

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING



MAIN EXAMINATION

MAY, 2018

TITLE : CURRICULUM STUDIES IN ENGLISH II
COURSE CODE : CTE 520/CTE 320/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. EACH QUESTION IS WORTH 25 MARKS INCLUDING 5 MARKS FOR EXPRESSION
4. YOUR ANSWERS MUST BE IN CONTINUOUS WRITING.

DO NOT TURN OVER THIS PAGE UNTIL YOU ARE TOLD.

QUESTION 1

Using clear examples, discuss the representative power of language in the teaching of literature.

(25 Marks)

QUESTION 2

As a teacher responsible for teaching literature in English at senior secondary school describe how you would approach the teaching of literature for the following reasons:

i) Didactic approach (10 Marks)

ii) New criticism (10 Marks)

(25 Marks)

QUESTION 3

Discuss any of the four ways Beach and James (1991) suggest should be considered when teaching poetry at senior secondary school.

(25 Marks)

QUESTION 4

Using relevant examples from any senior secondary literary text, describe the approach you would use when teaching literature focusing on the following aspects:

i) Issues (10 Marks)

ii) Themes (10 Marks)

(25 Marks)

QUESTION 5

Using clear examples, draw a distinction between text-centered and response-centered questioning in literature. In each, what would you emphasize during teaching?

(25 Marks)

END OF PAPER