

**UNIVERSITY OF SWAZILAND**  
DEPARTMENT OF ENGLISH LANGUAGE  
AND LITERATURE  
SECOND SEMESTER FINAL EXAMINATION – MAY, 2016

COURSE CODE: ENG306 / IDE-ENG306  
COURSE NAME: A STUDY OF THE NOVEL  
TIME ALLOWED: TWO HOURS

**INSTRUCTIONS:**

1. Answer any 2 questions, **\*but make sure you do not write about the same combination of novels in both questions.**
2. Make sure you adhere to literary conventions to avoid loss of marks.
3. Make sure you proofread your work to eliminate grammatical and other errors and resultant loss of marks.
4. This paper is 2 pages long, cover page included.

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

### Question 1

Although writing almost a century apart, both Richardson in Pamela and Dickens in Great Expectations advance a similar social vision in relation to class: Discuss their shared vision and how each advances it by focusing on the contrasted roles of the following characters: Pamela and Lady Davers; Bidley and Estella. [30]

OR

### Question 2

By focusing on carefully selected characters in Pamela and Great Expectations, discuss the central role of idealization in a critical realism novel. [30]

### Question 3

The novel form has had a long and interesting history dating back from its ancestral medieval beginnings through the eighteenth and nineteenth centuries to the present. By focusing on *plot* in Pamela, Great Expectations, and Nervous Conditions, discuss the novel's evolution from early realism to the present and the characteristic features of each period.

### Question 4

"It may be argued that African patriarchy as depicted by Dangarembga in Nervous Conditions is a double-edged entity as it both invests the patriarch with absolute authority while at the same time overburdening him with too much responsibility towards the extended family. It also creates weak and emasculated secondary males." Discuss this statement in relation to Baba, Jeremiah and Takesure. [30]