

**THE UNITED REPUBLIC OF TANZANIA**  
**NATIONAL EXAMINATIONS COUNCIL**  
**ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION**  
**122/2** **ENGLISH LANGUAGE 2**  
(for both School and Private Candidates)  
**Time: 3 Hours** **ANSWERS** **2007 February, 21 Wednesday**

**Instructions**

1. This paper consists of section A, B, C and D.
2. Answer **five (5)** questions, choosing **one (1)** question from each section. Question **two (2)** is compulsory.
3. Each question weighs **twenty (20)** marks.
4. Communication devices and any unauthorized materials are **not** allowed in the assessment room.
5. Write your **Examination Number** every page of your answer booklet(s)

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1. (a) Read the following extract carefully and answer the questions.

Toxic substances found in water polluted by human activity frequently include synthetic organic compounds such as solvents (carbon tetrachloride, chloroform, benzene, and the like) and insecticides the best known of which is dichlorodiphenyltrichloroethane, or DDT.

(i) Say to which province this extract belongs.

This extract belongs to scientific writing, specifically environmental science.

(ii) Explain with three examples the stylistic features used in this extract.

- Technical vocabulary: Words like "dichlorodiphenyltrichloroethane" and "synthetic organic compounds" are specific to science and indicate technical writing.
- Precision: The extract provides exact details about the substances, ensuring clarity and accuracy.
- Objective tone: The language is factual and free of personal opinions, typical of scientific communication.

(iii) Give three reasons for using these features.

- To convey information clearly to an informed audience.
- To maintain objectivity and avoid bias in the message.
- To ensure accuracy, as the topic involves critical environmental issues.

(b) Explain with examples five variables determining the level of formality of language.

- Audience: Formal language is used for professionals (e.g., "To whom it may concern"). Informal language suits friends (e.g., "Hey, what's up?").
- Purpose: Writing for academic purposes requires formal language (e.g., "Research findings indicate..."). Casual interactions use informal language.
- Context: A public speech demands formal language (e.g., "Ladies and gentlemen"). Informal settings like family discussions allow casual speech.
- Relationship: Conversations with superiors require formality (e.g., "May I request?"). Talking to peers allows informality (e.g., "Can you lend me?").
- Medium: Written communication like official reports uses formal language, while text messages often use informal language.

2. (a) Carefully study each of the texts given below and say what kind of writing each one is.

(i) "The fate of the Indian tiger has not been caused by guns alone. In nature, all forms of life depend on each other..."

This is expository writing, as it provides factual information about the ecosystem.

(ii) "He was a mean, stooping, narrow-shouldered, clay-faced creature..."

This is descriptive writing, as it focuses on vividly describing the character.

(iii) "The morning was grey and cold as I came downstairs for breakfast that last day of the term..."

This is narrative writing, as it tells a story or recounts an experience.

(iv) "A man of words and not of deeds It's like a garden full of weeds..."

This is poetic writing, as it uses rhythm and figurative language to convey a message.

(b) Identify the distinctive features of each of the texts in 2(a) above and state the reasons for the use of such features.

(i) Expository writing uses factual language to inform the reader about interdependence in nature.

(ii) Descriptive writing employs imagery and adjectives to create a mental picture of the character.

(iii) Narrative writing uses a chronological sequence to recount events and engage the reader.

(iv) Poetic writing uses metaphor and rhythm to convey philosophical ideas artistically.

(c) Provide a stylistic term for each of the descriptions below.

(i) Deliberate indirect to avoid saying something that is taboo, unpleasant, or offensive.

Euphemism.

(ii) The creation of a picture in words to make a description or a narration more vivid and live.

Imagery.

(iii) Expression of one meaning using words of opposite meaning with the intention of amusing.

Irony.

(iv) An expression intended to hurt the feelings of an individual especially by saying the opposite of what is being felt.

Sarcasm.

(v) The use of an image or word to signify a meaning other than what the image or word actually means or denotes.

Symbolism.

3. (a) Human communication is a two-way process.

The sender responds to some internal or external stimulus, encodes the message in a particular code and sends it through a channel. The receiver decodes the message, responds, and sends feedback.

Explain what the underlined concepts mean.

- Stimulus: This refers to anything that triggers the need to communicate, such as an event or emotion.

- Encode: This is the process of translating thoughts or feelings into a communicable format (e.g., words, gestures).

- Channel: This is the medium through which the message is sent (e.g., spoken, written, visual).

- Decode: This is the process of interpreting the received message.

- Feedback: This is the response from the receiver, confirming understanding or continuation of communication.

(b) Comment on the language use exemplified in the text below.

"Of course ni obvious kwamba mtu hawezi kukushambulia without any sound reasons. Ni lazima kulikuwa na some motivation behind..."

The language in this text is code-switching, combining English and Kiswahili to enhance expression. It reflects informal language, suitable for casual conversations.

(c) Give five reasons why language can sometimes be used in the way it is in 3(b) above.

- i. To connect with a bilingual audience for better understanding.
- ii. To simplify complex ideas by using familiar terms.
- iii. To create a casual and relatable tone.
- iv. To emphasize certain points through switching languages.
- v. To reflect cultural identity and inclusivity in communication.

4. Using two readings you have done under this section, analyze the use of flashback style and its literary effect on the message.

i. Betrayal in the City by Francis Imbuga

- I. Provides historical context by showing past oppression, helping the audience understand the current resistance against the corrupt regime.
- II. Develops characters like Juser and Jere by revealing their experiences, adding depth to their motivations.
- III. Creates emotional engagement by showcasing the injustices endured by citizens, making the audience empathize with their plight.
- IV. Highlights the cyclical nature of political oppression, emphasizing the need for change to break the cycle.

ii. The Death of a Salesman by Arthur Miller

- I. Explains Willy Loman's mental state by revisiting past successes and failures, enhancing the play's emotional depth.
- II. Contrasts Willy's aspirations with his present reality, reinforcing the theme of disillusionment with the American Dream.
- III. Shows the impact of past decisions on his family, particularly on Biff and Happy, making the narrative more interconnected.
- IV. Builds suspense as the audience anticipates how past events will influence the tragic ending.

5. Pick two central characters from two readings you have done under this section, explain in detail their similarities and differences. State their impact on the overall message to the society.

i. Juser from Betrayal in the City

- I. Represents the youth's struggle against political oppression.
- II. Challenges authority and seeks justice for the oppressed.

- III. Highlights the dangers of rebellion in a corrupt system, emphasizing the cost of resistance.
- IV. Inspires the audience to confront injustices and fight for freedom.

ii. Grusha from The Caucasian Chalk Circle

- I. Portrays selflessness and moral courage by protecting an abandoned child.
- II. Challenges societal norms by prioritizing humanity over material wealth.
- III. Reflects the theme of sacrifice for justice and fairness in society.
- IV. Emphasizes the importance of ethical values in societal reform.

Similarities: Both characters challenge societal norms and symbolize resilience.

Differences: Juspser's focus is political, while Grusha's actions are moral and personal.

6. Show how the playwrights of two plays of your choice have succeeded or failed to justify the need for a change in their societies. What techniques do they use to achieve this?

i. Betrayal in the City by Francis Imbuga

- I. Uses satire to critique corrupt leadership, highlighting the need for reform.
- II. Employs symbolism, such as the imagery of prison, to represent societal oppression.
- III. Develops relatable characters like Juspser to inspire resistance among the oppressed.
- IV. Highlights the consequences of inaction, reinforcing the urgency of change.

ii. I Will Marry When I Want by Ngugi wa Thiong'o and Ngugi wa Mirii

- I. Critiques capitalist exploitation of the working class, showing the need for economic justice.
- II. Incorporates cultural elements like songs to emphasize the importance of preserving traditions.
- III. Uses dialogue to reveal the struggles of characters like Kiguunda, making the message relatable.
- IV. Advocates for unity among the oppressed to resist exploitation and demand change.

7. With reference to two readings from this section, comment on the writers' use of imagery as a technique employed by the authors.

i. The Beautiful Ones Are Not Yet Born by Ayi Kwei Armah

- I. The imagery of rot and filth symbolizes corruption and moral decay in society.
- II. Descriptions of natural beauty contrast with the decayed urban environment, emphasizing lost ideals.
- III. The protagonist's journey through filth represents his struggle to maintain integrity.
- IV. Imagery creates a vivid and emotional connection to the theme of disillusionment.

ii. A Grain of Wheat by Ngugi wa Thiong'o

- I. Uses imagery of seeds and soil to symbolize sacrifice and growth in the struggle for independence.
- II. Depicts harsh colonial conditions through vivid descriptions of suffering.
- III. The imagery of the sun symbolizes hope and renewal, contrasting with the darkness of oppression.
- IV. Highlights the resilience of individuals and communities through visual descriptions of their struggles.

8. Writers write for their societies, but by revealing the problems of their societies in detail, they help us to understand not only the societies they are portraying but also our own. Discuss this statement with reference to two readings.

i. A Man of the People by Chinua Achebe

I. Reveals corruption and betrayal in post-independence African societies, encouraging reflection on governance.

II. Highlights the gap between leaders and citizens, drawing parallels to similar issues globally.

III. Explores the disillusionment of citizens, prompting readers to question leadership in their societies.

IV. Critiques the failure of democracy, showing the need for accountability and ethical governance.

ii. His Excellency the Head of State by Danny Safo

I. Exposes the misuse of power by leaders, mirroring similar global political challenges.

II. Highlights the consequences of dictatorship, emphasizing the importance of democracy.

III. Reflects the struggles of citizens under oppressive regimes, fostering empathy and awareness.

IV. Encourages readers to advocate for justice and accountability in their communities.

10. Poetry is linguistically authentic. It is also emotionally authentic, and thus provides an equally authentic and individual response from the reader. With reference to four relevant poems, discuss the truth of this statement.

i. Building the Nation

I. The poem uses simple and relatable language, making its message clear and accessible.

II. It evokes emotional responses by critiquing societal hypocrisy, especially through the contrast between the speaker and the servant.

III. The relatable imagery of “eating” highlights corruption and greed, resonating with readers.

IV. It creates an individual response by prompting readers to reflect on their role in combating injustice.

ii. Hard Work Brings Hope

I. The language is straightforward and motivational, encouraging resilience and diligence.

II. Repetition emphasizes the theme of perseverance, making the poem emotionally uplifting.

III. The universal message appeals to readers from all walks of life, inspiring individual reflection.

IV. It uses relatable examples to connect with readers’ personal experiences.

iii. The Vultures

I. Uses symbolic language to portray exploitation and oppression, drawing readers’ attention to societal issues.

II. The imagery of vultures evokes strong emotions of fear and disgust, emphasizing the cruelty of oppressors.

III. It provokes individual responses by encouraging readers to empathize with the victims.

IV. The linguistic authenticity ensures the poem’s message is powerful and impactful.

iv. The Beautiful Ones Are Not Yet Born

- I. The poem uses vivid imagery of decay to symbolize societal corruption.
- II. It appeals emotionally by highlighting the struggles of maintaining integrity in a corrupt world.
- III. The use of descriptive language immerses readers, making them reflect on their values.
- IV. It connects with readers individually by presenting a universal theme of moral conflict.

11. A good poet strives to strike a balance between form and content for effective presentation of the message of his/her work. Use four poems to show how the poets have succeeded or failed in this aspect.

i. Building the Nation

- I. The use of free verse aligns with the content's focus on societal inequality.
- II. Symbolism, such as "eating," effectively conveys the theme of corruption.
- III. The balance between form and content allows the poet to critique leadership without being overly complex.
- IV. The lack of rhyme mirrors the chaos of the societal issues being addressed.

ii. Hard Work Brings Hope

- I. The poem's structure, with short stanzas, reflects the simplicity of its message.
- II. Repetition reinforces the motivational theme, balancing form and content effectively.
- III. The rhythm mirrors the effort required in hard work, enhancing the poem's message.
- IV. The lack of figurative language ensures the message remains clear and accessible.

iii. The Vultures

- I. The poem uses structured stanzas to build tension, reflecting the gravity of its message.
- II. Symbolism enhances the content, allowing readers to interpret multiple layers of meaning.
- III. The balance between vivid imagery and thematic depth ensures the poem's impact.
- IV. The poet's control over tone and form creates a powerful critique of oppression.

iv. The Beautiful Ones Are Not Yet Born

- I. The use of metaphor and imagery aligns with the poem's theme of societal decay.
- II. The balance between descriptive language and emotional depth ensures reader engagement.
- III. The free verse form complements the theme of freedom from corruption.
- IV. The poet effectively merges form and content to critique moral decline.

12. Read the poem below and answer the questions.

Your Pain – Armando Guebuza

Your pain  
Yet more my pain  
Shall suffocate oppression

Your eyes  
Yet more my eyes

Shall be speaking of revolt

Your scars

Yet more my scars

Will be remembering the whip

My strength

Yet more your strength

Shall overcome imperialism

My hands

Yet more your hands

Will be lifted fully armed

My blood

Yet more your blood

Shall irrigate our victory

a) What does the heading of the poem suggest?

The heading suggests shared suffering and solidarity among oppressed individuals. It highlights collective pain and the unity needed to overcome oppression.

b) What type of a poem is this? Give reasons.

This is a political poem. It addresses themes of oppression, resistance, and the fight against imperialism, using symbolic language to inspire action.

c) Isolate four poetic devices and show why they have been used.

I. Repetition: Used to emphasize the shared pain and strength of the oppressed (e.g., "Your pain, yet more my pain").

II. Imagery: Evokes vivid pictures of suffering and resistance (e.g., "Shall overcome imperialism").

III. Symbolism: "Blood" symbolizes sacrifice and unity in the fight for freedom.

IV. Parallelism: Creates rhythm and reinforces the theme of solidarity (e.g., "Your eyes, yet more my eyes").

d) Who do you think the persona is?

The persona is a leader or a revolutionary figure addressing oppressed individuals, encouraging them to unite and fight against imperialism.

e) Mention two ways through which the poet suggests oppression can be brought to an end.

I. Through collective resistance, as emphasized by the repetition of "Your strength, yet more my strength."

II. By armed struggle, symbolized by the phrase "Shall be lifted fully armed."