

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**DEPARTMENT OF PRIMARY EDUCATION**

FINAL EXAMINATION-MAY 2010

TITLE OF PAPER-CHILDREN'S LITERATURE

PAPER CODE-PEC 110

TIME ALLOCATION-THREE [3] HOURS

**INSTRUCTIONS**

This question paper is divided into two sections.

Answer question 1 in SECTION A and any THREE questions from SECTION B.

All questions carry equal marks.

**DO NOT OPEN THE QUESTION PAPER UNTIL THE INVIGILATOR TELLS YOU TO.**

SECTION A

Q.1

- a. What three questions arise if we take children's literature to be literature for children? [3]
- b. Identify five defining characteristics of folktales. [5]
- c. Why should teachers of children's literature study child development Psychology? [2]
- d. For what reasons could storytelling have evolved? [3]
- e. Identify and briefly explain the four aspects of poetic language which give the poem its sound quality. [4]
- f. State eight steps you would take in organising and executing a puppet show with your class. [4]
- g. Distinguish between wordless picture books, picture book, story picture book and the illustrated book. [4]

**SECTION B**

2. Outline the historical development of children's literature from the ancient world to date. [25]

3. Compare and contrast any two of the following traditional forms of literature:

-fairy tales

-myths

-legends

-fables

What place does each have in a children's literature programme today? [25]

4. Explain how you would employ any two dramatic forms or variations in the teaching of children's literature at primary school. [25]

5. 'The effect of a story depends more on the story teller than the story itself.' Discuss. [25]

6. Explain the three kinds of alphabet books. Using relevant examples, discuss the factors you would consider when making any one of the three kinds of alphabet books. [25]

**END OF QUESTION PAPER**