

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION**



**DEPARTMENT OF CURRICULUM & TEACHING  
FINAL EXAMINATION PAPER, DECEMBER 2011**

- TITLE OF PAPER : CURRICULUM STUDIES IN AFRICAN LANGUAGES**
- COURSE CODE : EDC 631**
- STUDENTS : MASTER OF EDUCATION (PART TIME) YEAR II**
- TIME ALLOWED : THREE (3) HOURS**
- INSTRUCTIONS :**
- 1. ANSWER QUESTION ONE (1) AND ANY OTHER TWO (2) QUESTIONS.**
  - 2. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.**

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

SiSwati has never enjoyed the same status as English both as a school subject and as an official language. Discuss. [40Marks]

**Question 2**

Corpus planning has been known to go on in societies even if there is a vacuum in status planning. Describe both status and corpus planning and examine the validity of this statement in relation to the status of language planning in Swaziland. [30Marks]

**Question 3**

From your readings what are some of the arguments for the promotion of indigenous African languages and what are the challenges? Relate these to the local situation - Swaziland. [30Marks]

**Question 4**

There is a strong advocacy for the additive (bilingual) model of education. From your readings what are the arguments for this model and what are the challenges. [30Marks]

**Question 5**

Chambou (1987) identifies **eight** deficiencies of language planning that are common to the process of language planning in African countries. Select and discuss those deficiencies that apply to the specific case of Swaziland and elaborate on how and why these may be said to apply to Swaziland. [30Marks]