

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** **Year: 2020.**

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. With examples, explain how each of the following literary terms is used in literature.

(a) Idiom: An idiom is a phrase or expression that has a figurative, or sometimes literal, meaning different from the literal interpretation of the words. For example, in Shakespeare's "Macbeth," when Lady Macbeth says, "We fail! But screw your courage to the sticking-place, And we'll not fail," the phrase "screw your courage to the sticking-place" is an idiom meaning to summon up one's courage or resolve.

(b) Synecdoche: Synecdoche is a figure of speech where a part is used to represent the whole, or vice versa. In literature, this can be seen in Charles Dickens' "A Tale of Two Cities" when he writes, "London was a city of a million hearts beating in a common cause." Here, "hearts" represents the people of London, using a part (hearts) to represent the whole (citizens).

(c) Foreshadowing: Foreshadowing is a literary device used to give an advance hint of what is to come later in the story. For example, in Edgar Allan Poe's "The Tell-Tale Heart," the narrator's obsession with the old man's eye foreshadows the eventual murder, as he says, "Whenever it fell upon me, my blood ran cold; and so by degrees—very gradually—I made up my mind to take the life of the old man, and thus rid myself of the eye forever."

(d) Personification: Personification attributes human qualities to non-human things or abstract concepts. An example from literature is in Emily Dickinson's poem "Because I could not stop for Death," where Death is personified as a courteous suitor who takes the speaker on a carriage ride: "Because I could not stop for Death – He kindly stopped for me –"

(e) Symbolism: Symbolism involves using symbols to signify ideas and qualities by giving them symbolic meanings different from their literal sense. In Nathaniel Hawthorne's "The Scarlet Letter," the scarlet letter 'A' that Hester Prynne wears symbolizes adultery, sin, and later, her strength and ability.

2. Imagine that you work for a company and you happen to witness theft in your office which took place on Saturday soon after you had entered the office. You were held at gunpoint and demanded to hand over the keys to the boss's office. You told them the boss was on leave and had left with his keys. They threatened you with a knife edge, handcuffed you, and then packed computers, printers, and scanners into their bags and left. You took an initiative to inform the police by using your mobile phone. Write a dialogue of five items each between you and your friend Bahati who gets interested to know what happened. Use Upendo as your name. Address your friend as Bahati.

Answer:

Upendo: Bahati, you won't believe what happened to me on Saturday at the office!

Bahati: What happened, Upendo? You sound shaken.

Upendo: I was held at gunpoint right after I entered! They wanted the keys to the boss's office, but I told them he was on leave and took his keys with him.

Bahati: That's terrifying! What did they do then?

Upendo: They threatened me with a knife, handcuffed me, and started packing our office electronics into their bags before they left. It was so scary.

Bahati: Oh my goodness! Did you call the police?

Upendo: Yes, I managed to use my mobile phone to call them as soon as they left. The police are investigating now.

Bahati: I hope they catch those criminals soon. Are you okay, Upendo?

Upendo: I'm still in shock, but I'm physically fine. Thanks for asking, Bahati.

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

GENTLY.

Brothers, break them gently.

People used to live there.

Those were not always mere mud walls,

To be bulldozed and leveled down,

To make way for a new highway.

Heaven only knows what scars

Those walls, now naked and bald, bear;

What secrets they hold of dreams and doubts,

Of those who lived, who loved, who hated within them.

To them, this was home.

Here they came at night to their meager meal,

Here they hoped in wearied sleeplessness,

For better days that never came.

They were such ones as you,

With their joys and frustrations.

Then one day they were told to leave,

To go and start from scratch elsewhere, rootless.

They, like you, could not say no—

You would be foolish to!

Yet how lovingly and longingly,

How tearfully they clung to those age-smeared walls,

Unable to unmoor.

But do not let me upset you.
Sentiment cannot avail now.
Besides, you have your daily wage to earn.
You may break them down.

Only, please, do try and be gentle.
People used to live there.

Questions:

(a) What is the tone of the poem?

The tone of the poem "GENTLY" is reflective, somber, and compassionate. The persona speaks with a sense of empathy and respect towards the past inhabitants of the homes being destroyed, as seen in the line "Brothers, break them gently. People used to live there," which conveys a plea for gentleness out of respect for the memories and lives once lived within those walls.

(b) Briefly comment on the title of the poem.

The title "GENTLY" is poignant and ironic, suggesting a request for care and sensitivity in an act that is inherently destructive - the demolition of homes. It reflects the underlying theme of the poem, which is the recognition of the human history and emotional attachment to the structures being torn down. The title serves as a reminder of the humanity behind the physical structures, urging the workers to consider this as they perform their task.

(c) Which two figures of speech have been used in the poem? Give examples.

Personification: The walls are personified when the poem says, "what scars those walls now naked and bald bear," attributing human qualities like bearing scars to inanimate objects, suggesting the emotional and historical weight they carry.

Metaphor: The phrase "age-smeared walls" uses a metaphor to describe the walls as if they are stained or marked by time, indicating the long history and the lives that have passed within them, enhancing the sense of loss and nostalgia.

(d) Briefly comment on the persona in the poem.

The persona in the poem seems to be an observer or a voice of conscience, speaking directly to the workers ("Brothers") involved in the demolition. The persona shows empathy and a deep understanding of the human cost of progress, urging for a gentle approach out of respect for the former inhabitants. This is evident in the line "Only, please, do try and be gentle. People used to live there," which highlights the persona's compassionate perspective.

(e) How is the structure of the stanzas of the poem?

The poem is structured in two stanzas. The first stanza is longer and focuses on the history, emotions, and lives associated with the homes being demolished. It uses free verse, with lines varying in length, which mirrors the irregular and emotional nature of the content. The second stanza is shorter and provides a contrast, shifting to a more pragmatic tone about the necessity of the demolition, yet still maintains a plea for gentleness, suggesting a reluctant acceptance of change.

(f) What message do you get from the poem?

The poem conveys the message that behind every act of physical destruction or change, there is a human story filled with emotions, memories, and personal history. It highlights the importance of remembering and respecting the past lives and experiences tied to places, even when those places must be altered or removed for progress. The plea for gentleness in the act of demolition underscores the need for empathy in the face of inevitable change.

(g) How can the poem be associated with the happenings in your society today?

The poem can be associated with contemporary societal issues like urban development, gentrification, or displacement due to infrastructure projects where old homes and communities are demolished to make way for new developments. For instance, in many cities, historical neighborhoods are replaced by modern highways or commercial buildings, often without regard for the cultural or personal significance of these places to the residents. The poem reflects the emotional turmoil of those displaced, urging society to consider the human aspect of such changes, much like how current debates on urban planning often focus on the need for sustainable development that respects community heritage and the lives of its inhabitants.

5. An educated individual is expected to be civilized and use his/her education for the benefit and well-being of the entire society. However, sometimes such a person might not be necessarily civilized. Support this argument with reference to two plays you have done using four points from each.

In *Betrayal in the City* by Francis Imbuga, the theme of misused education is evident:

- i. Mulili, a key character, lacks integrity despite his position of power, prioritizing personal gains over societal welfare.
- ii. The educated elite, such as Boss, misuse their knowledge for oppression, silencing dissent rather than promoting justice.
- iii. Tumbo, another educated figure, uses his position for corruption, organizing events like fake writing competitions to enrich himself.
- iv. The students protesting against societal ills represent the hope for a more civilized use of education, contrasting with the current leadership's failures.

In *I Will Marry When I Want* by Ngugi wa Thiong'o and Ngugi wa Mirii, education is similarly misused:

- i. Kiguunda and Wangeci, though uneducated, highlight the betrayal by educated elites who exploit the laboring class.
- ii. Ahab Kioi wa Kanoru, an educated businessman, prioritizes wealth and power, manipulating land ownership laws to oppress the poor.
- iii. Gathoni's pursuit of wealth over traditional values underscores how exposure to Western education alienates individuals from their roots.
- iv. The play criticizes how educated leaders collaborate with foreign investors to exploit local communities, showcasing the destructive misuse of knowledge.

6. Authors write to reveal problems facing their societies and so they help us to use those problems to reflect on our own societies. Using four points from each reading, prove this statement with reference to two novels you have read.

In *A Man of the People* by Chinua Achebe, societal problems are exposed:

- i. Corruption is depicted through Chief Nanga, who misuses public resources for personal gain, reflecting governance issues.
- ii. The struggle between tradition and modernity is evident in the tensions between Odili and Chief Nanga, highlighting the challenges of societal transition.
- iii. Nepotism thrives as Chief Nanga prioritizes loyalty over merit in appointments, mirroring many post-colonial African societies.
- iv. Political manipulation is rampant, with Nanga bribing voters to secure power, emphasizing flawed electoral systems.

In *The Beautiful Ones Are Not Yet Born* by Ayi Kwei Armah, societal decay is revealed:

- i. Corruption permeates every level of society, as shown through bribes demanded by officials, reflecting moral decay.
- ii. The protagonist's refusal to succumb to corruption underscores the moral struggle in a decaying society.
- iii. Materialism is critiqued, with characters valuing wealth over integrity, highlighting societal priorities.
- iv. The despair of ordinary citizens, trapped in poverty and unable to escape systemic oppression, reflects societal failures.

7. How do authors reveal the causes of poverty in Africa? Describe by giving four points from any two novels or short stories.

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

- i. Exploitation of natural resources by foreign powers impoverishes local communities, as seen in the theft of the "pearl."
- ii. Greedy local leaders prioritize personal wealth over national development, worsening poverty.
- iii. Economic dependency on external forces leaves the society vulnerable and impoverished.
- iv. The lack of access to education traps individuals in cycles of poverty, unable to improve their situations.

In *Encounters from Africa* (Macmillan Education Limited):

- i. The effects of colonization are shown to disrupt traditional economies, leaving locals impoverished.
- ii. Inequalities in land distribution create economic hardships for the majority while benefiting a few.
- iii. Corrupt governance diverts resources from public use to private hands, deepening poverty.
- iv. The stories highlight how lack of infrastructure and development perpetuate rural poverty.

8. Use four poems read in this section to show how successful the poets have been in their employment of figures of speech in reinforcing their messages.

In *The Wonderful Surgeon and Other Poems* by Charles Mloka:

- i. In “The Wonderful Surgeon,” the metaphor of a surgeon removing societal ills effectively critiques leadership failures.
- ii. Personification in “The River of Life” gives life to nature, symbolizing the interconnectedness of humanity and the environment.
- iii. Imagery in “The Cry of the Poor” evokes the struggles of the impoverished, reinforcing themes of inequality.
- iv. Irony in “The Leaders We Chose” highlights the betrayal by leaders meant to uplift society.

In *Selected Poems* by the Institute of Education:

- i. Metaphors in “Chains of Freedom” emphasize the paradox of post-independence struggles.
- ii. Similes in “Hope Rising” compare resilience to nature’s renewal, inspiring optimism.
- iii. Symbolism in “The Caged Bird” reflects the loss of freedom, critiquing societal oppression.
- iv. Hyperbole in “The Starving Masses” emphasizes the dire conditions of poverty, invoking empathy and urgency for change.