

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING

EXAMINATION PAPER – MAY 2016

COURSE CODE: EDC 639 /CTE612

TITLE OF PAPER: CURRICULUM STUDIES IN HISTORY

PROGRAMME: M.ED

TIME: THREE (3) HOURS

INSTRUCTIONS:

- 1. Answer FOUR Questions**
- 2. Write very clearly.**
- 3. Number your answers appropriately.**
- 4. Each question carries 25 Marks.**

1. Using appropriate examples to illustrate your answer, what is oral history? Discuss the value of oral history in developing student understanding of the past by showing how you would plan for an oral history project for your class.
2. “The educative value of knowledge is not that it is a product to be acquired but rather as a process in which pupils ought to participate”. J. Bruner (1967). *Towards a theory of instruction*. New York: W.W. Norton and Company.

Discuss the statement with reference to teaching and learning of history.

3. “Empathy is an integral and necessary part of history”. What is historical empathy? Using appropriate examples to illustrate your answer, discuss how the history teacher can actively engage the students in empathizing about the past and in assisting the students engage in differentiated empathy as opposed to everyday or stereotyped empathy.
 4. Discuss the sources and resources that a history teacher can use in teaching aspects of contemporary African history in the secondary and high school syllabus. Identify the challenges that a teacher is likely to face in using these sources.
 5. “The study of history can be emotive and controversial where there is actual or perceived unfairness to people by another individual or group in the past”. Discuss the opportunities and challenges for teaching emotive and controversial issues in the secondary/high school syllabus.
 6. Critically discuss Lawrence Stenhouse dual role of a ‘teacher as researcher’ by showing how a history teacher can embrace this notion in teaching secondary and high school history. Critically discuss the challenges for teachers who embrace this practice.
 7. “Language is a tool for communicating historical ideas in the classroom” (Husbands, 1999). Using appropriate examples to illustrate your answer, critically discuss how the teacher’s understanding of the importance of language can improve the teaching and learning of history.
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