

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**



DEPARTMENT OF CURRICULUM & TEACHING

FINAL EXAMINATION PAPER, MAY 2017

- TITLE OF PAPER : CURRICULUM STUDIES IN AFRICAN LANGUAGES**
- COURSE CODE : CTE 606**
- 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*)

In the novel "Umsamaliya Lolungile," Dlamini (2013) uses different literary devices. Identify and discuss these using illustrations from the text.

[40Marks]

QUESTION 2

Compared to teachers of the other subjects on the school curriculum, the siSwati teacher faces a bigger challenge of motivating and convincing pupils that siSwati is a worthwhile subject to be learnt. Examine this assertion using some of Obanya's (1991) arguments on African Languages and education and your own experiences as a siSwati teacher

[30 Marks]

QUESTION 3

From your readings discuss the concept of code-switching and its use in education particularly within the classroom setting, pointing out both its merits and demerits.

[30 Marks]

QUESTION 4

Discuss the problems faced by oral literature as an area of study in Africa. Using specific examples, critically examine solutions suggested by Sone(2008) and Finnegan(2003).

[30 Marks]

QUESTION 5

Sone (2008) argues very strongly for the inclusion of oral traditional literature in the school syllabus at all levels of schooling. Outline Sone's arguments using relevant illustrations and state your own position with regard to the functions of oral literature.

[30 Marks]

END OF PAPER