

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**

DEPARTMENT OF CURRICULUM AND TEACHING

SUPPLEMENTARY EXAMINATION PAPER: JULY 2009

TITLE OF PAPER : CURRICULUM STUDIES IN ENGLISH

COURSE CODE : EDC 374

STUDENTS : B.ED YEAR III; PGCE

TIME ALLOWED : THREE (3) HOURS

- INSTRUCTIONS:**
- 1. ANSWER QUESTION ONE AND ANY THREE OTHER QUESTIONS**
 - 2. QUESTIONS CARRY MARKS AS INDICATED**
 - 3. ALL ANSWERS MUST BE WRITTEN IN CONTINUIOUS ESSAY FORM**

QUESTION 1 (COMPULSORY)

Discuss the content areas which could ensure that pupils become perceptive and broadminded through study of the novel at secondary school level. [25 marks]

QUESTION 2

Discuss the major similarities in the reasons given by Brumfit (1980) and Ellis and Tomlinson (199) for the teaching of Literature in English at secondary school level. [25 marks]

QUESTION 3

Discuss the arguments given for the sort of books which should be included in the Literature in English syllabus at secondary school level as suggested by Ellis and Tomlinson (1994). [25 marks]

QUESTION 4

Discuss the validity of the arguments presented by Collie and Stater (1987) for the teaching of Literature in English to learners in ESL situations. [25 marks]

QUESTION 5

"Understanding and retention of the story or surface content" (Ellis and Tomlinson, 1994; p.181) are essential for enjoyment of the novel.
Describe the learning/teaching activities which could help learners achieve these at secondary school level. [25 marks]

QUESTION 6

How far would you agree with the argument that poetry texts are most suitable for promoting the literacy skills suggested by Brumfit (1980). [25 marks]