

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

EXAMINATION PAPER - MAY 2009

TITLE OF PAPER : CURRICULUM STUDIES IN HISTORY
COURSE CODE : EDC 639
STUDENTS : M.ED II
TIME : THREE (3) HOURS

INSTRUCTIONS

- 1. ANSWER FOUR QUESTIONS IN ALL.**
- 2. QUESTION 1 IS COMPULSORY.**
- 3. WRITE VERY CLEARLY.**
- 4. NUMBER YOUR ANSWERS CORRECTLY.**

QUESTION 1 (COMPULSORY)

Critically discuss the relevance of Lawrence Stenhouse 'teacher-researcher' stance for the history teacher, and highlight how a history teacher can be effective in this role. What benefits can teachers assuming this role get from critically studying their teaching? (25)

QUESTION 2

Differentiate between the O'Level and SGCSE/IGCSE history course. Critically discuss the criteria for constructing a history syllabus that would be most suitable for the Swaziland senior secondary school level. (25)

QUESTION 3

Using appropriate examples to illustrate your answer, discuss the contribution that can be made by the following bodies in the promotion and effective teaching of history at secondary and high school level: The Faculty of Education (University of Swaziland), the History Panel; the Swaziland History Teachers Association; the Swaziland National Association of Teachers; The Ministry of Education (Inspectorate); and the Head of Department. (25)

QUESTION 4

To what extent do you agree with Mathews' assertion that "Women were never unimportant or marginal from the perspective of their lives: they became unimportant only through male historical constructs that ignored or trivialized their world". What is the significance of this statement for the history curriculum in general and for teaching history at secondary school level in particular?. (25)

QUESTION 5

What is historical objectivity? Discuss how history teachers can be objective in their teaching. (25)

QUESTION 6

Using appropriate examples to illustrate your answer, differentiate between oral history and oral tradition. (25)

QUESTION 7

Using appropriate examples to illustrate your answer, discuss how the history teachers in Alan Wielder's book "Voices from Cape Town Classes" connect pedagogy and politics in their teaching. How did their teaching approach challenge the general historiography of the country? (25)

END OF EXAMINATION