

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**MAIN EXAMINATION PAPER, MAY 2007**

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

**COURSE CODE : EDC 373/573**

**STUDENTS : PGCE**

**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 373.**

**QUESTION 1 (This question is compulsory and must be answered by all candidates)**

Write a forty minute lesson plan in which you teach the form and content of the attached poem. [25 minutes]

**QUESTION 2**

Magagula's portrayal of Nikiwe's character in the play *Lilungelo Lakhe* shows quite clearly that he does not believe in gender equality. Identify and discuss points you would raise with your class in order to show the validity of this statement.

**QUESTION 3**

"What we demand of any piece of fiction – or any fragment of experience- is that it should show us that events in themselves are uninteresting, unimportant and neutral unless human beings attach value to them." Discuss how you would use the short story *NONOZI WAMI* in Motsa's *Khulumani Sive* to illustrate the above statement for your Form IV class.

**QUESTION 4**

(a) Set three O'level questions based on the novel *Itawuphuma Ehlatsini* by Thoko Mgabhi. [6 marks]

(b) Write a model answer for one of the questions set above. (Please indicate which question you are answering) [10 marks]

© Compare and contrast the characters of Madzela Shabungu and Ncelencele Tfwala. [9 marks]

**QUESTION 5**

Using any short-story from Motsa's *Khulumani Sive*:

- (a) Illustrate any of the major effects of reading fiction.
- (b) Write a plot summary for the short-story used.

**QUESTION 6**

Identify and discuss the theme(s) that either Mgabhi in her novel *Itawuphuma Ehlatsini* or Magagula in his play *Lilungelo Lakhe* are trying to grapple with. Comment on the author's ability to deal with the thematic concerns.

## THEMBI

Laliyakutilahla kunina kulemaSwati,  
Lingasekho litsemba lishabalele,  
Lishabalele kulabadzala nakulabancane,  
Lishabalele kubogogo nakubomkhulu,  
Lishabalele etingcwetini nasetingcindzini,  
Likhambi, likhambi, liphi!

Lasitsela lashona lacedza,  
Kwachubeka kwacala kwahwalala,  
Kwahwalala kwaphelela kwacedza,  
Kwachubeka kwacala kwahlwa,  
Kwahlwa kwaphelela kwacedza,  
Likhambi, likhambi, liphi!

Ebusuku betfuka bayabatseka,  
Sekumnyama batatela basangana,  
Sekumnyama kwakhala bantfwana,  
Sekumnyama kwakhatsateka batali.  
Likhambi, likhambi, liphi!

Kusadzidzitelwa kulowo mnyama,  
Kuleso sidzidzidzi, wefika Thembi,  
Hawu! Thembi, ntfombatana yetfu!  
Wota, lamula Mhlungwane,  
Ubuya nan'ekukhonteni Mkhonta?

"Nalikhambi lasekhakhami tsatsani,  
Nalikhambi: Lusinga lwelusiba.  
Ngicele bakhoti benu basicobelela.  
Bawagat'emaSwat'avukwa lusinga."  
Hhawu! Wadlala-ke ntfombatana,  
Sesijuluke kangaka Thembi!  
Hholohholo! Tsemba letfu,  
Mthembu! Mvelase! Ntfombatana.

*Matiwane Manana*