

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

EXAMINATION PAPER. DEC 2015

TITLE OF PAPER: CURRICULUM STUDIES IN HISTORY

COURSE CODE: EDC 638

TIME ALLOWED: THREE (3) HOURS

PROGRAMME: M.Ed

MARKS: 100

INSTRUCTIONS:

- 1. Answer FOUR Questions in all.**
- 2. Question 1 is compulsory.**
- 3. Number your answers correctly.**
- 4. Write very clearly.**
- 5. Each question answer 25 Marks**

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

SECTION A

COMPULSORY

1. Using appropriate examples to illustrate your answer, discuss E. H Carr's notion of history as 'a continuous process of interaction between the historian and his facts, an unending dialogue between the present and the past'.

SECTION B

CHOOSE ANY THREE QUESTIONS

2. Using appropriate examples drawn from your experience as a history educator in Swaziland, discuss McDougall's functions of teaching history.
3. How far do you agree with Carr's view that 'objectivity in history, if we are still to use the conventional term, cannot be objectivity of fact, but only of the relation between facts and interpretation'.
4. 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.
5. Discuss how you would teach a document based lesson to a class of your choice following the current secondary or high school history curriculum. What are the challenges you are likely to come across and how would you deal with them?
6. Using appropriate examples drawn from your teaching experience, discuss how the history teacher's awareness of the importance of language in the teaching and learning of history can contribute to students' understanding of the subject.

7. Using appropriate examples to illustrate your answer, discuss how you would use assessment in the history classroom to develop the understanding of the subject by the students.

8. What is the importance of contemporary sources in teaching history? With particular reference to your experience as a history educator, discuss how you would use contemporary sources in teaching history and what challenges do you encounter in using contemporary sources.

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