

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**

DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION PAPER: DECEMBER 2010

TITLE OF PAPER : CURRICULUM STUDIES IN HISTORY

COURSE CODE : EDC 276/576

STUDENTS : PGCE/B ED

TIME ALLOWED : THREE (3) HOURS

- INSTRUCTIONS:**
- 1. THERE ARE SEVEN QUESTIONS IN TOTAL**
 - 2. ANSWER FOUR QUESTIONS IN ALL**
 - 3. QUESTION 1 IS COMPULSORY. ANSWER AT LEAST ONE (1) QUESTION FROM SECTION B AND AT LEAST ONE (1) QUESTION FROM SECTION C.**
 - 4. WRITE VERY CLEARLY AND NEATLY.**
 - 5. NUMBER YOUR ANSWERS CORRECTLY.**
 - 6. EACH QUESTION CARRIES 25 MARKS.**

SECTION A (COMPULSORY)

QUESTION 1

History is a soft option of little value. How far do you agree with this statement?
Explain your answer. [25marks]

SECTION B: Answer at least one question from this section.

QUESTION 2

Explain how teachers can improve the learners' perception of history in a classroom situation. [25marks]

QUESTION 3

Explain how the following can make the teaching of history effective in a classroom situation

- a) Teacher expectations and enthusiasm. [9marks]
- b) Structured teaching [8marks]
- c) Time on task [8marks]

QUESTION 4

- a) Explain why planning is essential in the teaching of history. [10marks]
- b) Briefly discuss 5 things that the history teacher needs to consider when drawing a scheme of work. [15marks]

SECTION C: Answer at least one question from this section.

QUESTION 5

How far do you agree that the lecture method is a bad way of teaching history?
Explain your answer. [25marks]

QUESTION 6

Outline the challenges that have faced history teachers in secondary schools in Swaziland since the introduction of SGCSE and explain how you would deal with each one of these challenges. [25marks]

QUESTION 7

Why is it important for the history teacher to consider the six levels of thinking outlined by Benjamin Bloom in his Taxonomy of objectives when using the questioning technique? [25marks]