

**THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL
CERTIFICATE OF SECONDARY EDUCATION EXAMINATION**

022

ENGLISH LANGUAGE
(For Both School and Private Candidates)

TIME: 3 Hours

04 November 2002 a.m.

Instructions

1. This paper consists of sections A, B, C and D.
2. Answer **ALL** questions in sections A, B and C and **TWO (2)** questions from section D.
3. Write **ALL** your answers in the answer booklet(s) provided.
4. Cellular phones are **not** allowed in the examination room.
5. Electronic calculators are **not** allowed in the examination room.
6. Write your Examination Number on every page of your answer booklet(s).

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SECTION A (10 marks)

Answer **ALL** questions in this section.

COMPREHENSION

1. Read the following passage carefully then answer the questions that follow it by writing the letter of the correct answer in the answer booklet provided.

There are three kinds of education in Africa. There is the old traditional education; there are the remains of the colonial schooling, which varied according to how the European power saw African requirements; and there is the post-independence attempt to find an education suitable for the needs of modern Africa.

The old education grew naturally out of the village and tribal ways of life, and there was much to commend it. A child had to learn how to deal with the dangers of his surroundings and how to treat his fellows. He knew about weather, love and the skills of a spear, axe and hoe from old men. His mother taught him correct speech, behaviour and respect for his elders. Throughout his childhood, it was impressed on him that he could not live alone - he must 'conform', and accept the ways of the tribe. He lived in a world of kinship: his kin gave him security in sickness and old age. Law and ownership of land, too, were based on kinship. So the child learned the rites which kinship would demand throughout his life from birth to maturity, marriage and death.

Much of this education was informal. The home was the child's school, where he learned traditional legends and proverbs. (For example, the reader might like to work out the meaning of these two Baluyia proverbs from Kenya: 'A person running alone thinks he is the fastest runner' and 'a small bird cannot advise a bigger one'). This social education had a great emphasis on correct conduct and confidence. A traveller in East Africa in 1930s wrote: 'I have seen three children between four years and six quite competently preparing a meal with no supervision'. But severe tests of endurance were a more formal part of this education. Chagga boys in the old days had to sleep in holes in the ground at night for nine months, often in the cold mountain air. A boy was required to go on a lonely expedition into the forest to kill a leopard with a bow and arrow. Bena girls, aged nine to thirteen, were ducked repeatedly in streams, or terrified by women pretending to fall dead at their feet, and by the appearance of monsters.

This traditional form of education had the advantage of preparing a child for life in the community; it did not in general encourage him to be ambitious or independent, or teach him to meet the needs of the modern world. So in the colonial years missions and 'European' schools taught the kinds of things children in Europe were taught. This produced a small westernised elite in some colonies, but it was severely criticised for having little to do with African needs. Reading books had European birds and snow scenes in them; arithmetic problems dealt with taps, and wall-paper rolls. Few of these things had anything to do with many African children's environment.

Colonial education too has been criticised because it was, to quote President Nyerere of Tanzania, 'motivated by a desire to inculcate the values of the colonial society and to train individual for the service of the colonial states'. The state interest in education was based on the need for local clerks and junior officials, and there was thus a heavy emphasis on subservient attitudes and white-collar skills.

In the post-independence era, African needs are being rethought.

Questions are being asked such as how many universities should a country have, whilst half of an age group gets no schooling at all? Some highly trained electrical engineers are needed for the power stations; but Africa also needs men skilled in the relatively simple skills of wooden bridge construction, laying laterite roads and building single-story houses. Civil servants especially need a good secondary education if they are to deal with matters ranging from money for a new agricultural

scheme to collecting information for government approval of a harbour extension. For this, says one writer, 'a developing continent must clearly learn to be practical'.

In Africa parents have become convinced that education is the key to a good job and family prestige too. But it has its drawbacks. In many countries secondary and college education means that children have to leave the rural areas for the towns and later as men they are not returning to work on the farms and produce the food. The opportunities and leisure attractions of the towns are too tempting.

QUESTIONS

- (i) From this passage we can tell that colonial education was to
 - A help Africans acquire their independence
 - B help Europeans swiftly rule the Africans
 - C meet the needs of modern African
 - D replace African tradition and culture
 - E civilise the African children.

- (ii) The word 'conform' in the second paragraph means
 - A comply with rules or general custom
 - B discuss with other members of the society
 - C respect the elders of the society
 - D mix with the rest of members of the society
 - E disagree with the community values.

- (iii) 'Elite' in the fourth paragraph means
 - A a group of 'selected people
 - B a group of colonialists
 - C a group of westernised Africans
 - D a group of rich people
 - E a disadvantaged group.

- (iv) The traveller in East Africa was surprised (in paragraph three) because
 - A he could not expect such young children to prepare such a delicious meal
 - B he thought only European children could prepare a meal like that
 - C the children could prepare a meal without assistance from an older person
 - D the children were not competently supervised when preparing the meal
 - E the children were too few to prepare a meal.

- (v) We can deduce from paragraphs four and five that colonial education was
 - A too difficult for the Africans
 - B irrelevant to the African situation
 - C showing European birds and snow that did not exist in Africa
 - D preparing Africans for highly paid jobs
 - E preparing Africans for leadership in missions.

- (vi) According to the writer, education in Africa today
- A should train electrical engineers
 - B should be practical oriented
 - C does not require universities
 - D should base on secondary school level only
 - E should not prepare a western elite.
- (vii) The writer says that in traditional education “severe tests of endurance were a more formal part of this education’. The aim of the tests was to train
- A boys and girls not to fear the sight of monsters
 - B boys and girls to survive in the cold
 - C a Chagga boy not to fear a leopard
 - D Bena girls not to run away from the pretendingly dead women falling at their feet
 - E boys and girls to tolerate in extremely difficult conditions.
- (viii) Nyerere criticised colonial education because
- A it perpetuated the interests of the colonial society
 - B it prepared local clerks and junior officials
 - C it encouraged university level only
 - D it inculcated the values of the colonised society
 - E he just hated colonialists.
- (ix) In the seventh paragraph, the question ‘... how many universities should a country have, when half of an age group gets no schooling at all?’ implies that the writer
- A does not support university education
 - B supports university education for children who got no schooling at all
 - C encourages more emphasis be put on lower levels of education than the university education
 - D discourages lower levels of education for children who got no schooling at all
 - E insists that civil servants should just receive good secondary education.
- (x) From the last paragraph the writer observes that education in many African countries is
- A preparing young people for rural life
 - B preparing young people for urban life
 - C attracting young people to areas which they are reluctant to leave
 - D trying to prepare young people for rural life, but the urban areas are too tempting
 - E preparing young people for rural life but they do not like farming.

2. Read and summarise the following passage in 40 words.

A young man went to car showroom. He was wearing rubber boots and a jacket. The young man examined an expensive car carefully and then turned to speak to the salesman.

"How much does this car cost?" he asked.

"Ten million shillings", the salesman said.

"I have two million", the young man said. The salesman smiled. He found it hard to be polite.

"You are joking, of course", he said. The salesman showed his customer the door and the young man left the shop without a word.

SECTION B (30 marks)

Answer **ALL** questions in this section.

LANGUAGE USE

3. Match the items in column A with the responses in column B to produce complete and meaningful sentences by writing the letter of the correct response beside the item numbers in column A.

Column A

- (i) We have been in this school
- (ii) Before Tom went to the market
- (iii) No sooner had the Simba-Yanga match
- (iv) begun
- (v) By the time I am 25 years old
In spite of their poverty

Column B

- A in the year 2005
- B than a black cat crossed the football pitch
- C he drank beer
- D he had eaten lunch
- E then Kaniki scored a goal
- F I will have completed my studies
- G for a very long time
- H they managed to buy ten bicycles
- I till we complete our studies
- J they were not happy

4. Rearrange the following five sentences in a logical sequence to make a meaningful paragraph by writing the corresponding letters in the answer booklet.
- A The other day, when a match had been arranged against another club, I played with my brother.
 - B After my day's work I often go to the tennis club.
 - C Since we won this time, we shall probably play for the club again next week.
 - D Although I have not been playing long, I can already beat many of the other members there.
 - E We won our match easily, but the other pairs all lost theirs.
5. Choose TWO (2) topics from the given FOUR (4) ((a)-(d)) and write a composition on each topic.
- (a) As a committed sports lover, advise the National Sports Council as to what should be done to enable our teams excel in international competitions.
 - (b) Write an essay of not more than 250 words explaining why there is mass poverty in most African countries, despite the many years of political independence.
 - (c) Your fellow students have elected you Head-prefect. Write the speech you intend to give on the day the results of the election are going to be announced.
 - (d) Write a story to end: ... "I shall never go there again, never".

SECTION C (20 marks)

Answer **ALL** questions in this section.

STRUCTURE

6. Complete each of the following sentences with a suitable word or expression. Write the letter of the correct alternative in the answer booklet beside the item number.

- (i) I don't know where _____
A had the boys gone B the boys have gone
C have the boys gone D do the boys go
E did the boys go.
- (ii) Your work is _____ than it was a month ago.
A worse B bad C worst D the worst E worser
- (iii) I noticed this morning that some new houses _____ on the land next to uncle's house
A building B being build C are being built
D are building E have built
- (iv) Two men _____ for a bus were knocked down when the lorry skidded and ran off the road.
A had waited B were waiting C waited
D waiting E wait.

7. Rewrite the following sentences according to the instructions given after each:

- (a) Juma is bright. His sister is also bright.
combine using as as
- (b) The boy was sleeping.
Rewrite beginning "Her children" instead of "The boy".
- (c) There is a possibility that he will come.
Rewrite beginning with It (change the form of the word "possibility").
- (d) Open the door, Tatu.
Begin: Tatu, would you mind

8. Complete each of the following sentences with a suitable word or expression.

- (i) Each of them has brought _____ best friend
A his B their C his or her D her E one's
- (ii) Where is Mr. _____ wife staying?
A Jumas' B Juma's C Jumas's D Jumas E Juma

- (iii) After he _____ his goods, he paid for them.
 A has collected B had collected C have collected
 D was collected E having collected
- (iv) He was accused _____ stealing money
 A for B of C about D on E with

9. Rewrite the following sentences according to the instructions given after each:

- (a) The labourer did his work. Then he sat down to rest.
 Begin: Having
- (b) There were heavy clouds in the sky. That's why we couldn't see the sun the whole day.
 Begin: The skies were so that
- (c) I was very happy to see the film.
 Rewrite using "enjoyed" instead of "was very happy".
- (d) Despite the sickness, Maria wrote her final examination.
 Rewrite beginning with: Although ...

10. Complete the following sentences with a suitable word from the list (A, B, C, D, E). Write the letter of the correct choice in your answer booklet beside the item number.

- (i) This is the first time I _____ table tennis.
 A played B was playing C have played
 D playing E I have been playing
- (ii) The train arrived after I _____ for about twenty minutes.
 A waiting B had waited C have been waiting
 D have waited E was waiting
- (iii) He hasn't got _____ luggage.
 A much B many C plenty D a few E more
- (iv) Miriam is good _____ Mathematics.
 A in B with C over D to E at

D (40 marks)

Answer **TWO (2)** questions from this section.

RESPONSE TO READING

TEXTS

The African Child	-	Camara Laye
The Great Ponds	-	Amadi E.
Is it Possible	-	Ole Kulek H.
A Meeting in the Dark	-	Ngugi wa Thiong'o
Three Suitors One Husband	-	Oyono Mbia G.
Song of Ocol/Lawino	-	Okot p'Bitek
Selected Poems	-	Institute of Education
This Time Tomorrow	-	Ngugi wa Thiong'o
New Life in Kyerefaso	-	Sutherland E.F.
No Longer at Ease	-	Achebe C.
Things Fall Apart	-	Achebe C.
The River Between	-	Ngugi wa Thiong'o
Weep Not Child	-	Ngugi wa Thiong'o
The Black Hermit	-	Ngugi wa Thiong'o

11. Children sometimes use force to exercise their freedom from the hands of the parents even when they are thought to need parental care. Using two references you have read, discuss this statement with clear examples.
12. "The coming of the white-man to Africa was to some extent, advantageous to the African". Using two readings support this statement.
13. In traditional societies, a school was conceptualised negatively. Using two references you have done in class discuss why it was so.
14. With reference to two readings show how the parents were trying to mould/shape their child(ren) in such a way that they would be like them (parents).