

**UNIVERSITY OF FORT HARE  
EAST LONDON CAMPUS**

ECL 220E

**SECOND SEMESTER  
MAIN  
SECOND EXAM 2019**

Time: 2HOURS

Marks:100

**INTERMEDIATE LITERATURE**

There are 7 pages including the cover page.

INTERNAL EXAMINERS:

Dr G. Ulliyatt  
Ms M. Banks

EXTERNAL EXAMINERS

None

Instructions

There are SIX Questions available.

**ANSWER ONE QUESTION FROM SECTION A AND ONE QUESTION  
FROM SECTION B. Use a different answering book for each section.**

**SECTION 1: ROMANTIC POETRY (50)**

**THERE ARE THREE QUESTIONS IN SECTION 1: ONLY SELECT ONE QUESTION:**

**QUESTION 1:**

Write a critical analysis of Wordsworth's *Composed on Westminster Bridge*. Pay particular attention to the poet's use of the sonnet form as a means of structuring the poem's content, theme and subject-matter.

*Composed upon Westminster Bridge*  
*September 3, 1802*

Earth has not anything to show more fair:  
Dull would he be of soul who could pass by  
A sight so touching in its majesty:  
This City now doth, like a garment, wear  
The beauty of the morning; silent, bare  
Ships, towers, domes, theatres, and temples lie  
Open unto the fields, and to the sky;  
All bright and glittering in the smokeless air.  
Never did sun more beautifully steep  
In his first splendour, valley, rock, or hill;  
Ne'er saw I, never felt, a calm so deep!  
The river glideth at his own sweet will:  
Dear God! the very houses seem asleep;  
And all that mighty heart is lying still.

**OR**

**QUESTION 2:**

In a critical discussion of Shelley's sonnet, "Ozymandias", pay particular attention to the ways in which it represents the precepts of Romanticism. Give examples from the text.

*Ozymandias*

I met a traveller from an antique land  
Who said: Two vast and trunkless legs of stone  
Stand in the desert. Near them, on the sand,  
Half sunk, a shattered visage lies, whose frown  
and wrinkled lip, and sneer of cold command,  
Tell that its sculptor well those passions read  
Which yet survive, stamped on these lifeless things,  
The hand that mocked them and the heart that fed;  
And on the pedestal these words appear:  
"My name is Ozymandias, king of kings:  
Look on my works, ye Mighty, and despair!"  
Nothing beside remains. Round the decay  
Of that colossal wreck, boundless and bare  
The lone and level sands stretch far away.

**OR**

QUESTION 3:

Write an essay in which you discuss the autobiographical elements of Keats's "When I Have Fears That I May Cease To Be". In writing the essay you should make use of quotations from the poem to support your argument and line of thought.

SONNET.

---

WHEN I have fears that I may cease to be  
Before my pen has glean'd my teeming brain,  
Before high piled books, in charactry,  
Hold like rich garner's the full ripen'd grain ;  
When I behold, upon the night's starr'd face,  
Huge cloudy symbols of a high romance,  
And think that I may never live to trace  
Their shadows, with the magic hand of chance ;  
And when I feel, fair creature of an hour,  
That I shall never look upon thee more,  
Never have relish in the facry power  
Of unreflecting love ;—then on the shore  
Of the wide world I stand alone, and think  
Till love and fame to nothingness do sink.

A A

**SECTION B: LITERARY THEORY (50)**

**THERE ARE THREE QUESTIONS IN SECTION B: ONLY SELECT ONE QUESTION:**

**QUESTION 1:**

Write a coherent essay which analyses the poem 'The Song of the Classes' by Ernest Jones using the Marxist literary theory. In your essay be sure to define Marxism and provide a thorough discussion on whether the text follows a Marxist or Capitalist agenda.

**The Song of the Classes  
-- Ernest Jones**

*We plough and sow, we are so low, that we delve in the dirty clay,  
'Til we bless the plain with golden grain and the vale with the fragrant hay.  
Our place we know we are so low,  
'Tis down at the landlord's feet.  
We're not too low the bread to grow  
But too low the bread to eat.*

*Down, down we go—we're so very, very low,  
To the hell of the deep sunk mines,  
But we gather the proudest gems that glow  
Where the crown of a despot shines.  
And whenever he lacks,—upon our backs  
Fresh loads he deigns to lay:  
We're far too low to vote the tax,  
But not too low to pay.*

*We're low—we're low—mere rabble, we know,  
But at our plastic power  
The mould at the lordlings' feet will grow  
Into palace and church and tower—  
Then prostrate fall—in the rich man's hall,  
And cringe at the rich man's door:  
We're not too low to build the wall,  
But too low to tread the floor*

*We're low—we're low—we're very, very low,*

*Yet from our fingers glide  
The silken flow—and the robes that glow  
Round the limbs of the sons of pride.  
And what we get—and what we give—  
We know, and we know our share:  
We're not too low the cloth to weave,  
But too low the cloth to wear.*

*We're low—we're low—we're very, very low,  
And yet when the trumpets ring,  
The thrust of a poor man's arm will go  
Through the heart of the proudest king.  
We're low—we're low—our place we know  
We're only the rank and file,  
We're not too low to kill the foe,  
But too low to touch the spoil.*

*We are so low but soon we know that the low folk will arise,  
And the tyrants in their towers of gold shall hear the people's cries!  
No more shall they hold us in thrall; their lies we will not heed.  
But every heart shall hear the call, and the people will be free!*

OR

**QUESTION 2:**

Write a coherent essay which discusses the Feminist literary theory. Ensure that you include a discussion of prominent Feminist theorists and their theories, also discuss how this literary theory can be used to analyse a text.

OR

**QUESTION 3:**

Provide a thorough analysis of the following poem 'Anguish Longer than Sorrow' by Keorapetse William Kgositsile using the Postcolonial literary theory. Your essay should include a discussion of whether the poem encourages colonialist ideologies, or not.

**Anguish Longer than Sorrow**

-- Keorapetse William Kgositsile

*If destroying all the maps known  
would crase all the boundaries  
from the face of this earth  
I would say let us  
make a bonfire  
to reclaim and sing  
the human person*

*Refugee is an ominous load  
even for a child to carry  
for some children  
words like home  
could not carry any possible meaning  
but  
displaced  
border  
refugee  
must carry dimensions of brutality and  
terror  
past the most hideous nightmare  
anyone could experience or imagine*

*Empty their young eyes  
deprived of a vision of any future  
they should have been entitled to  
since they did not choose to be born  
where and when they were*

*Empty their young bellies  
extended and rounded by malnutrition  
and growling like the well-fed dogs of some  
with pretensions to concerns about human rights  
violations  
Can you see them now  
stumble from nowhere  
to no  
where  
between  
nothing  
and  
nothing*

*Consider  
the premature daily death of their young dreams  
what staggering memories frighten and abort  
the hope that should have been  
an indelible inscription in their young eyes*

*Perhaps  
I should just borrow  
the rememberer's voice again  
while I can and say:  
to have a home is not a favour*

**END OF EXAM**