



OFFICE OF THE DEPUTY PRINCIPAL  
ACADEMICS, RESEARCH AND STUDENT AFFAIRS

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# UNIVERSITY EXAMINATIONS

## 2021/2022 ACADEMIC YEAR

### THIRD YEAR FIRST SEMESTER REGULAR MAIN EXAMINATION

### FOR THE DEGREE OF BACHELOR OF EDUCATION (ARTS)

**COURSE CODE: EDL 313**

**COURSE TITLE: LITERATURE EDUCATION II**

**DATE: 28<sup>TH</sup> JANUARY, 2022**

**TIME: 2.00P.M– 5.00P.M**

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### INSTRUCTION TO CANDIDATES

- SEE INSIDE

**THIS PAPER CONSISTS OF 4 PRINTED PAGES**

**PLEASE TURN OVER**

**EDL 313: LITERATURE EDUCATION II**

**STREAM: BED (Arts)**

**DURATION: 3 Hours**

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**INSTRUCTIONS TO CANDIDATES**

- i. *Answer Question ONE and any other TWO questions.*
  - ii. *Do not write on the question paper.*
  - iii. *Avoid using the same text to answer more than one question.*
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**Question One (Compulsory)**

Read the poem below and answer the questions that follow.

**I MET A THIEF**

( Bukenya, AS)

On the beach, on the coast,  
Under the idle, whispering coconut towers,  
Before the growling, forming waves,  
I met a thief, who guessed I had  
An innocent heart for her to steal.

She took my hand and led me under  
The intimate cashew boughs which shaded  
The downy grass and peeping weeds.  
She jumped and plucked the nuts for me to suck;  
She sang and laughed and pressed close.

I gazed: her hair was like wool of a mountain sheep,  
Her eyes, a pair of brown -black beans floating in milk.  
Juicy and round as plantain shoots  
Her legs, arm and neck;  
And like wine-gourds her pillowy breasts;  
Her throat uttered fresh banana juice:

Matching her face -smooth and banana ripe.  
 I touched -but long before I tasted,  
 My heart had flowed from me into her breast;  
 And then she went-High and South-  
 And left my carcass in the fire she'd lit.

- a) Prepare a lesson plan which you would use to teach the above poem. (10 Marks)
- b) Define the term *integration* of English and Literature. (4 Marks)
- c) From the above poem, discuss any five areas that make teaching poetry difficult. (10 Marks)
- d) Illustrate any TWO images used in the poem above and show how you as a teacher would lead learners to appreciate them. (6 Marks)

### Question Two

Explain any THREE ways how you would teach characterization in either a novel or short story using a literary text of your choice. (15 Marks)

### Question Three

- a) Distinguish between *curriculum* and *syllabus* for literature. (4 Marks)
- b) Define the concept of integration as applied in the Kenyan Secondary school situation (4 Marks)
- c) 'Integration of English and Literature was a big mistake'. Discuss this assertion by proving any three illustrations. (12 Marks)

### Question Four

With the help of examples from East African Literature, discuss how the plot, setting, theme and character relate to each other and the overall understanding of a novel. (20 Marks)

### Question Five

Evaluate any FIVE factors that are put into consideration before a literature syllabus is put in place. (20 Marks)