

UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING



SUPPLEMENTARY EXAMINATION PAPER: JULY 2013

**TITLE OF PAPER :** CURRICULUM STUDIES IN ENGLISH

**COURSE CODE :** EDC 274

**STUDENTS :** B.Ed Yr II (F/T); B.Ed Yr II (IDE); PGCE (F/T);  
PGCE (IDE)

**TIME ALLOWED :** THREE (3) HOURS

- INSTRUCTIONS:**
1. ANSWER QUESTION ONE AND ANY OTHER THREE QUESTIONS.
  2. ALL QUESTIONS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.
  3. QUESTIONS CARRY MARKS AS INDICATED.

### **Question 1**

Discuss the “vehicular” importance of English in Swaziland and explain how this importance is provided for in the country’s education system.

(25 marks)

### **Question 2**

How far would you agree that the current Swaziland General Certificate of Secondary Education (SGCSE) English Language Syllabus caters for the critical needs of learners at this level?

(25 marks)

### **Question 3**

Define the below-listed and discuss their critical importance in reading comprehension at secondary school level, as suggested by Ellis and Tomlinson (1994).

- (i) Reasoning skills;
- (ii) Selection skills;
- (iii) Evaluation skills.

(25 marks)

### **Question 4**

Describe how listening, speaking and writing could be integrated in teaching listening comprehension at secondary school level.

(25 marks)

### **Question 5**

Explain why understanding of the meanings of lexical items and grammatical understanding are essential ingredients of reading comprehension at secondary school level, as suggested by Ellis and Tomlinson (1994).

(25 marks)

**Question 6**

- (i) Why is summarizing a critical life skill which should be taught and practised at secondary school level?

(5 marks)

- (ii) Describe the comprehension and composition skills which should be learnt and used by pupils in summary work, as suggested by Ellis and Tomlinson (1994)

(20 marks)