

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHING



MAIN EXAMINATION

MAY, 2017

TITLE : CURRICULUM STUDIES IN ENGLISH II
COURSE CODE : CTE 520/EDC 574/EDC 374
STUDENTS : P.G.C.E. (F/T) (IDE); B.ED (F/T) (IDE)
TIME ALLOCATION : THREE (3) HOURS

INSTRUCTIONS:

1. THIS PAPER HAS FIVE (5) QUESTIONS.
2. CHOOSE AND ANSWER ANY FOUR (4) QUESTIONS.
3. ALL QUESTIONS CARRY EQUAL MARKS.
4. YOUR ANSWERS MUST BE IN CONTINUOUS WRITING.

DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD.

QUESTION 1

Drawing from both the cultural and topical perspectives of teaching a novel, choose a novel you know well and develop some instructional activities for a Form 4 class.

(25 Marks)

QUESTION 2

Discuss, using examples, the following assumptions guiding practice in the teaching of literature in schools.

- i) Some literature is more important than others; (10)
- ii) Some interpretations are better than others. (10)

(25 Marks)

QUESTION 3

Discuss the transmission and interpretations models and their implications for teaching literature in schools.

(25 Marks)

QUESTION 4

Beach and James (1999) propose methods of organizing units in literature. Discuss the following methods using examples from any literary work you teach or know well.

- i) Presenting background information/knowledge (10)
- ii) Fostering deductive and inductive reasoning (10)

(25 Marks)

QUESTION 5

Using examples, discuss the characteristics of a short story as presented by Beach and James (1999).

- i) Storytellers set the scene to create anticipation (10)
- ii) Storytellers build and resolve conflict (10)

(25 Marks)

END OF PAPER