbook approach ? [2 marks]
- (b) Briefly assess five criticisms that have been levelled against the textbook approach. [15 marks]
- (c) Give two reasons that are used to justify the continued use of textbooks in schools. [8 marks]

**QUESTION 2**

- (a) Explain what is meant by the term “birds-eye-view”. [2 marks]
- (b) Describe three Piagetian tasks that could be administered to pupils to estimate their ability to conceptualize space. [15 marks]
- (c) Explain as fully as possible how a teacher could help pupils draw a map of their classroom. [8 marks]

**QUESTION 3**

- (a) What is a concept? Give one example of a concrete concept as well as one example of an abstract concept. [5 marks]
- (b) Give three explanations why concept learning, especially among pupils, is sometimes susceptible to verbalism. [15 marks]
- (c) Describe two strategies that could be used to combat concept verbalisms by pupils. [5 marks]

**QUESTION 4**

- (a) Critically analyse the view that teaching aids are indispensable teaching learning tools. Justify your answer with two reasons. [7 marks]
- (b) Briefly describe three characteristics that teacher-made maps or charts should have. [9 marks]
- (c) Assess three advantages that teacher-made maps have over commercially-produced maps. [9 marks]

**PEC 372: CURRICULUM STUDIES BIBLICAL STUDIES**

**QUESTION 5**

- (a) The terms religious education and biblical studies are sometimes used interchangeably. Clearly distinguish between the two terms. [5 marks]
- (b) With specific reference to Swaziland, evaluate four arguments that are often used to justify the inclusion of biblical studies in the school curriculum. [20 marks]

**QUESTION 6**

Evaluate dangers of subscribing to each of the approaches to the Bible.

- (a) Aestheticism  
(b) Biblicism  
(c) Dogmatism  
(d) Intellectualism

Use biblical stories to clarify your answer. [25 marks]

**QUESTION 7**

- (a) Describe three characteristics of the adolescent student which might negatively affect his attitude towards the Bible. [15 marks]
- (b) Assess two explanations how these attitudes in the adolescent student might have developed. [10 marks]

**QUESTION 8**

- (a) Discuss three learning outcomes that can best be measured by essay questions. [10 marks]
- (b) Evaluate two factors that often hinder the teachers' efforts to evaluate essay questions objectively and validly. [10 marks]
- (c) Suggest two strategies that could reduce the problem of unreliability in evaluating students' essays. [5 marks]