

UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION



DEPARTMENT OF CURRICULUM AND TEACHING

MAIN EXAMINATION PAPER, MAY 2011

- 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. **DO NOT USE THE SAME SHORT STORY TO ANSWER MORE THAN ONE QUESTION.**
  4. **EACH QUESTION CARRIES 25 MARKS.**

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

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

In reading fiction “if we admire or dislike a fictional character, it is largely because he/she represents values of which we approve or disapprove, we may even disapprove of his actions but continue to value him/her.....”. Discuss the validity of this statement using the short story Sijeziso Sesetsenjwa by D. B. Z. Ntuli.

(25 Marks)

**QUESTION 2**

- (a) Discuss Tholakele’s character in the novel Itawuphuma Ehlatsini by Thoko Mgabhi. (15 Marks)
- (b) Identify and discuss the thematic concerns which the author brings out through this character. (10 Marks)

**QUESTION 3**

- (a) Set three SGCSE questions based on the drama Lilungelo Lakhe by Salayedvwa Magagula. (6 Marks)
- (b) Write a model answer for one of the questions set above. Please indicate which question you are answering) (10 Marks)
- (c) Compare and contrast the characters Nikiwe Hlophe and Mshiyeni Mbamali in the drama. (9 Marks)

**QUESTION 4**

Select a short story from Motsa’s Khulumani Sive (you may not use the short story Nonoza Wami) and:

- (a) Write a short plot summary for the story (15 Marks)
- (b) Use this story to illustrate two major effects of reading fiction. (10 Marks)

**QUESTION 5**

From the attached poem

- (a) Write out a lesson aim from which you formulate five lesson objectives (10 Marks)
- (b) Write a full lesson, development for teaching this poem (10 Marks)
- (c) Justify your choice of teaching method (5 Marks)

**QUESTION 6**

Using a short story from Motsa's collection **Khulumani Sive** (Do not use the story **Nonoza Wami**).

- (a) Write out set induction questions that you would pose to your class as a way of warm-up. Provide anticipated responses to your questions. (15 Marks)
- (b) State what literary device seems strongest in the story and say why. (10 Marks)

## ULUKHUNI MTIMBA

Ulukhuni mtimba,  
Ulukhuni kwelitje laseJamane,  
Takho tigingaba tihlatimulis'umtimba.

Emakloba ayakukhantfuluta,  
Zamcolo uyakukhwikhwilita,  
Ubashiya babambe wangephansi.

Lobumnandzi ngujubajece,  
Lelimnandzi ngulelidlavat'emaphaphu,  
Bokhololo bakholwa ngulelibilako.

Kulabanye uligabha lakeyeye, ungulomntantami,  
Bayakubengeta labanye bayakuhlahlela,  
Bayakuvadlata labanye bayakubhibita.

Lilungelo lakho lite lelite,  
Kuwe tigingaba ngendlov'iyangena tiyentiwa,  
Wakhonona ubitwa ngesitetemi lesingabeketeli.

Wen'ulithempeli laLongabonwa,  
Umbambeli uyakudlavata,  
Likusasa lakho akudokwe ligayelwe yena.

Yini? Ufelani mtimba? Sipi sono sakho?  
Umuntfu uyawufel'umusa wakhe mnikati wenuNtfu,  
Luntfu nguwe, ngawe luNtfu lunguloku lolungiko.

Yelul'ingalo yakho Simakadze,  
Jikijel'intfonga sidalwa sakho sibutsakatsaka,  
Umtimba lithempeli lakho,  
Wuhlwitse kunasilengiso lesingumuntfu.

*Oscar J. Sibandze*