

The
Management
University
of Africa



Sponsored by the Kenya Institute of Management

UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF BACHELOR OF EDUCATION ARTS

LIT 114: CHILDREN LITERATURE

DATE: 2ND APRIL 2026

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. **Write all your answers in the Examination answer booklet provided.**

QUESTION ONE

Read the Case Study below carefully and answer the questions that follow:

PICTURE BOOKS

Picture books of all kinds are easy to recognize because of their size and length. They are usually larger than storybooks, and their shapes are varied. The number of pages is fairly uniform. The majority of picture books (excluding unusual formats such as board books or pop-up books) have thirty-two pages, counting both sides of the leaves and including all the pages that come before and after the story. Books of this length typically do not have page numbers. Longer picture books have forty-eight or sixty-four pages. The length of all books is usually a multiple of sixteen because of the way presses print the paper.

Some children's literature specialists combine all picture books in a separate genre and study them as one vast group. However, when people refer to a picture book, they are usually referring to its format. It looks so distinctively different that you could hold up a picture book and a juvenile novel across the room, and you could easily distinguish between the two without looking inside either one. Though all picture books have a distinctive format, they have varied content as well, and the content can be categorized by genre. To do justice to this vast and appealing group, I include picture books in each of the genre chapters.

Required:

- a) Books for very young children are primarily illustrations with little or no text (picture books). With reference to any two illustrated children's texts, analyse how images complement or contradict the written narrative **(5 marks)**
- b) Discuss the impact of reading and listening to books on a child's intellectual and social development **(10 marks)**
- c) Analyse the relationship between characters and themes in any children's story you have read in this course **(10 marks)**

QUESTION TWO

Classic fantasy for children such as *Alice's Adventures in Wonderland* by Lewis Carroll and modern fantasy for children such as *Harry Potter series* by J. K. Rowling use magical elements and extraordinary characters. Discuss the importance of these elements of fantasy in children's literature. **(15 marks)**

QUESTION THREE

- a) Discuss the history of publishing of children's books in Kenya **(8 marks)**
- b) Examine the Integration of Kiswahili language and children's literature in primary school curriculum in Kenya **(7 marks)**

QUESTION FOUR

- a) Examine the transition of children's literature from didactic moral instruction to imaginative and child-centred narratives **(10 marks)**
- b) State the importance of children's literature in shaping a child's imagination and values. **(5 marks)**

QUESTION FIVE

- a) "The kind of criticism done to adult's literature can also be done to children's literature". Discuss this statement with reference to any three texts studied in this course. **(9 marks)**
- b) Elaborate how children literature incorporates language learning using examples studied in this course **(6 marks)**

QUESTION SIX

- a) Giving suitable examples, explain the major traditional genres of children literature **(6 marks)**
- b) Assess the evolution of genres in children's literature and how the traditional genres have adapted to contemporary childhood experiences **(9 marks)**