

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION**



**DEPARTMENT OF CURRICULUM & TEACHING  
FINAL EXAMINATION PAPER, DECEMBER 2012**

- 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**
- INSRCTIONS : 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)*

The recently launched education and training sector policy (April, 2011) worsens the already depressed status of siSwati . Discuss the validity of this statement and say in what way siSwati can be said not to enjoy the same status as the other official language – English. [40Marks]

**Question 2**

From your readings what are the arguments for the use of the local/familiar languages (additive bilingual model) as a medium of instruction from the point of view of both the teachers and the learner. What do you see as the major challenges? [30Marks]

**Question 3**

Chambou (1987) identifies **eight** deficiencies that are common to the process of language planning in Sub-Saharan countries. Discuss these deficiencies and use the specific case of Swaziland, to show how these apply. [30Marks]

**Question 4**

From your readings state what different scholars say is the relationship between the use of indigenous languages and development in Sub-Saharan Africa. [30Marks]

**Question 5**

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 the statement in relation to the status of language planning in Swaziland. [30Marks]