

UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION  
DEPARTMENT OF CURRICULUM AND TEACHING

EXAMINATION PAPER, NOVEMBER 2010

COURSE CODE: EDC 638

TITLE OF PAPER: CURRICULUM STUDIES IN HISTORY

TIME ALLOWED: THREE (3) HOURS

STUDENTS: M. ED II

INSTRUCTIONS

1. Answer FOUR Questions in all.
2. Question 1 is compulsory.
3. Write very clearly.
4. Number your answers correctly.

THIS QUESTION PAPER SHOULD NOT BE OPENED UNTIL PERMISSION IS  
GIVEN BY THE INVIGILATOR

### **Question 1**

Discuss E. H Carr's notion that history is the interaction between the historian and his facts, an unending dialogue between the past and the present. How is this view of history different from other notions of history that you have come across your readings in the course?

### **Question 2**

"The facts of history cannot be purely objective, since they become facts of history only in virtue of the significance attached to them by the historian" Carr, 1961, p. 159. How far do you agree with this statement?

### **Question 3**

McDougall (1998) points out that studying history helps students grow in three broad areas. Using appropriate examples to illustrate your answer, discuss the functions of history.

### **Question 4**

Differentiate between historical awareness and historical understanding. Using appropriate examples drawn from the secondary and high school history course, discuss the three principles of historical awareness.

### **Question 5**

Discuss the sources and resources you can use in teaching aspects of Swazi history in the secondary and high school history syllabus. Critically discuss some of challenges you are likely to experience.

### **Question 6**

Discuss how you would use historical evidence in teaching the SGCSE history course. What are the advantages and disadvantages of using historical evidence in the classroom and what are some of the short comings of historical evidence that your students need to be aware of as they use sources in teaching history?

### **Question 7**

"Language is a tool for communicating historical ideas in the classroom" Husbands (1999). Discuss how the teacher's understanding of the importance of language in teaching and learning can help improve the quality of student learning in the history classroom.

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**EXAMINATION PAPER – MAY 2011**

**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. Number your answers appropriately.**
- 3. Each question carries 25 Marks.**

1. (a). Using appropriate examples drawn from your experience as a history teacher, differentiate between oral history and oral tradition. (10)  
(b). How can you use oral tradition and oral history to help your students understand their past? (15)
2. (a). Critically discuss why it is important for history teachers to study their own classroom and teaching. (10)  
(b). Discuss the skills required by the teacher in order for the teacher-researcher role to be successful in practice. (15)
3. (a). Discuss how the teachers in Alan Wielder's book 'Voices from Cape Town Classrooms' were able to teach history differently from the norm. (10)  
(b). How did their teaching approach set them against the politics of the time?(15)
4. (a). What is historical empathy? (5)  
(b). Explain how you can engage your students into empathizing about the past in your lesson. (20)
5. a. What do you understand by gender history and women's history? (8)  
b. 'Women were never unimportant or marginal from the perspectives of their lives; they became unimportant only through male historical constructs'. Discuss the truth of the statement and show how you can advocate for an all inclusive approach to the teaching of the secondary and high school history curriculum? (17)
6. (a). Using appropriate examples to illustrate your answer, discuss some current and contemporary issues in the teaching, learning and assessment of school history. (10)  
(b). Explain how you can integrate these issues in your planning and teaching. (15)
7. Discuss the relevance of Pravat's three attributes for teaching for understanding in history by drawing examples from the current SGCSE history course.

End of Examination