

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

Friday, 07th May 2017

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. Since Literature has been in existence for a long time, it has lost its value in the modern world. Discuss against this contention by giving examples.

Literature has not lost its value in the modern world, as it continues to serve significant roles in society:

- Literature preserves culture and history. Works such as Chinua Achebe's *Things Fall Apart* document the traditions and struggles of African societies, helping modern readers understand their roots.
- Literature remains a source of entertainment. Modern novels, poems, and plays continue to attract readers and audiences worldwide, such as the popularity of J.K. Rowling's *Harry Potter* series.
- Literature addresses societal issues. Writers like Ngugi wa Thiong'o in *Petals of Blood* highlight corruption and inequality, prompting readers to reflect on modern challenges.
- Literature promotes critical thinking. Through the analysis of themes, characters, and conflicts, literature encourages readers to engage with ideas critically.
- Literature fosters empathy. Stories like *The Kite Runner* by Khaled Hosseini allow readers to experience diverse perspectives, building understanding and compassion.

2. Give the literary terms referred to by the following characteristics:

- (a) Involves folktales, folk songs, fairy tales, fables, riddles, etc. – Oral Literature
- (b) Any literary work that uses the author's imagination to invent characters, events, places, and situations. – Fiction
- (c) A character in a story or poem, who deceives, frustrates, and works against the main character. – Antagonist
- (d) The major divisions of a play. – Acts
- (e) Organisation of verses composing a stanza of 8 lines. – Octave
- (f) Attitudes toward the subject or the audience in a literary work. – Tone
- (g) Repeated verse at the end of each stanza. – Refrain
- (h) A word or an image that signifies something other than what it represents. – Symbol
- (i) A woman character who is strong enough to overcome her opponents. – Heroine
- (j) Exaggeration of ideas. – Hyperbole

3. (a) Give five characteristics of a novel.

- It is a long narrative work of fiction.
- It has a complex plot with interconnected subplots.
- It contains developed characters with detailed personalities and backstories.
- It is written in prose form.
- It addresses themes and ideas, often reflecting societal concerns.

3. (b) With examples, define the following literary terms:

- (i) Metaphor: A direct comparison between two unrelated things, implying they are the same. Example: "The world is a stage."

- (ii) Personification: Assigning human qualities to non-human objects or ideas. Example: "The wind whispered through the trees."
- (iii) Characterization: The process by which an author reveals the personality of a character. Example: The description of Okonkwo in *Things Fall Apart* highlights his strength and pride.
- (iv) Euphemism: A mild or indirect word used to replace one that is considered harsh or blunt. Example: "Passed away" instead of "died."
- (v) Figures of speech: Expressive uses of language to convey meaning, including metaphors, similes, and personification. Example: "As brave as a lion" (simile).

4. Show the techniques which the playwrights of two plays you have read used to convey their message to the society. (Use four points from each reading).

In *Betrayal in the City* by Francis Imbuga:

- i. Use of dialogue: The conversations among characters like Mulili, Jusper, and Boss emphasize themes of corruption and oppression.
- ii. Symbolism: The prison symbolizes societal restrictions and the lack of freedom in post-colonial societies.
- iii. Irony: Mulili's betrayal of Boss demonstrates the consequences of unchecked loyalty and greed.
- iv. Flashbacks: Flashbacks to Kabito's murder and other events provide deeper context to the societal decay.

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

- i. Use of songs: Songs interspersed in the play emphasize cultural values and criticize colonial and neocolonial exploitation.
- ii. Satire: The characters' obsession with wealth exposes the absurdity of abandoning traditional values.
- iii. Characterization: Characters like Kiguunda and Gathoni highlight the struggles of the poor against systemic exploitation.
- iv. Symbolism: The land symbolizes both freedom and oppression, depending on who controls it.

5. It is argued that poverty is a result of selfish tendencies of some of those who are entrusted to lead the general public. With reference to two plays, justify your stand in the argument. (Use four points from each reading).

In *Betrayal in the City*:

- i. Leaders like Boss exploit their positions to accumulate wealth at the expense of citizens.
- ii. The murder of Kabito shows how leaders prioritize personal interests over societal welfare.
- iii. Mulili's corrupt actions highlight the role of selfishness in perpetuating poverty.
- iv. The university students' protests reflect the public's frustration with exploitative leadership.

In *I Will Marry When I Want*:

- i. Ahab Kioi wa Kanoru exploits workers to maximize profits, keeping them in poverty.
- ii. Wealthy elites manipulate land ownership, dispossessing the poor.
- iii. The influence of foreign investors reveals the collaboration between local and external oppressors.
- iv. The economic hardships of Kiguunda's family illustrate the direct impact of selfish leadership.

6. State leaders in African societies are notably shadows of colonial masters. Verify this statement by citing two readings you have done under this section. (Use four points from each of the readings).

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

- i. Chief Nanga mimics colonial rulers by using his position for personal gain, ignoring the needs of the people.
- ii. Nepotism thrives as Nanga appoints loyalists to key positions, a legacy of colonial favoritism.
- iii. Corruption in governance mirrors colonial exploitation, with leaders enriching themselves at the public's expense.
- iv. The silencing of dissent reflects the authoritarian control of colonial regimes.

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

- i. The moral decay in leadership mirrors the greed and corruption of colonial administrators.
- ii. The economic disparity between leaders and citizens reflects the inequities introduced by colonial systems.
- iii. Bureaucratic inefficiency in the novel is a direct inheritance from colonial governance structures.
- iv. The protagonist's resistance highlights the challenge of overcoming colonial legacies in leadership.

7. Show how the contemporary world is reflected in any two novels you have read under this section. (Use four points from each reading).

In *A Man of the People*:

- i. Corruption in politics reflects ongoing governance issues in many modern African states.
- ii. Manipulation of voters mirrors flawed democratic processes in the contemporary world.
- iii. The clash between tradition and modernity highlights cultural transitions in modern societies.
- iv. The struggle for integrity represents ongoing societal battles against moral decay.

In *The Beautiful Ones Are Not Yet Born*:

- i. Economic inequality reflects the wealth gap seen in modern societies.
- ii. Materialism and moral decay criticize the obsession with wealth in contemporary life.
- iii. The exploitation of public resources parallels ongoing issues of corruption in modern governance.
- iv. The protagonist's moral struggle resonates with individuals resisting systemic injustices today.

8. Poetry like other works of art brings to surface society issues. Support this view using four poems. (Use four points from each poem).

From *The Wonderful Surgeon and Other Poems*:

- i. *The Wonderful Surgeon* addresses the need for societal reform by comparing leadership to surgery.
- ii. *The Cry of the Poor* highlights the struggles of the marginalized, urging for action.
- iii. *Chains of Freedom* critiques the paradox of independence without true freedom.
- iv. *Hope Rising* uses uplifting imagery to inspire resilience and optimism.

From Selected Poems:

- i. The Caged Bird symbolizes oppression and the desire for liberation.
- ii. The Starving Masses depicts poverty and hunger as societal failings.
- iii. Chains of Bondage highlights the lingering effects of colonialism.
- iv. Whispers of the Dead reflects on the sacrifices of those who fought for freedom.

9. Read the following poem and answer the questions that follow:

"The Awful Dentist" by Jwani Mwaikusa:

He read medicine,
Specializing in the tooth,
And graduated with honours
With a new thesis
To cure the aching malady.

"Our teeth shall be alright,"
People chanted, welcoming his services.
And he started work, prompt and immediate.
They brought him all the teeth they had –
Decaying teeth, aching teeth, strong teeth.

And he started working on their jaws,
Diligently pulling out every tooth
From the jaws of every mouth,
And they paid him with meat
Which now they could not eat.

And so on went the dentist,
Making heaps and heaps of teeth,
Useless, laying them waste
Without fear that soon,
Very soon indeed,
He would have no teeth to attend to,
No tooth for which to call himself a dentist.

(a) Extract a verse from the poem above which shows each of the following poetic devices:

- i. Hyperbole: Making heaps and heaps of teeth
- ii. Symbolism: The tooth symbolizes societal issues or challenges.
- iii. Satire: And they paid him with meat which now they could not eat.
- iv. Stanza with the abcbdd rhyming pattern: The stanza starting with "And he started working on their jaws."
- v. Parallelism: Decaying teeth, aching teeth, strong teeth.
- vi. Strong-Weak-Strong-Weak-Strong-Weak-Strong rhythmic pattern: And graduated with honours.

(b) Summarize the main idea in each stanza.

1st stanza: The poet introduces the dentist, who is praised and trusted by society to solve their dental problems.

2nd stanza: The dentist begins his work, eagerly addressing various dental issues brought to him.

3rd stanza: The dentist's methods become destructive, removing all teeth indiscriminately.

4th stanza: The consequences of the dentist's actions become apparent, as people can no longer eat, and the dentist is left without a purpose.