

UNIVERSITY OF ESWATINI  
FACULTY OF EDUCATION  
DEPARTMENT OF CURRICULUM AND TEACHING



MAIN EXAMINATION

MAY, 2019

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

Discuss the Three Way Interaction model proposed by Beach and James (1999). Explain how it relates to both the teacher and student interpretation of a text.

(25 Marks)

### QUESTION 2

James (1999) suggests that language serves three primary functions in literature: expressive, transactional and poetic. Using examples, discuss, in detail, any TWO of the functions.

(25 Marks)

### QUESTION 3

According to Beach and James (1999), discuss the purpose and structure of a small group in a literature class.

### QUESTION 4

Discuss the importance of developing students' level of moral reasoning and characters' institutional or cultural roles when teaching a short story.

(25 Marks)

### QUESTION 5

Using Swaziland as a context, critically evaluate the relevance of the following outline by Beach and James (1991) regarding teaching of poetry.

- Never teach a poem you don't like.
- Teach poems you are not certain you understand.
- Teach poems new to you.
- Give students the freedom to dislike poetry.

(25 Marks)

END OF PAPER