

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, 11th May 2018**

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) Define each of the following terms as used in Literature:

- i. Genre: A category of literary composition characterized by a particular style, form, or content, such as poetry, drama, or prose.
- ii. Dirge: A mournful poem or song expressing grief, often performed during funerals or in commemoration of the dead.
- iii. Characters: The individuals, whether people, animals, or other entities, who take part in the action of a literary work.
- iv. Motif: A recurring theme, subject, or idea in a literary work that reinforces the main message or theme.
- v. Soliloquy: A dramatic monologue in which a character speaks their thoughts aloud, usually while alone on stage, revealing their innermost feelings.

(b) Differentiate the following literary terms:

i. Rhyme and Rhythm:

- Rhyme: The repetition of similar sounds at the ends of words, often at the end of lines in poetry (e.g., "cat" and "hat").
- Rhythm: The pattern of stressed and unstressed syllables in poetry or prose, creating a musical quality.

ii. Imagery and Symbolism:

- Imagery: The use of vivid and descriptive language to create sensory experiences for the reader.
- Symbolism: The use of symbols (objects, characters, or events) to represent abstract ideas or concepts.

iii. Plot and Setting:

- Plot: The sequence of events or actions in a story, from the beginning to the resolution.
- Setting: The time, place, and environment in which a story takes place.

iv. Assonance and Alliteration:

- Assonance: The repetition of vowel sounds within words (e.g., "The rain in Spain").
- Alliteration: The repetition of initial consonant sounds in nearby words (e.g., "She sells sea shells").

v. Poem and Poetry:

- Poem: A single piece of literary work composed in verse.
- Poetry: A broader term referring to the art of writing poems or the body of work consisting of poems.

2. (a) Explain the roles which literature plays in the society.

- i. Preserving culture: Literature records and transmits traditions, values, and beliefs across generations.
- ii. Promoting critical thinking: It inspires readers to analyze and reflect on societal issues, fostering awareness.
- iii. Entertainment: Literature provides a source of enjoyment through stories, poetry, and drama.
- iv. Education: It teaches moral lessons, historical facts, and life skills through engaging narratives.
- v. Social critique: Authors highlight societal flaws, promoting reforms and justice.

(b) Compare and contrast spontaneous speech from non-spontaneous speech.

- Spontaneous speech:

Occurs naturally without prior preparation, often informal and conversational.

- Non-spontaneous speech:

Prepared in advance, often formal and structured, such as public speeches or presentations.

3. A play is regarded as an effective genre in educating and changing society. Support this view by showing the factors which make a play effective.

i. Visual engagement: The performance on stage allows audiences to see and connect emotionally with the characters and events.

ii. Dialogue-driven narrative: Through conversations, plays communicate messages directly and effectively.

iii. Dramatic techniques: Use of soliloquies, monologues, and symbolism enhances understanding of complex ideas.

iv. Accessibility: Plays reach diverse audiences through live performances, enabling widespread impact.

v. Relatability: Plays often depict real-life scenarios, encouraging self-reflection and societal reform.

4. Using two plays you have read under this program, show how characterization blends with the plot. (Use four points from each reading).

In *Betrayal in the City* by Francis Imbuga:

i. Mulili: His cruelty and betrayal drive the conflict, highlighting the dangers of unchecked power.

ii. Boss: His oppressive leadership shapes the central plot of rebellion.

iii. Juser: His transformation from a grieving son to a revolutionary ties personal grief to national change.

iv. Regina: Her moral compass contrasts with the corrupt society, underscoring the theme of hope.

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

i. Kiguunda: His struggles with land ownership reflect the plot's focus on exploitation.

ii. Ahab Kioi wa Kanoru: His greed propels the conflict between classes.

iii. Gathoni: Her choices illustrate the influence of modernization on traditional values.

iv. Wangeci: Her resilience ties personal hardships to the broader theme of social justice.

5. Use four points from each of the two plays you have read under this program to illustrate how themes presented relate to real-life experience.

From *Betrayal in the City*:

i. Corruption: Misuse of power resonates with real-world governance failures.

ii. Oppression: The silencing of dissent mirrors struggles in authoritarian regimes.

iii. Rebellion: The play's revolution reflects the universal fight for justice and freedom.

iv. Loss and grief: Personal tragedies connect audiences to the human cost of societal issues.

From I Will Marry When I Want:

- i. Class inequality: The play depicts the gap between the wealthy and the poor.
- ii. Land ownership: Reflects real struggles over land rights and exploitation.
- iii. Cultural erosion: Highlights the impact of modernization on traditional beliefs.
- iv. Exploitation: Critiques the collaboration of local leaders with foreign powers.

6. A novel is a fiction, a narrative writing based on social reality. Support this statement by making reference to any two novels you have read under this section. (Use eight points from each reading).

Answer

The first novel I will use is "A Man of the People" by Chinua Achebe.

This novel reflects social realities through its depiction of corruption in post-colonial African societies. Chief Nanga, a corrupt politician, uses his position for personal gain, mirroring the real-life experiences of leaders who prioritize their interests over public welfare.

It also highlights the struggles of the educated youth in confronting societal decay. Odili, the protagonist, represents the frustration of young people who want change but face resistance from the established system. This reflects the generational conflicts seen in many societies.

The novel portrays the exploitation of women as a social reality. Chief Nanga's treatment of women, such as his pursuit of Elsie, highlights gender inequality and the objectification of women in patriarchal societies.

Through satire, the novel addresses the theme of political manipulation. Chief Nanga's ability to deceive the public and secure votes mirrors the tactics used by corrupt politicians in real-world scenarios.

The rural-urban divide is another social reality depicted in the novel. Odili's observations of his home village and the capital city highlight disparities in development, education, and opportunities.

The role of education in shaping society is evident in the novel. Odili's education empowers him to challenge the status quo, reflecting the transformative power of knowledge in real-life social reform.

It also explores the concept of loyalty and betrayal, as seen in Odili's relationship with Chief Nanga. This reflects the complexities of personal and political relationships in society.

Lastly, the novel emphasizes the consequences of inaction. The complacency of the public in tolerating corruption shows the societal impact of failing to hold leaders accountable, a reality in many communities.

The second novel I will use is "The Beautiful Ones Are Not Yet Born" by Ayi Kwei Armah.

This novel portrays the pervasive corruption in Ghanaian society during the post-independence era. Characters like Koomson represent the greed and moral decay of leaders who betray the ideals of independence.

It highlights the struggles of ordinary citizens to maintain integrity in a corrupt system. The protagonist, "the Man," resists societal pressure to engage in bribery, reflecting the challenges faced by individuals who uphold ethical principles.

The novel addresses the theme of disillusionment with independence. Through the decay of infrastructure and public services, it critiques the failure of leaders to deliver on the promises of freedom and development.

It also reflects the economic hardships faced by citizens. The Man's meager lifestyle contrasts with the lavish lives of corrupt officials, showcasing the widening gap between the rich and poor.

Through vivid imagery, the novel captures the filth and decay of urban environments, symbolizing the moral and social decline of the society.

The novel examines the role of women in society, as seen in Oyo's criticism of her husband. Her materialistic views reflect societal expectations and the pressure to conform to corrupt practices for survival.

It explores the theme of hopelessness and despair. The Man's isolation and struggle to find meaning in his environment mirror the psychological toll of living in a corrupt and stagnant society.

Finally, it offers a glimmer of hope through the metaphor of "the beautiful ones," suggesting that future generations can bring about change if they resist corruption and uphold integrity.

7. Show the effectiveness of symbolism in the two novels you have read under this section. (Use four points from each reading).

Answer

The first novel I will use is "A Man of the People" by Chinua Achebe.

The title itself is symbolic, referring to Chief Nanga as a "man of the people" despite his corrupt and selfish nature. It highlights the irony of leaders who claim to represent the masses while exploiting them.

The character of Chief Nanga symbolizes political corruption and the moral decay of leadership in post-colonial Africa. His actions reflect the betrayal of the ideals of independence.

The school in Odili's village symbolizes hope and the potential for education to bring about social change. Its neglect, however, shows the failure of leadership to prioritize development.

The elections in the novel symbolize the fragility of democracy in corrupt societies. They expose the manipulation and violence that undermine the democratic process.

The second novel I will use is "The Beautiful Ones Are Not Yet Born" by Ayi Kwei Armah.

The phrase "the beautiful ones" symbolizes hope and the potential for a better future. It suggests that change is possible through the emergence of ethical leaders and citizens.

The rotting bus in the novel symbolizes the decay of society. It reflects the stagnation and failure of leadership to address the needs of the people.

The bribe money offered to the Man symbolizes the pervasive nature of corruption. His rejection of it highlights the struggle to maintain integrity in a corrupt system.

The sea, mentioned at the end of the novel, symbolizes renewal and the possibility of cleansing society of its moral decay.

8. One of the duties of a poet is to make people aware of the realities around them. Use four poems you have studied under this program to justify this statement. (Use four points for each poem).

Answer

The first poem I will use is "Building the Nation" by Henry Barlow.

This poem raises awareness about social inequality, as seen in the contrast between the worker's meager meal and the boss's lavish lunch. It critiques the exploitation of the working class.

It addresses the hypocrisy of leaders who claim to be building the nation while ignoring the struggles of ordinary citizens. This reflects real-life frustrations with unaccountable leadership.

The poem highlights the value of labor and the dignity of work, reminding readers of the contributions of ordinary people to societal progress.

Lastly, it exposes the emptiness of rhetoric when leaders fail to address the root causes of inequality, urging readers to demand accountability.

The second poem I will use is "The Vultures" by Chinua Achebe.

This poem critiques the greed and brutality of oppressive leaders, symbolized by vultures. It raises awareness about the dehumanizing effects of corruption and exploitation.

It highlights the resilience of the oppressed, showing their strength in enduring hardships. This inspires hope for change and justice.

The poem emphasizes the need for moral responsibility, urging leaders to consider the consequences of their actions.

It also warns against complicity, reminding readers of their role in challenging injustice.

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

"You are Lost" by Isaac Mruma:

To you dada
It's the days that matter
For we are unable to chat
In the language we had

When I look at you
And see my pay-slip
In your eyes
I feel empty
And sapped
Your glance, sister,
Is to me the measure
Of the heat of the dough
In my pocket

Never are passions cool,
To you I am now a tool
And all my wage is now the fare
I ride on your throbbing kisses

It is you I accuse,
Because your love is lost
With the tenderness that asks
Where my wallet is.

It is to you dada,
That my pen tears the pad,
For I only see your love
Focused on my purse
With your passions
Chasing my bank account.

(a) With examples, explain four poetic devices that have been used in the poem.

- Imagery: The poet uses vivid imagery to evoke feelings, such as "the heat of the dough in my pocket," symbolizing the financial strain the speaker feels.
- Metaphor: "You are lost" symbolizes the loss of genuine love, replaced by materialism.
- Alliteration: The repetition of consonant sounds, such as "pen tears the pad," emphasizes the poet's emotional pain.
- Symbolism: The "pay-slip" and "wallet" symbolize material wealth and how it has become the focus of love.

(b) What is the tone of the poem?

The tone of the poem is accusatory and disillusioned, as the speaker confronts the subject about their materialistic tendencies and the loss of authentic affection.

(c) Explain the message you get in this poem.

The poem conveys a message about the destructive impact of materialism on love and relationships. It criticizes individuals who prioritize wealth over genuine affection, turning love into a transactional affair. The speaker laments the loss of sincere connection, replaced by greed and superficial values.

(d) Comment on the diction of the poem.

The diction of the poem is simple yet powerful, blending conversational language with emotive expressions. Words like "pay-slip," "tool," and "wallet" emphasize the materialistic nature of the relationship, while phrases like "passions cool" and "pen tears the pad" add a poetic depth to the speaker's emotional turmoil.

(e) Briefly explain the relevance of the poem to the current Tanzanian way of life.

The poem reflects the growing materialism in Tanzanian society, where financial status increasingly determines relationships and social interactions. It highlights issues like transactional love, greed, and the loss of traditional values. These themes resonate with modern realities, where wealth often overshadows genuine emotional connections.