

UNIVERSITY OF ESWATINI

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

FINAL EXAMINATION

CTE 324/CTE 524: CURRICULUM STUDIES IN HISTORY

STUDENTS: B.ED 111 – IDE/B.ED FULLTIME/PGCE –IDE/PGCE -FULLTIME

TIME: THREE HOURS

OCTOBER/NOVEMBER 2021

INSTRUCTIONS:

- 1. Answer a total of FOUR questions.**
- 2. Question 1 is compulsory.**
- 3. Questions carry equal marks.**

QUESTION 1

- a. What is reflective teaching? (5)
 - b. Explain why it is necessary for a history teacher to reflect on his/her teaching? (20)
- /25/

QUESTION 2

- a. Identify at least four bias and myths that predominately characterise history textbooks on the history of South Africa prior to 1994? (5)
 - b. Explain how you would address these in your history class. (20)
- /25/

QUESTION 3

- a. What is the importance of language in a history teaching and learning context? (10)
 - b. Identify the types of historical language and give examples of each. (15)
- /25/

QUESTION 4

- a. Define historical empathy? (5)
 - b. Explain how you would engage your students in empathizing about the past in your lessons. (20)
- /25/

QUESTION 5

- a. What is local history studies? (5)
 - b. Explain the value of local history studies in teaching aspects of the secondary school history course in Eswatini. (20)
- /25/

QUESTION 6

a. Facts, concepts and skills are inseparable in the teaching and learning of history. Explain.

(10)

b. Identify and discuss different skills that learners should develop in the study of history.

(15)

/25/

QUESTION 7

a. Using appropriate examples to illustrate your answer, differentiate between assessment and evaluation.

(7)

b. Discuss any five assessment principles that should be applied by the history teacher in a teaching and learning situation.

(18)

/25/