

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF CURRICULUM AND TEACHING**  
**EXAMINATION PAPER – MAY 2014**

**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. Write very clearly.**
- 3. Number your answers appropriately.**
- 4. Each question carries 25 Marks.**

1.(a). Differentiate between oral history and oral tradition. (10)

(b). Critically discuss the advantages and disadvantages of oral sources and illustrate with examples how a history teacher can use oral sources in a history classroom. (15)

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2. The understanding of the concept of empathy by the teacher and the students is crucial in developing learner understanding of the past.

Discuss the importance of empathy in understanding the past and show with examples drawn from a typical learning experience how a teacher in a Form V class can engage learners in empathizing about the past. /25/

3. (a). Using appropriate examples to illustrate your answer, what is your understanding of 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 in Swaziland? (17)

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4. (a). Using appropriate examples to illustrate your answer, discuss some current and contemporary issues in the teaching, learning and assessment of school history. (15)

(b). Explain how you can integrate these issues in your planning and teaching. (10)

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5. Discuss the relevance of Pravat's three attributes for teaching for understanding in history by drawing examples from the current SGCSE history course.

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6. a. Differentiate between 'assessment of learning' and 'assessment for learning' in a history teaching context. (8)

b. Discuss how a history teacher can use 'assessment for learning' to improve learner understanding. (17)

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7. 'Understanding research in their classrooms in 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, 1998, p.1.

With aid of examples drawn from your teaching experience, discuss how a history teacher can improve the quality of teaching and learning by adopting the teacher research position. Highlight some of the challenges a teacher has to deal with.

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8. Pupils cannot gain historical knowledge without coming to terms with the 'rules of thought', the concepts unique to the discipline, which J.S. Bruner refers to as the 'ideas and styles' of the subject (Portal, C. (ed). (1987). *The history curriculum for teachers*. Falmer Press, p. 144).

With the aid of examples, discuss the concepts and skills that are central to the study of history.

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End of Examination