

UNIVERSITY OF SWAZILAND
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
SECOND SEMESTER EXAMINATION
MAY 2018

TITLE OF PAPER: **CRITICAL THINKING AND ARGUMENT**

COURSE CODE: **IDE-ENG114**

TIME ALLOWED: 2 HOURS

- INSTRUCTIONS:
1. ANSWER **TWO (2)** QUESTIONS
 2. YOUR ANSWERS SHOULD NOT EXCEED THREE (3) PAGES EACH
 3. DO NOT REPEAT MATERIAL, OR WRITE ABOUT THE SAME TEXT AT LENGTH MORE THAN ONCE
 4. CORRECT USE OF ENGLISH AND LITERARY CONVENTIONS WILL BE REWARDED, AND THE REVERSE WILL BE PENALISED

This paper should not be opened until permission has been granted by the invigilator.

QUESTION 1 – “My Father, the Englishman, and I” by Nuruddin Farah

Discuss the parallels drawn between the elders’ situation in the story and that of the child narrator.

[30]

QUESTION 2 – “The Quarry” by Alan Paton

Discuss the portrayal of Johnny Day, Thomas Ndlovu and the Indian man as racial stereotypes for apartheid South Africa’s white, black and Indian communities, respectively, in Alan Paton’s “The Quarry.”

[30]

QUESTION 3 – “Africa Kills Her Sun” by Ken Saro-Wiwa

Discuss Bana’s role as a martyr or sacrificial victim, and explain whether or not Bana becomes a Christ-like figure in his martyrdom. Use clear illustrations from the story to support your answer.

[30]

QUESTION 4 – “Manhood” by John Wain

Using clear illustrations from the story, discuss the relevance of the title, “Manhood,” to Wain’s story.

[30]

QUESTION 5 – “A Handful of Dates” by Tayeb Salih

Discuss the child narrator’s change in his perception of his grandfather as the story unfolds. Does the narrator’s attitude change with this his perception of his grandfather or does it remain the same? Use clear textual evidence to support your answer.

[30]

QUESTION 6 – “Third Party Insurance” by Peter Kinyanjui

Discuss Salome’s change in perspective over the course of the story, and state its significance.

[30]

QUESTION 7 – Poetry

Read the poem below and answer the questions that follow:

If We Must Die
By Claude McKay

If we must die, let it not be like hogs
Hunted and penned in an inglorious spot,
While round us bark the mad and hungry dogs,
Making their mock at our accursèd lot.

5 If we must die, O let us nobly die,
So that our precious blood may not be shed
In vain; then even the monsters we defy
Shall be constrained* to honour us though dead!
O kinsmen! we must meet the common foe!
10 Though far outnumbered let us show us brave,
And for their thousand blows deal one deathblow!
What though before us lie the open grave?

forced

Like men we'll face the murderous, cowardly pack,
Pressed to the wall, dying, but fighting back!

- a) Summarize the poem, in 5 – 7 lines. (7)
- b) What type of a poem is this? (2)
- c) Identify the rhyme scheme of the poem. (2)
- d) Why do you think the poet makes use of so many exclamation marks? (3)
- e) What is the meaning of the word “accursed,” in line 4? (2)
- f) Write lines 2 – 3 (“...let it not be like hogs / Hunted and penned in an inglorious spot”) in your own words. (3)
- g) What is the significance of the last two lines to the theme of the poem? (3)
- h) This poem was written as a response to the 1919 race riots that took place in Harlem, New York, during the racial oppression of black people in America. In 9 – 14 lines, discuss the author’s message, as reflected in the poem, about this event. (8)

[30]