

DEPARTMENT OF ENGLISH

NOVEMBER EXAMINATION 2019

COURSE: ENGLISH 2B

TIME: 3 HOURS

COURSE CODE: ENG2BB2 ENG2B21

MARKS: 200

EXAMINERS: 1. Ms R Adonis
2. Prof R Frenkel

THIS PAPER CONSISTS OF FOUR (4) PAGES

Instructions:

1. **THIS PAPER CONSISTS OF TWO (2) SECTIONS, AND FOUR (4) QUESTIONS. YOU ARE REQUIRED TO ANSWER ONE (1) QUESTION FROM SECTION A AND ONE (1) QUESTION FROM SECTION B.**
2. **THIS PAPER IS THREE (3) HOURS IN LENGTH.**
3. **PLEASE ANSWER EACH QUESTION IN A SEPARATE EXAM BOOKLET, AND WRITE THE NUMBER OF THE QUESTION ON THE FRONT OF THE BOOKLET.**

SECTION A: *We Need New Names*, NoViolet Bulawayo

QUESTION 1:

Me, I'm drawing country game, Godknows says, and he picks up a fat stick [...] But first we have to fight over the names because everybody wants to be certain countries, like everybody wants to be the USA and Britain and Canada and Australia and Switzerland and France and Italy and Sweden and Germany and Russia and Greece and them. These are the country-countries. If you lose the fight, then you just have to settle for countries like Dubai and South Africa and Botswana and Tanzania and them. They are not country-countries but at least life is better than here. Nobody wants to be rags of countries like Somalia, like Iraq, like Sudan, like Haiti, like Sri Lanka, and not even this one we live in – who wants to be a terrible place of hunger and things falling apart? (Bulawayo, 2014: 48–49)

We Need New Names is a novel about memory and the construction of identity. “Country-game” dramatises a complex relationship between the childrens’ identities and their nationality. Using the above passage as your point of departure, discuss how the identities of the children are overlaid with the identities of other countries, and how their “country-game” explores issues of citizenship, migration and identity in the novel.

(100)

OR

QUESTION 2:

We Need New Names uses names to anchor its narrative in Zimbabwe and reflect on the lived experiences of its citizens. Discuss what the novel reveals about naming practices and how the act of naming (self-naming, renaming) is significant in a politically resistant Zimbabwean society. Discuss the following;

- i. the relationship between identity, culture and naming;

- ii. why those who have been labelled use names to *self-define*;
- iii. how naming in the novel raises questions about society's fixation with labelling people and "meaning".

NB: The names of specific landmarks (street names, buildings) as well as the names of historical events and political movements that inspired the names of certain characters in the novel should form part of your discussion.

(100)

SECTION B: *Wrath of the Ancestors*, A. C. Jordan

QUESTION 3:

In *Wrath of the Ancestors*, A.C. Jordan offers a solution to a conflict. He portrays a conflict between the school or church people and the ochre people or traditionalists in the Eastern Cape of the early twentieth century. Discuss how Jordan portrays both sides of this conflict as being deeply flawed by analyzing the plot and explain what solution he offers to his readers that can be applied to any disagreement.

(100)

OR

QUESTION 4:

This book, originally published as *Inggumbo Yeminyanya*, is regarded as one of the greatest novels ever written in Xhosa. Indeed, the Xhosa version was chosen as one of the 100 great African books of the twentieth century [...].

Jordan does not pass judgement, but through the lives of ordinary and ambitious people he contrasts Christian converts with those holding traditional beliefs, school people with 'red ochre' people, boarding school activities with the assembly at the royal palace. One of the central themes of the novel is cultural conflict between the more western way of life and African customs and traditions.

He does, however, suggest that disaster is inevitable if there is confrontation between the modernisers and the traditionalists, unless [...] there is compromise.

Discuss this paragraph in relation to the novel, *Wrath of the Ancestors*.

(100)

END OF PAPER