



DEPARTMENT OF ENGLISH

SUPPLEMENTARY EXAMINATION 2020

COURSE: ENGLISH 3B

COURSE CODE: ENG3B21; ENG3BB3

MARKS: 200

EXAMINERS: 1. Ms S. Sarang
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THIS PAPER CONSISTS OF FOUR (4) PAGES

INSTRUCTIONS:

1. THIS PAPER CONSISTS OF THREE (3) SECTIONS, AND FIVE (5) QUESTIONS. YOU ARE REQUIRED TO ANSWER TWO (2) QUESTIONS FROM TWO (2) DIFFERENT SECTIONS.
2. YOU MUST TYPE OUT YOUR ANSWERS TO YOUR SELECTED QUESTIONS USING A WORD PROCESSING PROGRAMME. YOU THEN SUBMIT EACH ANSWER INDIVIDUALLY TO TURN-IT-IN ON THE DUE DATE. IN OTHER WORDS, YOU MUST SAVE EACH ANSWER AS AN INDIVIDUAL FILE AND YOU MUST ULTIMATELY SUBMIT TWO (2) SEPARATE FILES TO TURN-IT-IN. PLEASE BE SURE TO SUBMIT TO THE CORRECT TURN-IT-IN PORTAL. THERE ARE DISTINCT TURN-IT-IN PORTALS FOR EACH SECTION OF THIS EXAMINATION WHICH CAN BE FOUND UNDER "ASSESSMENTS" ON THE ENGLISH 3B BLACKBOARD SITE.
3. YOU MUST INCLUDE A COVER PAGE, INCLUDING A SIGNED PLAGIARISM DECLARATION WITH EACH SUBMISSION. YOU MUST ALSO INCLUDE A BIBLIOGRAPHY IN WHICH YOU CITE ALL SOURCES USED TO WRITE YOUR ANSWERS.

SECTION 1:**Question 1: *Beloved*, Toni Morrison**

Paul D had no idea of what to do and knew less than anybody, it seemed. He heard his co-convicts talk knowledgeably of rivers and states, towns and territories. Heard the Cherokee men describe the beginning of the world and its end. Listened to tales of other Buffalo men they knew—three of whom were in the healthy camp a few miles away. Hi Man wanted to join them; others wanted to join him. Some wanted to leave; some to stay on. Weeks later Paul D was the only Buffalo man left—without a plan. (Morrison, 2005:132)

Using the above extract as a point of departure, discuss how and why Morrison's TWO protagonists in *Beloved* are denied an elevated and exalted status through emphasis on their ordinary and average qualities rather than their outstanding and extraordinary attributes.

(100)**OR****SECTION 2****Question 2: *A Small Place*, Jamaica Kincaid**

How does Jamaica Kincaid's 1988 long essay use the essay form to explore and complicate the ethics of tourism. Use three (3) examples from the text.

(100)

OR**SECTION 3 (You may only answer ONE question from this section)****Question 3.1: *The God of Small Things*, Arundhati Roy**

Social class, and by extension the caste system, is a central theme in Arundhati Roy's *The God of Small Things*. Throughout the novel decisions are made that are influenced, if not determined, by the class and caste system of late twentieth century India and the accompanying rules and laws which keep this social hierarchy in place. However, the absurd and arbitrary rules of this hierarchical system are highlighted throughout the novel, culminating in Estha's realisation: "Anything can happen to Anyone" (Roy, 1997: 791); inclusion or exclusion neither always protects nor always causes danger.

Write an essay in which you discuss, using one or more examples, how the absurdity and arbitrariness of the social class and caste system are emphasised in *The God of Small Things*.

(100)**OR****Question 3.2: *The Reluctant Fundamentalist*, Mohsin Hamid**

In Mohsin Hamid's *The Reluctant Fundamentalist* certain aspects of the narrative (such as the purpose and work of the unnamed American, what finally happens to Erica, and whether or not Changez has become a member of a radical organization that commits acts of terror) are left unresolved and ambiguous. Write an essay in which you consider the role and purpose of such ambiguity in the novel. Your essay must relate ideas to the themes/concerns of the novel.

It is advisable (but not compulsory) to include **relevant academic** research in your essay.

(100)

OR

Question 3.3: *The Invisible Man*, Ralph Ellison

“A little child shall lead them,” the vet said with a smile. “But seriously, because you both fail to understand what is happening to you. You cannot see or hear or smell the truth of what you see — and you, looking for destiny! It’s classic! And the boy, this automaton, he was made of the very mud of the region and he sees far less than you. Poor stumblers, neither of you can see the other. To you he is a mark on the score-card of your achievement, a thing and not a man; a child, or even less — a black amorphous thing. And you, for all your power, are not a man to him, but a God, a force —”

Mr. Norton stood abruptly. “Let us go, young man,” he said angrily.

“No, listen. He believes in you as he believes in the beat of his heart. He believes in that great false wisdom taught slaves and pragmatists alike, that white is right. I can tell you his destiny. He’ll do your bidding, and for that his blindness is his chief asset. He’s your man, friend. Your man and your destiny. (Ellison 1952:75).

The above quotation is one of the several instances wherein Invisible Man’s own blindness is highlighted and addressed. Taking the quotation as a starting point, discuss Invisible Man’s blindness and subsequent disillusionment.

(100)

END OF PAPER