UNIVERSITY EXAMINATIONS

UNISA university of south africa

June/July Examination 2021

CHL2601
Children's literature

100 marks
Duration: 3 hours

This examination paper consists of SEVEN (7) pages.

Instructions:
This examination paper consists of FOUR compulsory questions:
Question 1: 20 marks
Question 2: 30 marks
Question 3: 30 marks
Question 4: 20 marks
TOTAL: 100 marks

- **Answer all the questions.**
- **Answer all questions in English.**
- **Ensure that you number your answers correctly, as indicated in the examination paper.**
- **If you type your answers, type in Arial 12 pt.**
- **If you write your answers, please write neatly and legibly.**
- **Handwritten paper-based answer sheets must be scanned and converted into a single PDF document. Ensure that you scan all the pages in the correct order.**
- **Save your PDF as: module code, exam and student number, i.e. CHL2601 JULY 123456.**
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QUESTION 1: **[20]**

1.1 Answer the following multiple-choice questions. (10)

2 Choose the correct option for each of the following questions and write your answer as, for example, 2.1.1 – b.

2.1.1 Which one of the following skills is not an example of cognitive development?

a) Sequencing
b) Comparing and contrasting
c) Memory
d) Collaboration

2.1.2 Self-questioning ensures that the child has understood the text and is able to learn independently. Which one of the following questions is not an example of self-questioning?

a) Does it look right?
b) Does it sound right?
c) Does it make sense?
d) Does the teacher indicate that it is correct?

2.1.3 Problem-solving is a skill that can be enhanced through stories. Which option is incorrect? Problem-solving involves:

a) the ability to identify and define the problem.
b) drawing a conclusion.
c) generating alternative solutions.
d) evaluating, selecting and implementing the best solution.

2.1.4 Which of the following statements best describes emergent literacy?

a) Emergent literacy means that young children learn to speak and understand language.
b) Young children learn about the form and function of printed text before they formally learn how to read and write in school.
c) Children learn how to express their ideas, thoughts and feelings.
d) Emergent literacy refers to a specific point in time when children are ready to learn how to read and write.

2.1.5 After reading a book or telling a story, the teacher can expand by providing follow-up activities. Which one of the following is not a suitable follow-up activity?

a) Draw a picture of your favourite character or scene and write captions for the drawing.
b) In small groups, discuss the story and come up with a different ending.
c) Choose characters from the story and write a dialogue.

d) Ask learners to re-read the story until they can read it fluently.

2.1.6 Which option is most correct?

a) Picture-reading is good for starting conversations and developing the imagination.
b) Comprehension is enhanced by asking literal questions.
c) "What is the name of Ben's dog?" is an example of reorganisation.
d) High-frequency words and sight words enhance decoding.

2.1.7 Before reading to learners, it is important to establish their:

a) print awareness
b) prior knowledge
c) perceptual development
d) comprehension

2.1.8 Africanisation means:

a) teachers should only choose stories written by African writers.
b) African learners can only relate to African stories.
c) a reaffirmation of the African culture and indigenous knowledge systems.
d) children will only be able to relate to stories with African characters.

2.1.9 Fairy tales are stories:

a) about fairies and other magical creatures.
b) with characters and events that are possible in the real world.
c) where good is rewarded and evil is always punished; therefore, they always have a happy ending.
d) explaining how things came into existence and everyday natural phenomena.

2.1.10 Which one of the following is not a characteristic of children's literature?

a) Bright and colourful illustrations.
b) Simple language at the level of the child.
c) Themes children can relate to.
d) A complex plot that requires logical thought.

1.2 Below are Piaget's FOUR (4) stages of cognitive development, labelled A, B, C and D. Following these stages are ten (10) test items. Based on your knowledge of cognitive development and genres of children's literature, categorise the test items according to the most appropriate stage of development.
(Indicate your answers as follows: i – B) (10)

A. Sensory motor stage
B. Pre-operational stage
C. Concrete operational stage
D. Formal operational stage

i. Biographies and autobiographies.
ii. Counting books.
iii. Alphabet books.
iv. Characters are animals that talk or dead things that take on human characteristics.
v. Baby books that are easy to handle.
vi. Toy books that provide for sensory exploration.
vii. Development of memory and imagination requires a variety of genres.
viii. Solving problems that apply to concrete events and objects is supported through books focusing on familiar themes.
ix. Mysteries may appeal as the individual is able to solve abstract problems and understand concepts such as justice.
x. Beginning to show an interest in historical fiction.

QUESTION 2: [30]

2.1 Based on your knowledge of child development, explain the factors you would consider when selecting books for children in the pre-operational stage. (6)

2.2 Give examples to demonstrate your understanding of using children's literature to develop phonemic awareness in the Foundation Phase. (10)

2.3 Demonstrate the value and importance of a literacy-rich environment and provide practical examples of how it can be used to enhance the development of emergent literacy. (10)

2.4 How will books that you select for teaching reading differ from stories you read for fun? (4)

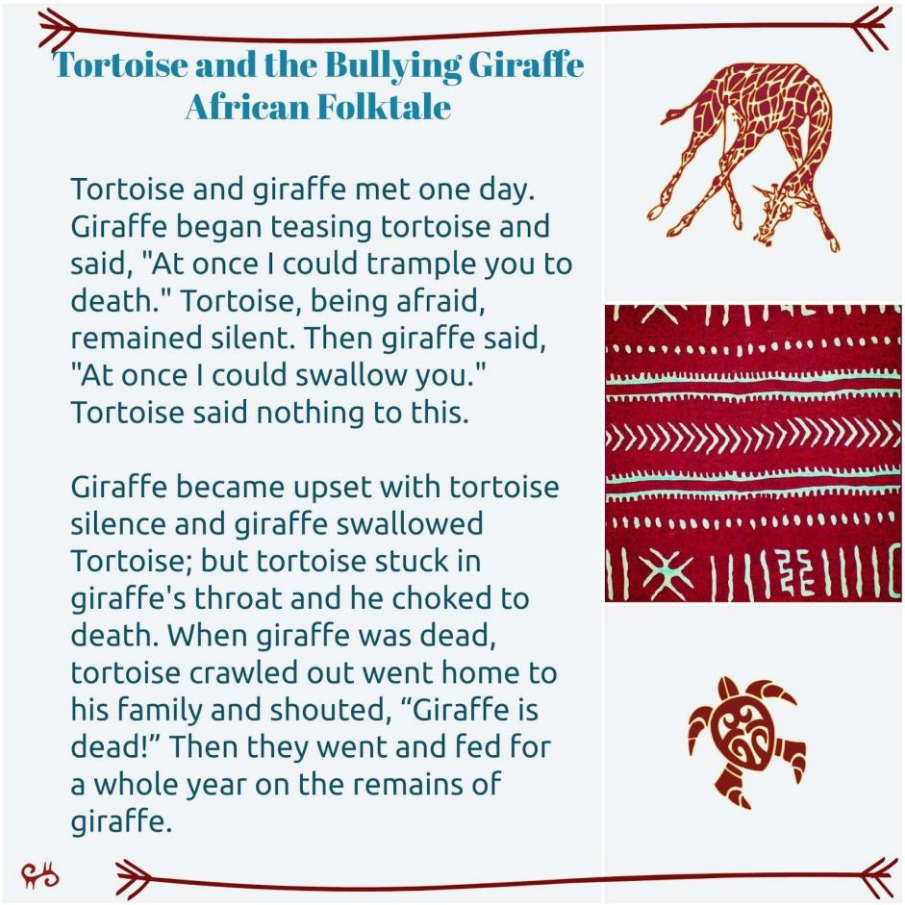
QUESTION 3: **[30]**

3.1 Discuss how context will influence the choice of stories you read in class. (5)

3.2 The Progress in International Reading Literacy (PIRLS) study has found that nearly 78% of South African learners in Grade 4 are unable to read for meaning. Discuss some of the factors that may influence children's comprehension. (5)

3.3 Discuss the skills young children will be demonstrating when concepts about print and print awareness have been established. (7)

3.4 To answer the next questions, you would need to refer to the story below.



Tortoise and the Bullying Giraffe
African Folktale

Tortoise and giraffe met one day. Giraffe began teasing tortoise and said, "At once I could trample you to death." Tortoise, being afraid, remained silent. Then giraffe said, "At once I could swallow you." Tortoise said nothing to this.

Giraffe became upset with tortoise silence and giraffe swallowed Tortoise; but tortoise stuck in giraffe's throat and he choked to death. When giraffe was dead, tortoise crawled out went home to his family and shouted, "Giraffe is dead!" Then they went and fed for a whole year on the remains of giraffe.

Source: theafricangourmet.com

https://www.google.com/search?q=the+tortoise+and+the+bullying+giraffe&rlz=1C1GCEU_enZA872ZA872&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjvk8qijoXxAhWLDcAKHQfuBWIQ_AUoAXoECAEQAw&biw=1366&bih=625#imgrc=ziX75sDGDNb40M

3.3.1 What genre is this story an example of? Explain by highlighting the characteristics of this genre. (3)

3.3.2 What is the mood of this story? Also explain if this is typical of children's stories or not and substantiate your answer. (3)

3.3.3 What is the moral of this story? (1)

3.3.4 How will you bring the moral of this story across to learners in the Foundation Phase? Explain how you will do this:

- before reading (2)
- during reading (2)
- after reading (2)

QUESTION 4: **[20]**

To answer question 4, you need to refer to the image below:



4.1 Develop a question that will allow for the development of each one of the following levels of comprehension: (4)

- Literal
- Inference
- Evaluation
- Personal response

4.2 Children's literature is a resource that can be integrated with other subjects. Based on the image, design the following:

4.2.1 FOUR (4) maths problems suitable for Grade 2 learners (your problems must require different operations). (4)

4.2.2 ONE (1) activity that will develop beginning knowledge (Natural Science). (2)

4.2.3 Building vocabulary (FOUR (4) new words). (4)

4.2.4 A writing framework (a flow diagram) that will allow learners to write their own story based on the image. (6)

TOTAL: [100]

EXAMINERS:

First examiner: Dr SG le Roux
Second examiner: Mrs PS Makhura

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