

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

SUPPLEMENTARY EXAMINATION PAPER: JUNE, 2011

TITLE OF PAPER : CURRICULUM STUDIES IN HISTORY

COURSE CODE : EDC 376/576

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.
 7. NUMBER YOUR ANSWERS CORRECTLY.
 8. EACH QUESTION CARRIES 25 MARKS.

SECTION A (COMPULSORY)

QUESTION 1

Explain why it is important to develop a repertoire of teaching strategies appropriate for secondary and high school history teaching.

[25 marks]

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

QUESTION 2

Why is document analysis important in the teaching and learning of history in the classroom situation.

[25 marks]

QUESTION 3

You have been given a teaching post in one of the worst performing schools in history in the country. Explain how you would change the performance of the learners to place your new school amongst the top ten.

[25 marks]

QUESTION 4

Using teaching and learning aids makes teaching and learning interesting, and reinforces better understanding. Do you agree with this statement? Explain your answer?

[25 marks]

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

QUESTION 5

Explain why it is against the principles of good and effective history teaching to use teacher-centred methods of teaching.

[25 marks]

QUESTION 6

(a) What is historical empathy? [10 marks]

(b) Why is it an important element in history?

[15 marks]

QUESTION 7

What role is played by the Ministry of Education and Training in promoting the effective teaching of History in schools in Swaziland?

[25 marks]