

**UNIVERSITY COLLEGE LONDON**

University of London

**EXAMINATION FOR INTERNAL STUDENTS**

For The Following Qualification:–

*B.A.*

**French F2202: The Medieval Period**

**COURSE CODE : FREN2202**

**UNIT VALUE : 0.50**

**DATE : 13-MAY-05**

**TIME : 14.30**

**TIME ALLOWED : 2 Hours**

## **THE MEDIEVAL PERIOD**

*Answer TWO questions, ONE from EACH section. Use a separate answer book for each question.*

*You may answer in English or in French, but no special credit will be given for writing in French rather than in English.*

***DO NOT BASE BOTH ANSWERS IN THIS PAPER, OR AN ANSWER IN THIS PAPER AND ONE IN ANOTHER PAPER, ON THE SAME TEXT OR ON SUBSTANTIALLY THE SAME MATERIAL.***

### **SECTION A**

***PLEASE USE A SEPARATE ANSWER BOOK FOR EACH QUESTION.***

1. Is the court in medieval literature anything more than a convenient way of bringing the characters together? Give reasons for your answer, referring to TWO or MORE texts studied in Term 1.
2. 'If the kings and dukes of medieval literature do not manage their private lives effectively, the public life of the court suffers as a consequence.' Discuss, basing your answer on TWO or MORE texts studied in Term 1.
3. 'Courtoisie required consistently polite, tactful and generous treatment of other people; courtly literature questioned whether such an ideal was possible.' Discuss, basing your answer on TWO or MORE texts studied in Term 1.
4. Analyse and discuss the relationship between love and the court in TWO or MORE texts studied in Term 1.
5. 'Whether a female character is depicted as virtuous or wicked depends on whether or not she is the love-object of the principal male character.' Discuss, with reference to TWO or MORE texts studied in Term 1.

**TURN OVER**

## SECTION B

PLEASE USE A SEPARATE ANSWER BOOK FOR EACH QUESTION.

6. 'In spite of its emphasis on absence, Marie de France's *Chievrefoil* succeeds in imparting a sense of the lovers as united.' Discuss *Chievrefoil* in the light of this comment.
7. 'So far as the lovers are concerned, it is not *fin'amor* but the desire for death which dominates Thomas's *Roman de Tristan*.' Discuss.
8. Discuss the function of madness and the madman in EITHER *La Folie Tristan de Berne* OR *La Folie Tristan d'Oxford*, OR BOTH.
9. 'The potion in Bérout's *Roman de Tristan* visits division and alienation on society, on the characters, on the text itself and on the audience.' Discuss.
10. Examine the use made of re-telling the story in ANY TWO of the Tristan poems you have studied for this course.
11. 'A light-hearted picture of the conflict between youth and age.' How far does this seem to you to be an accurate description of *Aucassin et Nicolette*?
12. '*Jeu de la feuillée* or *Jeu de la folie*? The second title would be more appropriate.' How far do you agree with this view of Adam de la Halle's play? Give reasons for your answer.
13. 'The *fabliaux* celebrate success and cleverness, and ignore morality.' Discuss, with reference to TWO or MORE *fabliaux*.
14. Compare and contrast the comic treatment of male characters in TWO of the following: *Aucassin et Nicolette*; *Le Jeu de la feuillée*; a *fabliau*.

**END OF PAPER**