

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL
SAMPLE EXAMINATION BASED ON 2005 REVISED
O-LEVEL CURRICULUM
ENGLISH LANGUAGE 2

022/2

Time: 3 Hours

ANSWERS

9th November 2007

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. "Literature being part and parcel of human development is always used in the society to shape human behavior." Support the validity of the statement above by giving examples of how the different genres of literature are put into use in society.

i. Drama

I. Plays like *Betrayal in the City* address issues of corruption and political oppression, shaping societal views on governance and accountability.

II. *The Lion and the Jewel* by Wole Soyinka highlights cultural conflicts and gender dynamics, encouraging dialogue about traditions and modernity.

III. Through performance, drama educates society about moral and ethical conduct.

IV. The interactive nature of drama allows for immediate engagement with societal issues.

ii. Poetry

I. Poems like *Your Pain* by Armando Guebuza inspire unity and resistance against oppression.

II. Poetry captures emotions and experiences, fostering empathy and awareness.

III. It serves as a medium to preserve cultural heritage through oral traditions.

IV. Poems often address personal struggles and societal challenges, motivating change.

iii. Novels

I. *Mine Boy* by Peter Abrahams explores the struggles of the working class, shedding light on economic inequality.

II. Novels provide an in-depth analysis of societal issues, encouraging readers to reflect on their behavior.

III. They act as mirrors of society, helping individuals understand their roles and responsibilities.

IV. Novels also entertain while educating, making them effective tools for shaping behavior.

iv. Short Stories

I. *Encounters from Africa* highlights moral lessons through brief narratives.

II. Short stories are accessible and often focus on specific societal themes.

III. They are used in education to teach values and critical thinking.

IV. By addressing contemporary issues, short stories prompt readers to take action.

2. A student who does not study literature contends that "Anything in print is literature." Argue to convince her/him that "Not all in print is literature."

i. Literature is distinguished by artistic quality. A scientific report, while in print, lacks the imaginative and emotional depth of literature.

ii. Literature often involves creativity and storytelling, as seen in novels like *House Boy*, which depict real-life struggles through fictional narratives.

iii. Printed materials like advertisements serve commercial purposes, unlike literature, which aims to educate, entertain, or inspire.

iv. Literature uses specific genres like poetry, drama, and prose to communicate artistic and thematic messages, which general printed materials do not.

3. You are challenged by a sculptor and a musician that literature is not an art at all and that studying it is a waste of time; because it does not have any utility value in the society. Defend your opinion against this contention in the light of the artistic and functional qualities of literature.

- i. Literature reflects society's challenges and offers solutions, as seen in *The Black Hermit* by Ngugi wa Thiong'o, which highlights the struggle for identity.
- ii. It preserves cultural heritage through poetry, drama, and folklore, which sculptors and musicians also aim to do.
- iii. Literature develops critical thinking and moral reasoning, essential for societal progress.
- iv. It inspires creativity and innovation, just like music and sculpture, by exploring emotions and ideas.

4. The language of literature is always made artistic so that we can remove tiredness, monotony, etc. Hence it makes the language interesting, enjoyable, educative, and inviting. Give five types of devices and their examples on how they are applied in literature.

- i. Imagery: Used in *The Beautiful Ones Are Not Yet Born* to vividly describe societal decay.
- ii. Symbolism: Seen in *The Lion and the Jewel*, where the lion represents masculinity and strength.
- iii. Irony: Present in *Betrayal in the City*, where corrupt leaders claim to serve the people.
- iv. Metaphor: Found in *Your Pain*, where "blood" symbolizes sacrifice and unity.
- v. Satire: Used in *Mine Boy* to critique racial and social inequalities.

5. "In many African societies, women are not allowed to air their views on important issues including decision making on their marriages. This culture is not only barbaric but also brutal. It should be uprooted at any cost. But the initiative should come from women themselves." Give examples from the readings you have done to support this statement.

i. *I Will Marry When I Want* by Ngugi wa Thiong'o

- I. Gathoni's struggle to marry for love reflects women's limited agency in decision-making.
- II. The play critiques societal norms that suppress women's choices.

ii. *The Lion and the Jewel* by Wole Soyinka

- I. Sidi represents the struggle for autonomy in a patriarchal society.
- II. Baroka's manipulation reflects how traditions often subjugate women.

iii. *Mine Boy* by Peter Abrahams

- I. Leah's strength in running a business shows women's potential when empowered.
- II. The story encourages women to take charge of their lives and challenge societal norms.

iv. *No Bride Price* by David Rubadiri

- I. Highlights the detrimental effects of dowry practices on women's freedom.
- II. Advocates for women's empowerment and rejection of oppressive traditions.

6. Bad leadership causes conflict, difficult life, hatred, poor discipline, and the like. When the led are tired, they usually react in different ways to make sure that their wills are respected. Prove this using two plays you have done.

i. Betrayal in the City by Francis Imbuga

I. The play portrays how bad leadership in Kafira leads to oppression and rebellion.

II. The citizens, led by Jusper and Jere, react against the dictatorship, demanding justice and accountability.

III. Corruption and favoritism under Mulili cause conflicts and social discontent among the people.

IV. The uprising by the oppressed symbolizes the people's reaction to ensure their voices are heard.

ii. The Lion and the Jewel by Wole Soyinka

I. Leadership manipulation is evident in Baroka's deceptive actions to secure power and influence.

II. Sidi's initial resistance reflects the younger generation's reaction against exploitation.

III. Baroka's actions create tension, highlighting the consequences of abuse of power.

IV. The play shows that resistance and confrontation are ways to address bad leadership.

7. "An African scholar is at a crossroad. He/she is confronted with two opposing ends; one is about modernity and the other traditions and customs, not knowing what to do." What do you think should an African scholar do? Refer to two readings you have made.

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

I. Mugo's conflict between his individual desires and societal expectations reflects the struggle of balancing tradition and modernity.

II. The novel suggests that African scholars should seek reconciliation between the two by upholding traditional values while embracing modern ideas.

III. The Mau Mau rebellion serves as an example of how unity in traditions can push societal progress.

IV. The story highlights the need to adapt traditions to meet the needs of modern society.

ii. Mine Boy by Peter Abrahams

I. Xuma struggles to navigate the demands of urban modernity while staying true to his rural roots.

II. The novel advocates for education as a tool for bridging the gap between traditions and modernity.

III. It encourages African scholars to act as mediators, preserving cultural heritage while leading progress.

IV. The story emphasizes the importance of identity and cultural pride in addressing contemporary challenges.

8. If you were to write your own novel, which themes would you write about? With reference to two novels you have read, give your views and reasons for your choices.

i. Themes of identity and belonging

I. Inspired by A Grain of Wheat, I would explore the struggle of individuals to find their place in a changing society.

II. Addressing cultural conflicts, the novel would show the importance of unity in diversity.

III. The theme would resonate with readers facing similar challenges of identity.

IV. It would also highlight the value of cultural heritage in a globalized world.

ii. Themes of oppression and resistance

- I. Inspired by Mine Boy, I would focus on the working class's fight against exploitation.
- II. The novel would depict how collective action leads to societal change.
- III. It would aim to inspire readers to stand against injustice in their communities.
- IV. The theme would emphasize the need for resilience and solidarity in overcoming oppression.

9. Like other works of literature, poetry can have a plot, characters, and a specific message to convey to the audience. How valid is this statement? Refer to four relevant poems to support your answer.

i. The Ballad of the Landlord by Langston Hughes

- I. The poem has a clear plot where a tenant addresses grievances about poor living conditions.
- II. Characters include the tenant, the landlord, and the police, each playing a role in the narrative.
- III. The message highlights racial discrimination and inequality in society.
- IV. The structure and dialogue give the poem dramatic appeal, similar to prose or drama.

ii. Building the Nation by Henry Barlow

- I. The plot revolves around a servant and a leader's contrasting roles during a lunch meeting.
- II. Characters include the narrator (servant) and the boss, representing societal classes.
- III. The message critiques corruption and social inequality.
- IV. The poem delivers a narrative with a powerful social commentary.

iii. Your Pain by Armando Guebuza

- I. The poem outlines a journey of collective resistance against oppression.
- II. Characters are implied through the persona and the oppressed people.
- III. The message emphasizes unity and sacrifice in overcoming imperialism.
- IV. The progression of events builds a plot of resistance leading to victory.

iv. Song of Lawino by Okot p'Bitek

- I. The plot develops as Lawino laments the erosion of African traditions due to Western influence.
- II. The characters include Lawino and her husband Ocol, representing two opposing cultures.
- III. The message calls for the preservation of cultural identity.
- IV. The poem uses dialogue and storytelling techniques to deliver its themes effectively.

10. Read the poem The Ballad of the Landlord and answer the questions below.

(a) Cite an example of non-standard English in the poem. Why do you think the poet sometimes uses it?
Example: "You gonna cut off my heat?"

The poet uses non-standard English to reflect the socio-economic background of the tenant and make the poem relatable to the experiences of marginalized groups.

(b) The poem tells a story.

(i) Identify all the characters used.

- I. The tenant (narrator)

- II. The landlord
- III. The police
- IV. The judge

(ii) Transform the poem into a short play you would prepare for the drama club to act at your school's drama festival.

Title: The Ballad of the Landlord

Scene 1: Tenant's Room

(Tenant looks at the leaking roof and broken stairs.)

Tenant: (frustrated) Landlord! Landlord! My roof is leaking. The stairs are broken. You've done nothing for weeks!

Scene 2: Landlord's Office

(Landlord counts money at his desk. Tenant enters.)

Tenant: I need repairs before I pay more rent.

Landlord: (ignores tenant) Pay your dues, or face eviction!

Scene 3: Street Scene

(Landlord calls the police. Officers arrive.)

Police: Arrest this man for threatening the landlord!

Scene 4: Courtroom

Judge: Ninety days in jail for disturbing the peace!

Narrator: And so, the tenant faces injustice, highlighting the struggles of the oppressed.

(Play ends with the narrator summarizing the message of inequality and systemic oppression.)