



University of Fort Hare
Together in Excellence

Faculty of Education
School of Further & Continuing Education
ALICE CAMPUS

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Course: History Method

Code: MHI411

Degree: BEd & PGCE

Time: 3 hours

Marks: 100

Int. Examiner: Prof M.P. Mavuso

Ext. Examiner: T. Mashau

Int. Moderator: Mr MAA Macanda

This paper consists of **4** pages including this cover paper.

INSTRUCTIONS TO CANDIDATES

1. Read instructions carefully.
 2. This paper has 9 questions.
 3. You are required to answer 8 questions.
 - 4. You have a choice to answer either question 6 OR question 7.**
 5. Focus on answering the actual questions throughout.
 6. Number your answers as they are in the question paper.
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QUESTION 1: THE NATURE AND VALUE OF HISTORY TEACHING

1.1 In five points justifying why History is regarded as a science. (2x5=10)

1.2 Learners benefit from studying History in many ways. In line with each of the following statements, explain in simple terms how History is of benefit to learners:

- 1.2.1 History broadens our concept of space. (1)
- 1.2.2 History reveals to us our identity. (1)
- 1.2.3 History broadens our sense of reality. (1)
- 1.2.4 History repeats itself. (1)

[14]

QUESTION 2: CURRICULUM PRINCIPLES

Explain each the following principles and suggest what you will ask your learners to do in your History lesson that will be congruent with each curriculum principle.

- 2.1 High knowledge (2)
- 2.2 Social justice (2)
- 2.3 Valuing indigenous knowledge (2)
- 2.4 Credibility of historical account (2)
- 2.5 Active learning (2)

[10]

QUESTION 3: HISTORICAL CONCEPTS

Briefly explain each of the following historical concepts and provide one example of how you will apply each of them.

- 3.1 Historical sources and evidence (2)
- 3.2 Multi-perspectivity (2)
- 3.3 Cause and effect (2)
- 3.4 Change and continuity (2)
- 3.5 Time and chronology (2)

[10]

QUESTION 4: TEACHING METHODS

Identify four teaching methods and in not more than 300 words each discuss if each of them is based on learner-centeredness or teacher centeredness, its advantages, and disadvantages. You need to also strengthen your essay with examples. **[20]**

QUESTION 5: THE PURPOSE AND NATURE OF ASSESSMENT IN THE HISTORY CLASSROOM

5.1 Why is it important to assess learners? (Write about three points) (2)

5.2 Mention and explain four steps that are involved in the assessment process (8)

5.3 Formulate one assessment question for your FET History learners on each of the following historical concepts:

5.3.1 Multi-perspectivity. (1)

5.3.2 Cause and effect (1)

5.3.3 Change and continuity (1)

5.3.4 Time and chronology (1)

[14]

QUESTION 6: BLOOM'S TEXONOMY AND LESSON OBJECTIVES

Construct one lesson question in line with each of the following levels of the Bloom's Taxonomy for your FET History lesson. For each question you have constructed you then design a lesson objective and pay a particular attention to the action verb that you choose.

6.1 Remembering (2)

6.2 Understanding (2)

6.3 Applying (2)

6.4 analysing (2)

6.5 Evaluating (2)

6.6 Creating (2)

[12]

OR

QUESTION 7: DECOLONISATION

7.1 Give practical four activities or examples or proposals of what you will suggest in the decolonization of History curriculum agenda in South Africa (04)

7.2 Ubuntu emphasizes on accepting someone as a unique human being who embodies qualities like respect, kindness, love, and compassion and who is motivated by principles like interdependence and collectivity, hospitality and sharing, interconnection, belongingness, and social cohesiveness (Sotuku &Duku, 2014).

In the light of the above statement briefly discuss in not more than four points how Ubuntu could be of beneficial in the agenda of decolonization of History in South Africa.

(8)

[12]

QUESTION 8: ADDRESSING INCLUSIVITY IN PLANNING HISTORY LESSON

One of the issues that should be considered in designing lesson plans is catering for differentiation (inclusivity and diversity). Describe, with illustrative examples, five different strategies that you will use in your history classroom to cater for inclusivity.

[10]

QUESTION 9: USE OF CARTOONS IN HISTORY TEACHING

9.1 Give two reasons why cartoons are important in a History lesson. (2)

9.2 Briefly discuss the four steps to be followed when analyzing a cartoon (2X4)=8

[10]

END
