

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

EXAMINATION PAPER. NOV/DEC 2011

TITLE OF PAPER: CURRICULUM STUDIES IN HISTORY

COURSE CODE: EDC 638

TIME ALLOWED: THREE (3) HOURS

STUDENTS: M.Ed II

MARKS: 100

INSTRUCTIONS:

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

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

SECTION A

QUESTION 1 (COMPULSORY)

How is E. H Carr's view of history different from other views of history you have come across in your readings in the course.

SECTION B

CHOOSE ANY THREE QUESTIONS

QUESTION 2

Using appropriate examples drawn from your experience in teaching history in secondary and high schools in Swaziland, discuss critically the relevance of McDougall's functions of teaching History. What is the role of the history syllabus in achieving these functions?

QUESTION 3

"Objectivity in history, if we are still to use the conventional term, cannot be objectivity of fact, but only of the relation, of the relation between facts and interpretation (Carr, E. H, What is history? Page 159). How far do you agree with this statement?

QUESTION 4

Using examples drawn from the secondary and high school history course in Swaziland, discuss the principles of historical awareness and their relevance in teaching history.

QUESTION 5

Discuss the assessment objectives of the SGCSE history curriculum in Swaziland. Drawing from the research on the implementation of the IGCSE and SGCSE curriculum discussed in the course, discuss the extent to which these objectives are achieved in teaching history.

QUESTION 6

Discuss how you would teach a document based lesson to a class following the current secondary or high school history curriculum. What are the strengths and weaknesses you are likely to come across and how would you deal with them?

QUESTION 7

Using appropriate examples drawn from your teaching experience, discuss how the teacher's awareness of the importance of language in the teaching and learning of history can contribute to students' understanding of the subject.

QUESTION 8

Using appropriate examples, critically discuss the relevance of Pravat's three attributes for teaching for understanding.