

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**



DEPARTMENT OF CURRICULUM & TEACHING

FINAL EXAMINATION PAPER, MAY 2012

- TITLE OF PAPER : CURRICULUM STUDIES IN AFRICAN LANGUAGES**
- COURSE CODE : EDC 632**
- 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*)

Compared to teachers of other subjects on the school curriculum the siSwati teacher faces a bigger challenge of motivating and convincing pupils that siSwati is a worthwhile subject. Discuss both the enabling factors and the challenges faced by siSwati teachers in Swaziland. [40Marks]

Question 2

From your readings what are the arguments for studying modern literature at both high school and tertiary level. [30Marks]

Question 3

“No single teaching method or approach suffices to cater for the needs of all mother tongue learners” Discuss the validity of this observation in relation to the learning and teaching of siSwati at the different levels of schooling in Swaziland. [30Marks]

Question 4

Identify and discuss the four competence areas of communicative competence. Comment on their relevance to the teaching of the mother tongue. [30Marks]

Question 5

Sone (2008) argues very strongly for the inclusion of oral traditional literature in the school syllabus. Outline Sone’s arguments and state your own position with regard to the function of oral literature in education. [30Marks]