

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

122/2

ENGLISH LANGUAGE 2

(For Both School and Private Candidates)

Time : 3 Hours

ANSWERS

Wednesday, March 16, 2005 a.m.

Instructions

1. This paper consists of sections A, B, C and D.
2. Answer **four (4)** questions choosing at least **one (1)** question from each section.
3. Each question carries 25 marks.
4. Communication devices and any unauthorised materials are **not** allowed in the examination room.
5. Write your **Examination Number** on every page of your answer booklet(s).

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1(a) Write the story related to the photograph. Begin the story as follows:

Life in the tall green forest was becoming more and more difficult and unsafe due to civil wars. The once peaceful jungle had turned into a battlefield, forcing animals to flee from gunshots and raging fires. Among those affected was a family of gorillas, who had lived for generations in the thick trees of the forest. The mother gorilla, carrying her young one close to her chest, searched desperately for a safe haven away from danger. She looked weary but determined, knowing that the life of her baby depended on her strength.

The baby gorilla clung tightly to her, unaware of the chaos, only trusting the warmth of its mother. Each day, they moved further away from the noise of war, deeper into the forest where silence and calmness still existed. Food was becoming scarce, and the journey was slow, but the mother's instinct kept them going. At times, she paused to listen to the sounds of the forest, fearing the approach of hunters or armed men. Despite all hardships, she continued, determined to protect her young one from harm. Her hope was that one day, peace would return and her family would live freely once again in the forest they called home.

(b)(i) What kind of writing is your story?

The story is a narrative type of writing. It tells a sequence of events about the struggles of a gorilla and her baby in a forest affected by war.

(ii) Write down three (3) stylistic features that have been used and the reason for the use.

One stylistic feature used is imagery. Descriptions such as “tall green forest” and “clung tightly to her” create vivid pictures in the reader's mind, making the story more engaging.

Another feature is personification. The forest is described as if it had emotions, “once peaceful jungle had turned into a battlefield,” which helps show the contrast between past peace and present danger.

The third feature is symbolism. The gorilla mother represents resilience, protection, and hope for survival in times of crisis, reflecting human struggles during conflicts.

2. In the following dialogue, the part of Jane has been left out. Put in the words she speaks in order using appropriate phrases from the list below. Then list (4) stylistic features associated with the dialogue.

Completed dialogue:

Abdala: Hello, Jane. What can I do for you?

Jane: Hello Mr. Abdala. I'd like half a kilo of butter, please.

Abdala: Yes, anything else?

Jane: And a dozen eggs, please.

Abdala: Large or standard?

Jane: Mmmh, standard please.

Abdala: Here you're.

Jane: A packet of crisps, please. And a bar of soap.

Abdala: Oh, I'm afraid we haven't got any pears left.

Jane: And a tin of pears, please.

Abdala: No, but we've got lots of peaches.

Jane: All right. I'll take a tin of peaches then.

Abdala: Right you are. Anything else?

Jane: No, just one more thing – a kilo of cheese, please.

Abdala: Yes. Now, what sort of soap do you want?

Jane: A bar of Takasa, please.

Abdala: Yes, please.

Jane: Thank you. Cheerio.

Stylistic features:

The first stylistic feature is dialogue form. It makes the interaction realistic and lively, showing the natural flow of conversation.

The second feature is repetition. Phrases like “anything else?” are repeated to emphasize the continuous nature of buying.

The third feature is direct speech. It brings immediacy and allows the characters' voices to be heard directly, making the text more engaging.

The fourth feature is code of politeness. The use of words like “please” and “thank you” reflect social courtesy, creating a natural tone in the dialogue.

3. Imagine you saw a fast moving car knock down a child who was standing near the road. Due to whatever reason you helped rush the child to the nearest hospital, still remembering the car's registration number. Eventually, through your help the driver is caught, arrested and charged accordingly.

(a) As a witness to the case, write a short account of the incident to the court magistrate.

On the 14th of August at around 4:00 p.m., I was near the main road when I saw a car coming at a very high speed. The driver appeared careless and was overtaking dangerously. Suddenly, the car hit a child who was standing at the roadside. The child was thrown to the ground and sustained serious injuries.

Immediately, I rushed to assist the injured child and, with the help of other bystanders, we carried the child to the nearest hospital for treatment. The child was bleeding profusely and appeared unconscious. During this moment, I noted down the car's registration number.

Later, I reported the incident to the police, giving them the registration details. With this information, the driver was traced, arrested, and charged with reckless driving and causing the death of the child. I confirm this statement as a true account of what I witnessed.

(b) Write a one (1) page dialogue between you and your intimate friend on the state of the affected child from just before the accident to the moment you left the hospital. Incidentally, the child died of internal haemorrhage.

Friend: You seem troubled today. What happened?

Me: I witnessed a terrible accident. A fast car knocked down a small child who was just standing by the roadside.

Friend: That's so tragic! Was the child badly injured?

Me: Yes, the child was bleeding heavily and couldn't move. We quickly rushed him to the hospital.

Friend: Did the doctors manage to save him?

Me: Sadly no. They tried their best but the child had suffered internal haemorrhage. After a short while, the doctors confirmed his death.

Friend: That is heartbreaking. Did you manage to note the driver of the car?

Me: Yes, I memorized the registration number and reported it to the police. Later, I was told the driver had been caught and arrested.

Friend: You did the right thing. At least the driver will be punished for his reckless actions.

Me: True, but I still feel so sad. Watching such a young life end that way was very painful.

Friend: I can imagine. Take courage, you tried your best to help.

4. To bring changes to any society it needs time, patience and creativity. Using two (2) characters from two (2) different plays, comment on the efforts made by these characters to bring about changes in their societies.

In the play *Betrayal in the City* by Francis Imbuga, the character of Jusper Wendo struggles to bring change to his society, which is dominated by dictatorship and corruption. He uses courage and determination to challenge authority and expose injustices in his country. Through his resistance, Jusper represents the voice of the oppressed people who yearn for freedom and justice. His efforts show that change requires sacrifice and boldness.

In *An Enemy of the People* by Henrik Ibsen, the character of Dr. Stockmann also seeks change in his society. He exposes the contamination of the town's water supply despite opposition from political leaders and townspeople. His struggle shows that honesty, integrity, and persistence are vital in transforming a corrupt society. Although he suffers rejection, his efforts highlight the importance of standing firm for truth.

Both characters demonstrate that change in society is not immediate but requires patience, creativity, and resilience.

5. Betrayal was a factor that brought hatred and division among people who expected a better life in terms of social and economic life after independence. Comment on this statement using two (2) references.

In *Betrayal in the City* by Francis Imbuga, betrayal is portrayed through leaders who ignore the needs of the people after independence. Citizens expected freedom, justice, and prosperity, but instead they faced oppression, poverty, and injustice. The betrayal by leaders created divisions between the ruling elite and the common people.

Similarly, in *I Will Marry When I Want* by Ngugi wa Thiong'o, betrayal is shown through Kiguunda and Wangeci's struggles. They are deceived by the wealthy class who exploit their poverty, using religion and promises of prosperity as tools of manipulation. This betrayal leads to frustration and class divisions.

Both plays reflect the reality that betrayal by leaders or elites destroys unity and brings hatred in post-independence societies.

6. Account for the similarities and differences between two (2) plays you have read under this section.

In *Betrayal in the City* by Francis Imbuga and *The Caucasian Chalk Circle* by Bertolt Brecht, both plays highlight oppression and the struggles of ordinary people against unjust systems. They also show the need for justice and fairness in society.

A similarity is that both plays expose corruption and abuse of power. In *Betrayal in the City*, the government oppresses citizens, while in *The Caucasian Chalk Circle*, the ruling elite misuse their authority during political conflicts.

A difference lies in the presentation of justice. In *Betrayal in the City*, justice remains elusive, and the oppressed continue to suffer. In *The Caucasian Chalk Circle*, justice prevails when the judge rules in favor of the child's true guardian, Grusha.

Thus, while both plays share themes of injustice, they differ in their outcomes regarding the hope for justice.

7. People constantly encounter numerous dangers in their efforts to correct the wrongs in their communities. This also occurs to them when trying to avoid any direct involvement in the wrongs done. Discuss in detail the validity of this statement in relation to two (2) texts you have read under this section.

In *God's Bits of Wood* by Sembene Ousmane, workers face dangers when they organize strikes against colonial masters. They endure hunger, arrests, and intimidation while fighting for justice. Their courage shows the risks people take to correct societal wrongs.

In *A Grain of Wheat* by Ngugi wa Thiong'o, characters like Mugo and Gikonyo face moral and physical dangers during the struggle for independence. Even those trying to avoid involvement, like Mugo, suffer guilt and rejection for failing to act truthfully.

These texts prove that dangers are inevitable whether one chooses to actively fight injustice or tries to stay neutral.

8. With reference to two (2) novels or short stories you have read under this section, discuss the author's success or weakness of the use of symbols and imagery.

In *The Beautiful Ones Are Not Yet Born* by Ayi Kwei Armah, the author successfully uses symbols like filth and rot to represent corruption in post-independence Ghana. The imagery of decay strongly conveys the moral and political decline of the nation.

In *A Grain of Wheat* by Ngugi wa Thiong'o, symbols such as the land represent freedom and identity, while the imagery of chains signifies colonial oppression. The author uses these devices effectively to highlight the struggles for independence.

Both texts succeed in employing symbols and imagery to enrich meaning and deepen the reader's understanding of social and political issues.

9. Choose two (2) antagonistic characters from two (2) different novels you have read under this section and analyse their antagonisms.

In *A Man of the People* by Chinua Achebe, Chief Nanga is an antagonist who opposes Odili. He represents corrupt leadership, while Odili seeks to expose injustice. Their antagonism reflects the struggle between corruption and integrity in African politics.

In *God's Bits of Wood* by Sembene Ousmane, Dejean, a colonial administrator, antagonizes the African workers. While workers fight for fair treatment, Dejean uses force and oppression to suppress them. Their antagonism represents the conflict between colonial exploitation and African resistance.

Both sets of characters highlight deeper social struggles: corruption versus honesty, and colonial oppression versus freedom.

10. "Persecution has always been among the major issues poets address at all times and places". Use four (4) poems of your choice to discuss this statement showing various solutions advanced by the poets, where applicable.

In the poem *Building the Nation* by Henry Barlow, persecution is addressed through the exploitation of ordinary workers by the ruling elite. The poet suggests that justice and fairness should replace selfishness.

In *If We Must Die* by Claude McKay, persecution appears in the form of racial oppression. The poet encourages courage and resistance as a solution against oppression.

In *Song of Lawino* by Okot p'Bitek, persecution comes through cultural domination, where Western culture undermines African traditions. The poet advocates for cultural pride and preservation of African identity.

In *The Casualties* by Wole Soyinka, persecution is reflected in the victims of war and political violence. The poet suggests peace and reconciliation as a way forward.

These poems confirm that persecution has always been a universal concern, but poets advance different solutions such as justice, courage, cultural pride, and peace.

11. Read the poem below carefully, then answer the questions which follow:

BUILDING THE NATION

Today I did my share
In building the nation.
I drove a Permanent Secretary
To an important urgent function
In fact to a luncheon at the Vic.

The menu reflected its importance
Cold Bell beer with small talk,
Then fried chicken with niceties,
Wine to fill the hollowness of the laughs,
Ice-cream to cover the stereotype jokes,
Coffee to keep the PS awake on return journey.

I drove the Permanent Secretary back.
He yawned many times in the back of the car
Then to keep awake, he suddenly asked,
Did you have any lunch, friend?
I replied, looking straight ahead
And secretly smiled at his belated concern
That I had not, but was slimming!

Upon which he said with a seriousness
That amused more than annoyed me.
Mwananchi, I too had none!
I attended to matters of state.
Highly delicate diplomatic duties, you know,
And friend, it goes against my grain,
Causes me stomach ulcers and wind.
Ah, he continued, yawning again,
The pains we suffer in building the nation!

So the PS had ulcers too!
My ulcers I think are equally painful
Only they are caused by hunger
Not sumptuous lunches!

So two nation builders
Arrived home this evening
With terrible stomach pains
The result of building the nation
In different ways.

(By Henry Barlow)

Questions.

(a) Identify two (2) characteristics shown by the poet.

The poet is satirical because he exposes the irony of leaders who claim to build the nation while enjoying privileges such as sumptuous luncheons, while ordinary workers suffer silently from hunger.

The poet is also critical because he directly points out the inequality between the Permanent Secretary and the driver, showing how leaders misuse resources and neglect the real struggles of the common people.

(b) What do the following phrases mean as used in the poem?

(i) The hollowness of the laughs.

This phrase means the laughter and jokes made during the luncheon were empty and meaningless. They did not show genuine happiness but only served to maintain appearances.

(ii) Highly delicate diplomatic duties.

This phrase refers to official government duties that are presented as important and sensitive, but the poet uses it ironically to show how leaders exaggerate their responsibilities while ignoring the hardships faced by ordinary citizens.

(c) Explain the message of the poem and how this is conveyed.

The message of the poem is that nation building is unequally shared, with leaders enjoying privileges while the ordinary citizens suffer. The Permanent Secretary's pains are from overeating while the driver's pains are from hunger, yet both are described as "nation building," which exposes the unfairness.

This is conveyed through irony and contrast, where the poet compares the two experiences to show how leaders misuse national resources while ordinary workers carry the heavier burden of sacrifice.

(d) Write one (1) effect of the use of dialogue in the poem.

The use of dialogue makes the poem realistic and engaging. It allows the contrast between the Permanent Secretary and the driver to come out naturally, highlighting irony and making the criticism of inequality stronger and more relatable.

12. "Poems convey experiences or attempt to arouse in readers, certain feelings." With reference to four (4) relevant poems, discuss the above statement.

In the poem *Building the Nation* by Henry Barlow, the poet conveys the experience of inequality between leaders and ordinary workers. Through humor and irony, the poem arouses feelings of anger and sympathy in the reader by showing how unfairly resources are shared.

In *An African Thunderstorm* by David Rubadiri, the poet conveys the experience of a violent storm approaching an African village. The imagery of “trees bending” and “clothes blown away” arouses feelings of fear and awe in the reader, showing the destructive power of nature.

In *The Song of Lawino* by Okot p’Bitek, the poet conveys the experience of cultural conflict between African traditions and Western influence. Lawino’s lament about her husband’s rejection of African customs arouses feelings of sadness and resistance in the reader, urging the preservation of African culture.

In *The Song of Prisoner* by Dennis Brutus, the poet conveys the experience of imprisonment under apartheid. The tone of despair and loss of freedom arouses feelings of pity and anger in the reader, highlighting the cruelty of political oppression.