

UNIVERSITY OF SWAZILAND
FACULTY OF HUMANITIES

FIRST SEMESTER FINAL EXAMINATION – DECEMBER, 2014

COURSE CODE: ENG305 / IDE-ENG305

COURSE NAME: A Study of Drama

TIME ALLOWED: 2 HOURS

INSTRUCTIONS:

1. Answer 2 questions; one from each section.
2. All questions carry equal marks.
3. Do not repeat material or write about the same text more than once.
4. Make sure you observe rules of grammar and adhere to literary rules to avoid loss of marks.
5. This paper is 4 pages long, cover page included.

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SECTION A - THEORY

Question 1

With close reference to the three tragic plays studied in the course, discuss how the dramatic conventions of each era have impacted on the handling of the following elements:

- a) Plot structure and progression [10]
- b) Characterization [10]
- c) Setting [10]

Question 2

Using any ONE of three tragedies studied in the course discuss dramatic structure as represented by the Fray Tag's Pyramid. [30]

Question 3

Discuss with the aid of illustrations why dramatic irony is a key technique in the unfolding of a Shakespearean or Elizabethan tragedy such as Othello. [30]

SECTION B - CONTENT

Question 4

“My people, we have been walking on a wrong road. Our biggest trouble today is not the sickness on our land; it is the plague in our hearts. Our hearts and heads are sick with too much leaning on the Powers. Henceforth, my people, we struggle on - by ourselves, with our hands, our feet, our ... [Touches his head.]”

- a) Situate the above extract in its correct context. [5]
- b) Discuss its content. [15]
- c) Explain why it constitutes a dramatic irony. [10]

Question 5

The Lion and the Jewel Soyinka

NIGHT

[The village centre. Sidi stands by the Schoolroom window, admiring her photos as before. Enter Sadiku with a longish bundle. She is very furtive. She unveils the object which turns out to be a curved figure of the Bale, naked and in full detail. She takes a good look at it, bursts suddenly into derisive laughter, sets the figure standing in front of the tree. Sidi stares in utter amazement.]

Sadiku: So we did for you too, did we? We did for you in the end. Oh high and mighty lion, have we really scotched you? A-ya-ya-ya ... we women undid you in the end. I was there when it happened to your father, the great Okiki. I did for him, I, the youngest and freshest of the wives. I killed him with my strength. I called him and he came at me, but no, for him, this was not like other times. I, Sadiku, was I not flame itself and he the flax on old women's spindles? I ate him up! Race of mighty lions, we always consume you, at our pleasure we spin you, at our whim we make you dance; like the foolish top you think the world revolves around you ... fools! Fools! ... It is you run giddy while we stand still and watch, and draw your frail thread from you, slowly, till nothing is left but a runty old stick. I scotched Okiki, Sadiku's unopened treasure-house demanded sacrifice, and Okiki came with his rusted key. Like a snake he came at me, like a rag he went back, a limp rag, smeared in shame ... [*Her ghoulish laugh repossesses her.*] Ah, take my warning my masters, we'll scotch you in the end ... [*With a yell she leaps up, begins to dance round the tree, chanting.*]

Take warning, my masters

We'll scotch you in the end.

Analyze the above extract and comment on how male and female sexual power is characterized.

[30]

Question 6

"Loves me. (*wonderingly*) Always loved me. Isn't that a remarkable thing? Ben, he'll worship me for it! ... Can you imagine that magnificence with twenty thousand dollars in his pocket? ...

Imagine? When the mail comes he'll be ahead of Bernard again"

- a) Contextualize the above extract by identifying the text from which it is taken, the speaker and the addressee. [3]

- b) Discuss when the speech is made, what the speaker is alluding to and the supposed beneficiary of the twenty thousand dollars. [15]
- c) Do you sense any tragic undertone in this speech? Discuss. [12]

Question 7

Nongogo Athol Fugard

“Fugard makes use of character delineation to demonstrate the impact of apartheid on people’s lives.” Critically examine this statement. [30]