

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION  
DEPARTMENT OF CURRICULUM AND TEACHING**

**FINAL EXAMINATION MAY, 2006**

**TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH**

**COURSE CODE : EDC 374**

**STUDENTS : B.ED YEAR III; PGCE**

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

**INSTRUCTIONS :**

- 1. ANSWER ANY FOUR (4) QUESTIONS.**
- 2. ALL QUESTIONS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.**
- 3. QUESTIONS CARRY MARKS AS INDICATED.**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION IS GIVEN BY THE INVIGILATOR**

### **Question 1**

“Literature is not taught in a vacuum” Discuss this notion showing how the aesthetic, linguistic and socio-cultural aspects are linked in the teaching of literature in English at secondary school level. (25 marks)

### **Question 2**

According to Brumfit (1980), one of the aims of teaching Literature is the encouragement of attitudes and affective states.

Describe these attitudes and affective states and discuss their critical importance in the understanding and enjoyment of literature texts at secondary school level. (25 marks)

### **Question 3**

Explain why extensive and intensive reading skills are essential in the teaching and studying of Literature in English at secondary school level. (25 marks)

### **Question 4**

- (i) What is “guided analysis” in the teaching of Literature? (10 marks)
- (ii) Explain the relevance of guided analysis in the understanding and appreciation of the theme(s) when studying the novel at secondary school level. (15 marks)

### **Question 5**

Discuss the range of activities and their rationale that are suggested by Ellis and Tomlinson (1994) for the appreciation of the plot in the treatment of the novel at secondary school level (25 marks)

### **Question 6**

“Shakespearean drama has no value to the African child at secondary school level”

Write a short essay stating your informed reaction to the above-quoted statement. (25 marks).