

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHING



SUPPLEMENTARY EXAMINATION

JULY, 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

With particular reference to Beach and James (1991), discuss how new criticism influenced the direction of the teaching of literature in the 1940s?

(25 Marks)

QUESTION 2

Discuss the importance of developing clear instructional objectives in a literature lesson.

(25 Marks)

QUESTION 3

Evaluate aesthetic and vicarious experience as the main advanced reasons for teaching literature at senior secondary school.

(25 Marks)

QUESTION 4

Using examples, discuss the following types of questioning in literature.

- i) Closed questioning (10 Marks)
- ii) Open questioning (10 Marks)

(25 Marks)

QUESTION 5

Discuss the role of scaffolding in the teaching of literature at senior secondary classes.

END OF PAPER