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THE UNIVERSITY OF THE WEST INDIES

Semester I Semester II Supplemental/Summer School

Examinations of December /April/May /July 2012

Originating Campus: Cave Hill Mona St. Augustine

Mode: On Campus By Distance

Course Code and Title: **LIBS3207 - LITERATURE FOR CHILDREN & YOUNG ADULTS**

Date: **Friday, December 21, 2012**

Time: **9:00 – 11:00 a.m.**

Duration: **2 Hours**

Paper No:

Materials required:

Answer booklet: Normal Special Not required

Calculator: Programmable Non Programmable
(where applicable)

Multiple Choice answer sheets: numerical alphabetical 1-20 1-100

Auxiliary/Other material(s) – Please specify:

Candidates are permitted to bring the following items to their desks:

Instructions to Candidates: This paper has 7 pages & 15 questions.

Candidates are reminded that the examiners shall take into account the proper use of the English Language in determining the mark for each response.

THIS IS A SHORT ANSWER EXAMINATION FOR 60% OF THE FINAL MARKS.

STUDENTS ARE REQUIRED TO ANSWER ALL QUESTIONS IN THE SPACES PROVIDED.

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1a. Name any **THREE (3)** existing awards for children's literature. (1.5 marks)

1b. Write **FIVE (5)** brief facts about any one non-Caribbean medal award of your choice.
(2.5 marks)

1c. Indicate **TWO (2)** values of having awards for children's literature. (2 marks)

2a. Identify and define **TWO (2)** types of traditional tales. (2 marks)

2b. State **THREE (3)** conventional features usually identified with this genre. (3 marks)

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3a. Name **THREE (3)** Caribbean authors for children and write short notes on **ONE (1)** of them. (5 marks)

3b. State **TWO (2)** values of indigenous literature for Caribbean children. (2 marks)

4. Define “didacticism” as it is applied to children’s literature and state when this is an acceptable way of writing for children. (2 marks)

5. Explain **THREE (3)** criteria that should be applied when evaluating the physical aspects of a book in terms of its suitability for use by young people. (3 marks)

6. Explain, with examples, **THREE (3)** ways that children's developmental stage is likely to affect their response to literature. (4.5 marks)

7. Indicate **THREE (3)** standards that illustrations in information books should meet, and say why each is important. (4.5 marks)

8. Name and define **THREE (3)** types of books (based on their contents) for very young children and state **ONE (1)** criterion for the selection of each type of book for the reader. (4.5 marks)

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9a. Explain **TWO (2)** issues surrounding the attempt to define the nature of historical fiction.
(2 marks)

9b. State the author and title of **ONE (1)** non-Caribbean historical fiction book you have read for this course, and give **TWO (2)** reasons why it would be of interest to a Caribbean reader.
(3 marks)

10. Give **TWO (2)** possible reasons for reluctance in reading among young people and suggest **TWO (2)** strategies you would employ to encourage them to read. (4 marks)

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11. State, with explanation, **THREE (3)** recommendations about the **text** that you would give to an author setting out to write information books for young people. (3 marks)

12. Name **ONE (1)** journal in the field of children's literature and explain **TWO (2)** ways in which it can be of value to either the teacher or the librarian. (2.5 marks)

13. Identify **TWO (2)** types of fantasy, explain what each means and comment on the importance of the setting in this genre of fiction. (4 marks)

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14. To effectively bring children and books together for a meaningful literature experience, teachers and librarians need to be knowledgeable in several areas. Identify **THREE (3)** areas of knowledge they definitely need to have and justify each one. (3 marks)

15. Explain **TWO (2)** criteria you would use to evaluate the style used by an author in writing fiction for older children. (2 marks)

END OF PAPER