

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION**



**DEPARTMENT OF CURRICULUM AND TEACHING**

**MAIN EXAMINATION PAPER, MAY 2012**

- 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. THE SHORT STORY NENEZA WAMI MAY NOT BE USED TO ANSWER ANY QUESTION**
  - 5. EACH QUESTION CARRIES 25 MARKS**

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

- (a) Set three SGCSE questions based on a short story of your choice from *Khulumani Sive* by Z. Motsa. [6 marks]
- (b) Write a model answer for one of the questions set above. (Please indicate which question you are answering). [10 marks]
- (c) What effects of literary appreciation are found in this short- story? [9 marks]

**QUESTION 2**

“If we admire or dislike a fictional character it is largely because she/he represents values of which we approve or disapprove. We may even disapprove of a character’s action but continue to value her/ him”. Discuss the validity of this statement and use characters in Mgabhi’s novel *Itawuphuma Ehlatsini* to support your discussion. [25 marks]

**QUESTION 3**

The assertion that “events in themselves are uninteresting, unimportant and neutral unless we attach value to them” is borne out in Mgabhi’s *Nonoza Wami*. Discuss points you would raise from the plot of this short-story to illustrate this for your SGCSE class. [25 marks]

**QUESTION 4**

- (a) In tabular form compare and contrast the characters of Madzela Shabangu and Ncelencele Tfwala for your SGCSE class as follows:

<b>NCELENCELE</b>	<b>MADZELA</b>
Uyephana	Uyemana

[10 marks]

- (b) State which themes are illustrated by the following characters in Mgabhi’s *Itawuphuma Ehlatsini*.
- (i) LaNhlabatsi
- (ii) Tholakele
- (iii) Madzela and Ncelencele [15 marks]

**QUESTION 5**

- (a) Identify and discuss two of the major themes that are addressed by Magagula in the play *Lilungelo Lakhe*.
- (b) What weaknesses (at least three of these) would you identify with your class in order to deal with issues of credibility in Magagula’s work? [25 marks]

**QUESTION 6**

Write a forty minute lesson plan where you teach the form and content of the attached poem ‘THEMBI’ [25 marks]

## 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, ntfomatana yetfu!  
Wota, lamula Mhlungwane,  
Ubuya nan'ekukhonteni Mkhonta?

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

*Matiwane Manana*