

Spring Semester Examination – 2021
Paro College of Education
Royal University of Bhutan
Paro

Module: SSA504, Making Sense of History in Social Studies
Programme: M.Ed. Social Studies.

Semester I.

Writing time: 1.5 hours

Full marks: 40

Direction:

Do not write during the first 15 minutes. Use this time for reading the questions. You will get three hours for answering the questions. This paper has two sections, A and B. Answer all the questions from **Section A** and answer any **FOUR** questions from **Section B**. Refer to the intended marks given in brackets, and spend your time on each question accordingly.

Section A.

Answer any FIVE questions (5x2=10 marks)

Question 1.

- i. Explain the statement ‘no historical account can be entirely objective’.
- ii. Why is history a controversial discipline?
- iii. Elucidate ‘identification stance and moral response stance’ in history education, and give example for each approach.
- iv. What is tripartite periodization in history? And how does it help to make sense of the past?
- v. What are those discrete events that provides relatively stable characteristics for periodization of Bhutan’s past?
- vi. What do you understand by the term ‘stratified chronology’ in history?
- vii. Why is it important to understand the stream of time and stack of time in history? Give an example for each concept.

Section B

Answer any THREE questions. (10x3=30 marks)

Question 2.

“Historical thinking has a central role for enhancing teachers’ history literacy; and at a minimum, teachers must work on model of historical thinking if they are to formulate potential progression in young students’ foundational knowledge about history, especially for teaching history contents that are integrated in social studies curriculum”. In light of this statement, answer the following questions:

- a) What is your view on German contribution to the model of historical thinking that revolves round the 'historical consciousness' concerning the relationship of disciplinary historical knowledge of everyday life? (4 marks)
- b) How will you apply this model of historical thinking while teaching history contents integrated in the Bhutanese social studies curriculum? Provide clear steps and procedure with sound justification. (6 marks)

Question 3

"The Canadian model of fostering historical thinking suggests six main ideas, but certain challenges are encountered while designing and implementing these ideas". In light of this argument, answer the following questions:

- a) what challenges do you foresee while implementing the idea of 'historical significance' in teaching history contents through social studies? (5 marks)
- b) Propose at least two strategies to teach historical significance and justify why these strategies are doable and effective. (5 marks)

Question 4

Danis Shemilt analyzed the data of Schools Council Project History to find out how young students make sense of historical learning, and identified four stages they go through in the process. Based on his findings, answer the following questions:

- a) What are the four stages of history learning according Danis Semilt? (2 marks)
- b) How is four-stage history learning process relevant to the Bhutanese social studies curriculum? (3 marks)
- c) How can you help students to complete each stage successfully? (5 marks)

Question 5.

Describe and analyze social studies theme on 'time, continuity and change' in relation to Bhutan's past. The events given below could be quoted as an example to support your analysis of continuities and changes.

- a) *Choe-Sid-Nyi* (dual) system under theocratic rule to present day. (5 marks)
- b) *Che-dar* (later diffusion of Buddhism) to early modern in Bhutan. (5 marks)