



THE OPEN UNIVERSITY OF SRI LANKA

B.A. HONOURS IN ENGLISH

AND ENGLISH LANGUAGE TEACHING - LEVEL 04

B.A. IN ENGLISH AND ENGLISH LANGUAGE TEACHING

FINAL EXAMINATION - 2025

FORMS OF FICTION - LEU4504/LSU2204

DURATION - THREE HOURS (03 hours)

DATE: 21.06.2024

TIME: 9.30 a.m. – 12.30 p.m.

ANSWER TWO (02) QUESTIONS FROM PART A, ONE (01) QUESTION FROM PART B AND ONE (01) QUESTION FROM PART C.

PART A

Identify two (2) of the following extracts, one from (a) and one from (b). Comment on the significance of these extracts, to the texts from which they are taken.

(a)

- (i) Once, when M. Antony had been almost faint with hunger, the whipping he got from Eight Sri made him fall over in a faint. Another time, when the science teacher Mrs. Kandiah grabbed hold of him and shook him, asking, 'Do you come here to take a nap?' M. Antony stood like a tree. Mrs. Kandiah scolded, 'Go and take up your caste's profession. Why do you need science education?'

OR

- (ii) I kept on creeping just the same, but I looked at him over my shoulder. " I've got out at last," said I, " in spite of you and Jane? And I've pulled off most of the paper, so you can't put me back! " Now why should that man have fainted? But he did, and right across my path by the wall, so that I had to creep over him every time!

OR

- (iii) "This is our guardian, it means death to our adversaries. At the end of Kali Yuga, this world and all other world will be destroyed, and the Redeemer will come in the shape of a horse call Kalki, this horse will come to life and gallop and trample down all bad men....."

(b)

- (i) "We can have everything."
 "No, we can't."
 "We can have the whole world."
 "No, we can't."⁵
 "We can go everywhere."
 "No, we can't. It isn't ours any more."
 "It's ours."
 No, it isn't. And once they take it away, you never get it back."
 "But they haven't taken it away."
 "We'll wait and see."
 "Come on back in the shade," he said. "You mustn't feel that way."
 "I don't feel any way," the girl said. "I just know things."

OR

- (ii) "But you will come, won't you?" said Miss Ivors, laying her warm hand eagerly on his arm.
 "The fact is," said Gabriel, "I have just arranged to go——"
 "Go where?" asked Miss Ivors.
 "Well, you know, every year I go for a cycling tour with some fellows and so——"
 "But where?" asked Miss Ivors.
 "Well, we usually go to France or Belgium or perhaps Germany," said Gabriel awkwardly.

"And why do you go to France and Belgium," said Miss Ivors, "instead of visiting your own land?"

"Well," said Gabriel, "it's partly to keep in touch with the languages and partly for a change."

"And haven't you your own language to keep in touch with—Irish?" asked Miss Ivors.

"Well," said Gabriel, "if it comes to that, you know, Irish is not my language."

OR

(iii) There had been nothing between them, and yet they had come together, exchanging their nakedness repeatedly. Each time he had taken her, they had been two isolated beings, far apart as now. He was no more responsible than she. The child was like ice in her womb. For as she looked at the dead man, her mind, cold and detached, said clearly: "Who am I? What have I been doing? I have been fighting a husband who did not exist. He existed all the time. What wrong have I done? What was that I have been living with? There lies the reality, this man."

(40 marks)

PART B

Answer one (1) question from Part B.

- i) Discuss how Jane's desire for emotional connection influences her major decisions throughout the novel *Jane Eyre*. How do her relationships with characters like Helen Burns, Mr. Rochester, and the Rivers family shape her understanding of love and self-worth?

OR

- ii) Explore how Charlotte Brontë's *Jane Eyre* criticizes Victorian gender expectations, particularly regarding women's education, employment, and marriage. In what ways does Jane challenge or conform to these expectations?

OR

- iii) Discuss the role of fate and injustice in Thomas Hardy's *Tess of the D'Urbervilles*, exploring whether the novel suggests that Tess is a victim of her circumstances or of her own choices.

OR

- iv) To what extent can Tess be considered a tragic heroine in Thomas Hardy's *Tess of the D'Urbervilles* ?

(30 marks)

PART C

Answer one (01) question from Part C

- (i) "They're a rotten crowd," I shouted across the lawn. "You're worth the whole damn bunch put together."

To what extent do you agree with Nick Carraway's view of Jay Gatsby in the novel *The Great Gatsby*? Present your views using this quotation as a starting point.

OR

- (ii) Discuss the use of symbols in relation to the central themes of the novel *The Great Gatsby*

OR

- (iii) 'Balendran as a round character enriches the plot in *Cinnamon Gardens*'. Discuss the above statement with reference to *Cinnamon Gardens* by Shyam Selvadurai.

OR

- (iv). How does the clash between culture and education affect individual freedom especially in the context of women? Discuss this with reference to the characters of Annalukshmi and Sonia in Shyam Selvadurai's *Cinnamon Gardens*.

(30 marks)