

**UNIVERSITY OF SWAZILAND**  
**DEPARTMENT OF CURRICULUM AND TEACHING**  
**FINAL EXAMINATION PAPER DECEMBER 2013**  
**M. ED**

**TITLE OF PAPER : CURRICULUM STUDIES IN GEOGRAPHY-I**

**COURSE NUMBER : EDC 641**

**TIME ALLOWED : THREE HOURS**

**INSTRUCTIONS : ANSWER ANY FOUR (4) QUESTIONS**

**MARK ALLOCATION : EACH QUESTION IS WORTH TWENTY-FIVE  
(25) MARKS**

***THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED  
BY THE INVIGILATOR.***

## **EDC 641 CURRICULUM STUDIES IN GEOGRAPHY**

### **ANSWER ANY FOUR QUESTIONS**

#### **QUESTION 1**

(a) A number of scholars have concurred that the main conceptions in human Geography are the *empirical, hermeneutic and the critical*. By referring to examples, discuss these various conceptions. (15 marks)

(b) Discuss the modes of inquiry in Geography (10 marks)

**[25 MARKS]**

#### **QUESTION 2**

(a) Discuss the steps in Geographic inquiry that are said to be embodied in the 'scientific method.' (10 marks)

(b) Discuss the nature of science and the scientific method. (15 marks)

**[25 MARKS]**

#### **QUESTION 3**

(a) Explain what is meant by the 'quantitative revolution' in Geography.

(10 marks)

(b) Discuss how the 'quantitative revolution' has shaped the nature of the current discipline.

(15 marks)

**[25 MARKS]**

#### **QUESTION 4**

Discuss the challenges faced by teachers using scientific methods in the teaching and learning of Geography. **[25 MARKS]**

**QUESTION 5**

Discuss how domestic and social environments need to be understood as factors posing challenges for students learning the subject. [25 MARKS]

**QUESTION 6**

(a) Explain the concept and nature of Inquiry-Based Learning. (9 marks)

(b) For the discipline of Geography, discuss four key issues that arise from implementing inquiry-based learning in secondary schools. (16 marks)

[25 MARKS]