

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

**SUPPLEMENTARY EXAMINATION JULY, 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**

Discuss the reasons given by Ellis and Tomlinson (1994) for the teaching of Literature at secondary school level. (25 marks)

**Question 2**

Explain why, according to Moody (1986), Literature is of critical importance in the education of pupils at secondary school level. (25 marks)

**Question 3**

Explain how oracy and literacy skills could be linked in the study and enjoyment of literature texts at secondary level. (25 marks)

**Question 4**

Describe how group discussion and debates could be used to appreciate the characters in the story in Literature in English lessons at secondary school level. (25 marks)

**Question 5**

What are the critical steps that could be followed in the teaching of Shakespearean drama at secondary school level? (25 marks)

**Question 6**

Teachers at your school are complaining that poetry is difficult to teach; the pupils in their classes are not interested in it and that everyone is now frustrated and lacks motivation.

Suggest ways in which they could make poetry lessons interesting and how they could promote appreciation for poetry at the school. (25 marks)