

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**

DEPARTMENT OF CURRICULUM AND TEACHING

SUPPLEMENTARY EXAMINATION PAPER: JULY 2012

TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH

COURSE CODE : EDC 374

STUDENTS : B.ED YEAR III; PGCE (F/T); B.ED (IDE); P.G.C.E. (IDE)

TIME ALLOWED : THREE (3) HOURS

- INSTRUCTIONS:**
- 1. ANSWER ANY FOUR QUESTIONS.**
 - 2. QUESTIONS CARRY MARKS AS INDICATED.**
 - 3. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM**

NB: MARKS WILL BE DEDUCTED FOR WEAK EXPRESSION AND SLOPPY PRESENTATION.

Question 1

Discuss and exemplify the notion that literature does not take place in a vacuum.

(25 marks)

Question 2

Besides enjoyment, Moody (1986) suggested other essential values of Literature. Discuss these values and explain why they are important for pupils at secondary school level.

(25 marks)

Question 3

Explain how extensive and intensive reading could be used to promote oracy and literacy skills as well as analytical and critical abilities in the study of the novel as suggested by Brumfit (1980) at secondary school level.

(25 marks)

Question 4

Debates and group discussion could be used to help learners appreciate and become aware of some key aspects of the story in the study of the novel at secondary school level. Describe these key aspects and explain how debates and group discussion could be used for their appreciation and study during the treatment of the novel in class.

(25 marks)

Question 5

Discuss the value of poetry and describe, in detail, how you would promote them through the teaching of poetry at secondary school level.

(25 marks)

Question 6

- (i) What is the value of Shakespearean drama to pupils at secondary school level?
(10 marks)
- (ii) Describe the process in which you would engage learners at secondary school in order to promote enjoyment and meaningful study of Shakespearean plays.
(15 marks)