

FACULTY OF HUMANITIES

DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE

FINAL EXAMINATION PAPER, MAY 2015

TITLE OF PAPER: TRADITIONAL/ORAL LITERATURE III

COURSE CODE: AL 416/ IDE AL 416 – MAIN PAPER

TIME ALLOWED: 3 HOURS

INSTRUCTIONS

- (1) ANSWER THREE QUESTIONS IN ALL, INCLUDING AT LEAST ONE QUESTION FROM EACH SECTION
- (2) DO NOT ANSWER TWO QUESTIONS FROM ONE TEXTBOOK
- (3) DO NOT REPEAT MATERIAL IN YOUR ANSWERS
- (4) EACH QUESTION SHOULD BE COMMENCED ON A NEW SHEET
- (5) CLARITY OF EXPRESSION AND GOOD ORGANIZATION OF CONTENT WILL COUNT IN THE ASSESSMENT OF THIS PAPER
- (6) EACH QUESTION IS WORTH 33 MARKS

THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION TO DO SO HAS BEEN GRANTED BY THE INVIGILATOR

SECTION A

Question 1

Study the following idioms and comment on the cultural and aesthetic politics that they prompt:

- Kwandza kwaliwa batsakatsi
- Kwandza kwaliwa baka-FLAS (33 points)

Question 2

NGOs, government service providers, and other socio-economic stakeholders very often enlist the assistance of Swazi indigenous music performers to disseminate their message. In your view, to what extent do these songs echo local sentiment? Use songs of your choice to support your position. (33 points)

SECTION B

Question 3

"The socio-cultural situation of the East Coast of Southern Africa in the nineteenth to early twentieth century was fertile ground for the emergence of trickster characters such as Chakijane." To what extent do you agree with this assertion and what, to your knowledge, are the features that define a trickster character like Chakijane? (33 points)

Question 4

"Frederick William Calverly's "So Everybody Was After Chakijane," is less about Chakijane the trickster/freedom fighter than it is about issues of concern to the Zululand area colonists of the time."

To what extent would you agree with this statement? What are these 'issues of concern to the Zululand area colonists of the time' alluded to here? (33 points)