

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING

SUPPLEMENTARY EXAMINATION PAPER, JULY 2005

TITLE OF PAPER : **CURRICULUM STUDIES IN AFRICAN LANGUAGES**

COURSE CODE : **EDC 273/573**

STUDENTS : **PGCE/B.ED**

TIME ALLOWED : **THREE (3) HOURS**

INSTRUCTIONS :

- 1. THIS PAPER CONTAINS SIX (6) QUESTIONS.**
- 2. ANSWER QUESTION ONE (1) AND ANY OTHER THREE QUESTIONS.**
- 3. EACH QUESTION CARRIES 25 MARKS.**

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

EDC 273 Sup.

QUESTION 1

- (a) Describe the linguistic setting of Swaziland and state why this setting makes it imperative for siSwati to be a compulsory subject at secondary school, particularly for Swazi nationals. {15}
- (b) Identify and discuss *two (2)* differences between behavioural instructional aims and objectives. {10}

QUESTION 2

- (a) Identify and discuss *two (2)* uses of the lecture method {10}
- (b) Identify and discuss *five (5)* of the major criticisms that have been levelled against the use of the lecture method especially in mother tongue instruction. {15}

QUESTION 3

Prepare a forty minute lesson in which you teach a grammar topic of your choice. Justify your choice of teaching method. {25}

QUESTION 4

- (a) Compare and contrast brainstorming and buzz groups as discussion methods. {10}
- (b) Discuss some of the procedures a teacher must follow in order to make the most effective use of any type of discussion. {15}

QUESTION 5

Write short notes on the following teaching methods and state how you would use them in the teaching of siSwati:

- (a) Dramatization {12/2}
- (b) The project method {12/2}

QUESTION 6

Identify and discuss *three* ways in which questioning can be used in order to facilitate class discussion. {25}