



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**FACULTY OF HUMAN SCIENCES AND EDUCATION**

**DEPARTMENT OF COMMUNICATION**

<b>QUALIFICATION: BACHELOR OF ENGLISH</b>	
<b>QUALIFICATION CODE: 07 BAEN</b>	<b>LEVEL: 6</b>
<b>COURSE CODE: TPP611S</b>	<b>COURSE NAME: THEORY AND PRACTICE OF WORLD POETRY 2A</b>
<b>SESSION: JUNE 2022</b>	<b>PAPER: THEORY</b>
<b>DURATION: 3 HOURS</b>	<b>MARKS: 100</b>
<b>SUPPLEMENTARY EXAMINATION QUESTION PAPER</b>	
<b>EXAMINER</b>	Mr. A. Tjijoro
<b>MODERATOR:</b>	Prof. S. Krishnamurthy
<b>INSTRUCTIONS</b>	
<ol style="list-style-type: none"><li>1. Answer ALL the questions.</li><li>2. Write clearly and neatly.</li><li>3. Number the answers clearly.</li><li>4. Indicate whether you are a FM, PM or a DI student on the cover of your answer booklet</li><li>5. Up to 10% will be deducted from your final mark for language errors.</li></ol>	

**THIS QUESTION PAPER CONSISTS OF 4 PAGES (Including this front page)**



## Question 1

[30 marks]

- a) Identify the rhyme scheme in the following poem. What is its effect in this poem? (10 marks)
- b) Identify the content and underlying ideas. Look at language and tone, grammatical features and the links between form and meaning. (20 marks)

Spellbound by *Emily Brontë*

The night is darkening round me,  
The wild winds coldly blow;  
But a tyrant spell has bound me  
And I cannot, cannot go.

The giant trees are bending  
Their bare boughs weighed with snow.  
And the storm is fast descending,  
And yet I cannot go.

Clouds beyond clouds above me,  
Wastes beyond wastes below;  
But nothing drear can move me;  
I will not, cannot go.

## Question 2

[35 marks]

Analyse how the use of literary devices and poetic (figurative) language in the following poem, enables the poet to convey his emotions.

A Red red rose By Robert Burns

O my Luvè's like a red, red rose,  
That's newly sprung in June;  
O my Luvè's like the melodie  
That's sweetly play'd in tune.

As fair are thou, my bonie lass,  
So deep in luvè am I;  
And I will luvè thee still, my Dear,  
Till a' the seas gang dry.



Till a' the seas gang dry, my Dear,  
And the rocks melt wi' the sun:  
I will luv thee still, my dear,  
While the sands o' life shall run.

And fare thee weel, my only Luve!  
And fare thee weel, a while!  
And I will come again, my Luve,  
Tho' it were ten thousand mile!

### Question 3

[35 marks]

The poem "Anthem for doomed" youth by Wilfred Owen could almost be a response to Rupert Brooke's poem "The Soldier". Analyse the two poems by comparing and contrasting them, illustrating the poets' use of style, poetic language and the divergent attitudes to the effects of war and death. Answer this question in essay form.

*An Anthem for doomed youth* By Wilfred Owen

What passing-bells for these who die as cattle?

— Only the monstrous anger of the guns.

Only the stuttering rifles' rapid rattle

Can patter out their hasty orisons.

No mockeries now for them; no prayers nor bells;

Nor any voice of mourning save the choirs,—

The shrill, demented choirs of wailing shells;

And bugles calling for them from sad shires.

What candles may be held to speed them all?

Not in the hands of boys, but in their eyes

Shall shine the holy glimmers of goodbyes.

The pallor of girls' brows shall be their pall;

Their flowers the tenderness of patient minds,

And each slow dusk a drawing-down of blinds.<sup>2</sup>

The Soldier BY RUPERT BROOKE

If I should die, think only this of me:

That there's some corner of a foreign field

That is for ever England. There shall be

In that rich earth a richer dust concealed;



A dust whom England bore, shaped, made aware,  
Gave, once, her flowers to love, her ways to roam;  
A body of England's, breathing English air,  
Washed by the rivers, blest by suns of home.

And think, this heart, all evil shed away,  
A pulse in the eternal mind, no less  
Gives somewhere back the thoughts by England given;  
Her sights and sounds; dreams happy as her day;  
And laughter, learnt of friends; and gentleness,  
In hearts at peace, under an English heaven.

END OF PAPER

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