

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**FINAL EXAMINATION PAPER: MAY 2009**

**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 QUESTION ONE AND ANY THREE OTHER QUESTIONS**
  - 2. QUESTIONS CARRY MARKS AS INDICATED**
  - 3. ALL ANSWERS MUST BE WRITTEN IN CONTINUIOUS ESSAY FORM**

### **QUESTION 1 (COMPULSORY)**

Use suggestions from Brumfit (1980) and Ellis and Tomlinson (1994) to indicate how literature in English could help secondary school pupils become "broadminded, perceptive and capable of constructive criticism". [25 marks]

### **QUESTION 2**

Write a detailed account of the importance of Literature and its relevance in secondary schooling as expoused by Moody (1986). [25 marks]

### **QUESTION 3**

Discuss the notion that Literature in English is "valuable authentic material" for language enrichment which should be an integral part of the ESL programme at secondary school level as suggested by Collie and Stater (1987). [25 marks]

### **QUESTION 4**

- (a) Discuss the link between the appreciation of the characters and the awareness of theme(s) in the story. [10 marks]
- (b) Describe at least five learning/teaching activities which could help learners appreciate the characters in the study of the novel at secondary school level. [15 marks]

### **QUESTION 5**

Explain how extensive and intensive reading could be employed in promoting oracy and literacy skills when teaching literature texts at secondary school level. [25 marks]

### **QUESTION 6**

Describe the major steps which should be followed in teaching Shakespearean plays at secondary school level in ESL situation explaining why they should be followed. [25 marks]