



UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

SUPPLEMENTARY EXAMINATION PAPER, JULY 2017

- COURSE CODE** : **PED371/PEC371**
- TITLE OF PAPER** : **CURRICULUM STUDIES: SOCIAL STUDIES**
- TIME ALLOWED** : **THREE (3) HOURS**
- INSTRUCTIONS** :
- 1. THIS PAPER CONSISTS OF SIX (6) QUESTIONS. EACH QUESTION CARRIES TWENTY-FIVE (25) MARKS.**
 - 2. ANSWER ANY FOUR (4) QUESTIONS.**
 - 3. THE ENTIRE EXAMINATION CARRIES A TOTAL OF 100 MARKS WHICH CONSTITUTES 50% OF THE FINAL COURSE GRADE.**
 - 4. INDICATE ON YOUR ANSWER BOOKLET WHETHER YOU ARE A FULL-TIME (F/T) STUDENT OR NOT (I.D.E). APPEND THE INITIALS F/T OR I.D.E. TO YOUR I.D. NUMBER.**

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

QUESTION 1

- a. With specific reference to Swaziland, explain why the grid system must be included in the curriculum for pre-service Social Studies teachers. (5)
- b. Describe how the grid system is used to change the scale of maps. (10)
- c. Discuss two (2) advantages of using the grid system to change the scale of existing maps. (10)
- 25 marks

QUESTION 2

- a. Why do teachers group students for instructional purposes? (5)
- b. Discuss two (2) advantages of using each of the criterion listed for grouping students.
- Same gender (5)
 - Similar physical and other disabilities (10)
- 25 marks

QUESTION 3

- (a) Describe three (3) Piagetian tasks that could be administered to young children to estimate their ability to conceptualise space. (15)
- (b) Why do teachers administer these tasks during the pre-operational stage of development? (10)
- 25 marks

QUESTION 4

- a. Clearly differentiate between concrete concepts and abstract concepts? Give examples of each: (5)
- b. Which concepts do young children normally find easier to understand? Why? (20)
- 25 marks

QUESTION 5

- a. When does the grouping of students become an obstacle to learning? (15)
- b. How can group work for students be made lively and interesting? (15)
- 25 marks

END OF THE PAPER