

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

Thursday, 07th May 2015

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) What determines the level of formality of a discourse?

The level of formality of a discourse is determined by the following factors:

- i. The relationship between the participants (e.g., formal between strangers or professional equals).
- ii. The purpose of the communication (e.g., informal for casual conversation, formal for academic discussions).
- iii. The setting or context (e.g., formal in a courtroom, informal at a family gathering).
- iv. The medium of communication (e.g., formal in writing, informal in speech).
- v. The topic or subject matter (e.g., formal for technical subjects, informal for everyday topics).

(b) Mention five lexical features of conversation style and five lexical features of public speaking.

Conversation style:

- i. Use of colloquial language and slang.
- ii. Frequent contractions (e.g., can't, won't).
- iii. Use of fillers (e.g., um, like, you know).
- iv. Informal vocabulary.
- v. Repetition for emphasis.

Public speaking:

- i. Use of formal and structured vocabulary.
- ii. Use of rhetorical devices like repetition or metaphors.
- iii. Absence of fillers.
- iv. Use of inclusive language to engage the audience (e.g., we, us).
- v. Use of persuasive and impactful words.

(c) (i) Prepare a signpost warning people against passing in the football ground.

DO NOT CROSS THE FOOTBALL FIELD. PLAYERS IN ACTION.

(ii) Give three stylistic features which are found in the post.

- i. Use of capital letters for emphasis.
- ii. Direct and concise language.
- iii. Use of imperative tone to command.

2. (a) Mention and elaborate on the five types of linguistic levels of markers of style.

- i. Phonological level: Focuses on sound patterns in language, including rhyme, alliteration, and assonance.
- ii. Lexical level: Involves the choice of words and their meanings in context, such as formal or informal vocabulary.
- iii. Grammatical level: Focuses on sentence structures, tenses, and the arrangement of words in sentences.
- iv. Semantic level: Analyzes the meanings conveyed by words and sentences.

v. Pragmatic level: Examines the use of language in social context and the intended meanings behind utterances.

(b) Elaborate on the relationship between:

(i) Competence and Performance

Competence refers to a speaker's knowledge of a language, including its rules and grammar. Performance, on the other hand, is the actual use of language in real-life communication. Competence provides the foundation for effective performance, but performance can be influenced by external factors like stress or context.

(ii) Literature and Language

Literature is a creative use of language to express ideas, emotions, and cultural values. Language serves as the medium through which literature is crafted. The two are interconnected, as literature demonstrates the beauty and depth of language while language provides the tools for literary expression.

(c) Define the following literary terms.

- i. Euphemism: A mild or indirect word or phrase used to replace one that is harsh or unpleasant (e.g., "passed away" instead of "died").
- ii. Protagonist: The main character in a story who drives the plot and faces challenges.
- iii. Fiction: A genre of literature that involves imaginary characters and events.
- iv. Dirge: A mournful song or poem expressing grief, usually for the dead.
- v. Rhyme: The repetition of similar sounds in two or more words, often at the end of lines in poetry.

3. (a) Write the technical term for the following stylistic concepts:

- i. A variation of language according to user – Dialect
- ii. A variety of language as used by an individual – Idiolect
- iii. A variation of language according to use – Register
- iv. Language resulting from two people of different language communities – Pidgin
- v. The choice and use of words in a literary work for artistic effect – Diction
- vi. The angle or perspective from which a story is told. It can be either in the first or third person perspective – Point of view
- vii. Use of words which suggest meaning through the sounds contained – Onomatopoeia
- viii. Something that represents another thing – Symbolism
- ix. The eventual solution, when all the knots are unraveled or where the outcome of the conflict is seen – Resolution
- x. A speech made by a character while alone on stage to reveal feelings – Soliloquy

(b) Differentiate between oral literature and written literature giving five points.

Oral literature:

- i. Passed down verbally from one generation to another.
- ii. Dynamic and adaptable, changing with time and context.
- iii. Requires performance elements like gestures and tone.
- iv. Community participation is often involved.
- v. No permanent record, unless later transcribed.

Written literature:

- i. Recorded in written form, making it permanent.
- ii. Static and fixed, as it cannot be altered once published.
- iii. Focuses on the written word rather than performance.
- iv. Individual engagement, usually through reading.
- v. Preserves content for future generations without alteration.

4. The playwrights' choice of content in their plays is a reflection of what is happening in their societies. Using two plays you have studied under this programme support this view.

In *Betrayal in the City* by Francis Imbuga:

- i. The play highlights political oppression, which reflects the authoritarian regimes in post-independence African societies. The silencing of dissenters, such as university students, mirrors real-world struggles for freedom of expression.
- ii. Corruption is portrayed through characters like Mulili, representing the misuse of power by leaders for personal gain, a common societal issue.
- iii. The theme of betrayal reflects the lack of trust in leadership, which is seen in many African countries.
- iv. The play addresses the consequences of poor governance, such as protests and rebellion, which mirror historical and ongoing struggles in African nations.

In *I Will Marry When I Want* by Ngugi wa Thiong'o and Ngugi wa Mirii:

- i. The play critiques economic exploitation, especially the struggles of the working class against land-grabbing elites, reflecting societal injustices.
- ii. It highlights the erosion of traditional values and the clash between modernity and culture, a common issue in contemporary African societies.
- iii. The collaboration between local elites and foreign investors is depicted as a betrayal of the common people, a reflection of neocolonialism.
- iv. Gender inequality and the challenges faced by women in marriage and society are addressed, resonating with real-life struggles for equality.

5. Using one play you have studied in the course, show how sacrifice is inevitable for change to take place in the society.

In *Betrayal in the City* by Francis Imbuga:

- i. Juser sacrifices his safety by standing against the oppressive regime, highlighting the risk individuals must take to bring about change.

- ii. The university students protest despite knowing the consequences, representing the sacrifices of the youth for justice and freedom.
- iii. Mosese endures imprisonment after refusing to compromise his beliefs, symbolizing the personal cost of standing up for what is right.
- iv. The death of Kabito, who speaks out against corruption, demonstrates the ultimate sacrifice required to challenge injustice and inspire societal change.

6. Even though all people are supposed to be equal in society, there are some who tend to be more equal than others. Discuss this view using two readings you have studied under this programme.

In *A Man of the People* by Chinua Achebe:

- i. Chief Nanga's privileged position as a political leader allows him to exploit public resources for personal gain, creating inequality.
- ii. The disparity between the wealthy elites and the struggling masses highlights how leaders prioritize their interests over those of the people.
- iii. Nepotism and favoritism in political appointments reflect how some individuals are treated as more important than others.
- iv. The silencing of dissenters and manipulation of voters show how the powerful maintain their superiority over ordinary citizens.

In *The Beautiful Ones Are Not Yet Born* by Ayi Kwei Armah:

- i. The corrupt officials in the novel live lavishly while the majority of the population struggles in poverty, highlighting inequality.
- ii. The protagonist's moral resistance against corruption shows the difficulty of living ethically in a society where some individuals are above the law.
- iii. The societal structure favors those who conform to corruption, making it hard for the honest to thrive.
- iv. The disparity between the privileged elite and the ordinary citizens underscores the lack of equal opportunities in society.

7. People from different societies face the same political and social problems despite coming from different parts of the continent. Assess this view using two readings you have studied under this programme.

In *A Man of the People* by Chinua Achebe:

- i. Corruption is portrayed as a widespread issue in politics, reflecting challenges seen across many African nations.
- ii. The exploitation of citizens by political leaders is a shared problem in post-independence societies.
- iii. The struggle for freedom of expression and the silencing of dissent are universal political challenges.
- iv. Nepotism and favoritism in governance are common societal problems depicted in the novel.

In *The Rape of the Pearl* by Magala Nyago:

- i. The exploitation of natural resources by foreign powers reflects a shared problem across the African continent.

- ii. The betrayal by local leaders who collaborate with outsiders mirrors the neocolonial challenges faced by many societies.
- iii. Economic inequality and poverty caused by corruption and mismanagement are universal struggles.
- iv. The loss of cultural identity due to external influences is a problem faced by many African communities.

8. 'Poetry tends to be more formal in structure and more emotionally charged unlike other literary genres.' Support this view using four poems.

From Selected Poems - Institute of Education:

- i. The poem "Chains of Freedom" demonstrates formal structure through its rhyme and rhythm while addressing the paradox of independence, creating an emotionally charged reflection on oppression.
- ii. In "The Caged Bird," the structure of alternating stanzas between freedom and captivity emphasizes the emotional contrast, enhancing the poem's powerful theme of liberation.

From The Wonderful Surgeon and Other Poems - Charles Mloka:

- iii. "The Wonderful Surgeon" uses structured metaphors and vivid imagery to evoke emotional responses to societal failures, showcasing poetry's ability to provoke thought and feeling.
- iv. "The Cry of the Poor" employs repetition and vivid imagery to highlight the struggles of marginalized communities, charging the poem with deep emotion and sympathy.

9. Read the following poem carefully and then answer the questions that follow.

Landlord, Landlord

Landlord, landlord,
My roof has sprung a leak.
Don't you 'member I told you about it
Way last week?

Landlord, landlord,
These steps is broken down.
When you come up yourself
It's a wonder you don't fall down.

Ten bucks you say I owe you?
Ten bucks you say is due?
Well, that's ten bucks more'n I'll pay you
Till you fix this house up new.

What? You gonna get eviction orders?
You gonna cut off my heat?
You gonna take my furniture and
Throw it in the street?

Um-huh! You talking high and mighty.
Talk on-till you get through.
You ain't gonna be able to say a word
If I land my fist on you.

Police! Police!
Come and get this man!
He's trying to ruin the government
And overturn the land!

Copper's whistle!
Patrol bell!

Arrest.
Precinct Station.
Iron cell.

Headlines in press:
Man threatens landlord
Tenant held no bail
Judge gives Negro 90 days in county jail.

Questions

(a) Discuss any four themes that are found in this poem.

- i. Social injustice: The poem portrays the landlord's neglect of the tenant's complaints and emphasizes the unfair treatment of lower-class individuals.
- ii. Economic inequality: The tenant's inability to pay rent reflects the financial struggles faced by marginalized groups in a society with unequal wealth distribution.
- iii. Abuse of power: The landlord's threats and the police's excessive force highlight the misuse of authority against vulnerable individuals.
- iv. Racial discrimination: The tenant's race influences the severity of the punishment, as indicated by the "Judge gives Negro 90 days in county jail."

(b) What message does one get from this poem?

The poem conveys a message about the systemic injustices faced by marginalized individuals, particularly those in poor living conditions. It emphasizes the neglect of landlords, the abuse of authority, and the unequal treatment of minorities, urging for fairness and justice in society.

(c) What is the tone of the poem? Give a brief explanation.

The tone of the poem is both frustrated and accusatory. The tenant expresses anger and dissatisfaction toward the landlord for neglecting their living conditions, and the tone shifts to one of despair and injustice as the tenant faces harsh punishment.

(d) Explain with examples four poetic devices that have been used in the poem.

i. Repetition: The repetition of "Landlord, landlord" emphasizes the tenant's plea and desperation.

ii. Imagery: "My roof has sprung a leak" and "These steps is broken down" create vivid images of the poor living conditions.

iii. Irony: The tenant is arrested for voicing concerns, highlighting the absurdity of punishing victims of injustice.

iv. Alliteration: "Police! Police!" and "Copper's whistle!" use repeated sounds for emphasis and rhythm.

(e) Has the poem got any relevance to our society today? Explain by giving examples.

Yes, the poem is relevant to society today as it addresses ongoing issues such as economic inequality, housing crises, and racial discrimination. For example, marginalized communities in many cities still face poor living conditions and eviction threats from landlords. Additionally, systemic racism and misuse of authority continue to be significant concerns globally. The poem resonates with movements advocating for justice and equality in modern society.