

OCTOBER 2023
EBS 149 / EBS 149J
STUDIES IN LITERATURE II –
STUDIES IN POETRY
1 HOUR 30 MINUTES

Candidate's Index Number
Signature:

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH
INSTITUTE OF EDUCATION

COLLEGES OF EDUCATION
FOUR-YEAR BACHELOR OF EDUCATION (B.ED)
FIRST YEAR, END-OF-SECOND SEMESTER EXAMINATION, SEPTEMBER/OCTOBER 2023

2ND OCTOBER 2023

STUDIES IN LITERATURE II –
STUDIES IN POETRY

8:30 AM – 10:00 AM

SECTION B
[40 MARKS]

Answer **TWO** questions from this Section. You should link your discussion to the poems you have studied for illustration. Please, note also that if you answer more than two questions, only the first two will be marked.

1. With reference to any **three** poems you have studied in this course, explain **three** instrumental functions of poetry. **[20 marks]**
2. With examples from at least two poems you have studied, explain three literary relevance of imagery. **[20 marks]**
3. With reference to either the Italian sonnet or the English sonnet, discuss how the structure and the rhyme scheme help to bring out the message of the poem. **[20 marks]**

4. Read the poem below and answer the questions that follow:

Do not go gentle into that good night,
Old age should burn and rave at close of day;
Rage, rage against the dying of the light.

Though wise men at their end know dark is right,
Because their words had forked no lightning they
Do not go gentle into that good night.

Good men, the last wave by, crying how bright
Their frail deeds might have danced in a green bay,
Rage, rage against the dying of the light.

Wild men who caught and sang the sun in flight,
And learn, too late, they grieved it on its way,
Do not go gentle into that good night.

Grave men, near death, who see with blinding sight
Blind eyes could blaze like meteors and be gay,
Rage, rage against the dying of the light.

And you, my father, there on the sad height,
Curse, bless, me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage against the dying of the light.

- a. Describe the structure of the poem. [4 marks]
- b. Identify the rhyme scheme and explain how the rhyme scheme bring out the repetition of the lines. [5 marks]
- c. By reading the second line of stanzas one to five, and the first and second lines of stanza six, explain the message of the poem. [4 marks]
- d. Explain how the sixth stanza concludes the poem. [3 marks]
- e. Discuss **three** effects of the repeated lines in the poem. [3 marks]
- f. What type of poem is it? [1 mark]