

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**



DEPARTMENT OF CURRICULUM & TEACHING

FINAL EXAMINATION PAPER, MAY 2018

- TITLE OF PAPER : ADVANCED 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)

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. [40 Marks]

Question 2

Select any of either Thembekile Msibi or Thoko Mgabhi's short stories from Motsa's **Khulumani Sive** and write a full critical appraisal of the story. Identify and comment especially on the literary devices used in the story. State clearly what (according to literary critics) these devices mean. [30 Marks]

Question 3

Write a critical appraisal of Msibi's character and characterization in the play "Emaphupho Emadvwala" [30 Marks]

Question 4

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]

Question 5

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 language to be learnt as a curriculum subject. Discuss both the enabling factors and the challenges faced by siSwati teachers in Swaziland. [30 Marks]

END OF PAPER