

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF CURRICULUM AND TEACHING**  
**EXAMINATION PAPER – MAY 2012**

**COURSE CODE: EDC 639**

**TITLE OF PAPER: CURRICULUM STUDIES IN HISTORY**

**PROGRAMME: M. ED II**

**TIME ALLOWED: THREE HOURS**

**INSTRUCTIONS**

- 1. ANSWER FOUR QUESTIONS IN ALL.**
- 2. WRITE VERY CLEARLY.**
- 3. NUMBER YOUR ANSWERS APPROPRIATELY.**
- 4. EACH QUESTION CARRIES 25 MARKS**

1. 'Undertaking research in their own classrooms is one way in which teachers can take increased responsibility for their actions and create a more energetic and dynamic environment in which teaching and learning can occur'. David Hopkins, *A Teacher's Guide to Classroom Research*. Milton Keynes: Open University Press, 1988, p. 1.

Discuss the truth of the statement and show how a history teacher can improve the quality of teaching and student learning by adopting the teacher as researcher notion popularized by Lawrence Stenhouse. [25]

2.A. Critically differentiate between oral history and oral tradition. (10)

B. Using appropriate examples to illustrate your answer discuss the strengths and weaknesses of oral sources and show how a history teacher can use oral sources to develop students understanding of the past. (15)

[25]

3. 'Empathy is an integral and necessary part of history'.

Using appropriate examples to illustrate your answer, discuss the importance of empathy in understanding the past and show how as a history teacher you can teach your students to empathize in the history class. [25]

4.A. Differentiate between 'women's history' and 'gender history'. (8)

B. 'Women were never unimportant or marginal from the perspective of their lives; they became unimportant only through male historical constructs'.

How far do you agree with this statement with reference to the historiography of Southern Africa? (17)

[25]

5.A. Using appropriate examples drawn from teaching history, differentiate between 'assessment of learning' and 'assessment for learning'. (8)

B. How can you use assessment for learning to improve student learning in the history classroom? (17)

[25]

6. 'Voices from Cape Town Classes' is a collection of oral histories of teachers who fought apartheid in the classroom. Using examples of the oral histories drawn from the text, discuss how these teachers were able to challenge the politics of the day in their classroom. [25]

7. 'The trend in the teaching of history has seen a move away from a largely content-based approach to a methodology where skills, concepts and attitudes play a more dominant role.'

Using examples drawn from the secondary school history course, discuss the importance of concepts and skills in history and show how you would develop students understanding of concepts and skills in the classroom. [25]

8. Critically evaluate the contribution of the following bodies in promoting and improving the quality of history teaching and student learning in secondary school history classrooms: The History Panel; the Swaziland History Teachers Association; The Ministry of Education and Training Inspectorate; The Examinations Council of Swaziland; the Head of the History Department; The Swaziland National Association of Teachers. [25]