

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

022

ENGLISH LANGUAGE

(For Both School and Private Candidate)

Time: 3 Hours

ANSWERS

Thursday 8th October 2006

Instructions

1. This paper consists of sections A, B, and C.
2. Answer **all** questions in section A and B and two (2) questions from section C
3. Section A carries **sixteen (16)** marks , section B carries **fifty four (54)** marks and section C carries **thirty (30)** marks
4. All writings must be in **blue** or **black** ink.
5. Communication devices and any unauthorized materials are **not** allowed in the assessment room.
6. Write your **Assessment Number** at the top right hand corner of every page.

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

Education:

There are three kinds of education in Africa. There is the old, traditional education, 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 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 lore 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 Baluya 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 great emphasis on correct conduct and confidence. A traveller in East Africa in the 1930’s 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 kind of things children in Europe were taught. This produced a small westernised élite 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 wallpaper rolls. Few of these things had something 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 individuals for the service of the colonial state”. 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-storey

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 food. The opportunities and leisure attractions of the towns are too tempting.

Questions

(i) We can tell from this passage that traditional education taught young people

- A. how to act independently
- B. how to use a hoe, spear and axe
- C. how to live in the community
- D. how to speak properly and respect their elders
- E. how to write correctly

Answer: C. how to live in the community

Reason: Traditional education focused on preparing young people for life within their community by teaching them skills, correct behavior, and the importance of kinship. It emphasized communal living over individual independence.

(ii) The sentence: much of his education was informal refers to

- A. the education offered in schools today
- B. colonial education
- C. education suitable for the needs of modern Africa
- D. traditional education
- E. education given to boys only

Answer: D. traditional education

Reason: Traditional education occurred primarily in homes and through daily activities, rather than in formal schools, making it informal in nature.

(iii) The traveller in East Africa was surprised because

- A. such young people could prepare a meal themselves
- B. he thought only European children could prepare a meal
- C. the children were not competently supervised
- D. it required so many children to prepare a meal
- E. the children were just playing

Answer: A. such young people could prepare a meal themselves

Reason: The traveller noted that very young children could prepare meals competently without supervision, showcasing the effectiveness of traditional education.

(iv) The first colonial schools

- A. taught the African student to meet the needs of the modern world
- B. had the advantage that they prepared a child for life in his own community
- C. served the needs of the colonial power rather than those of African society
- D. were motivated by a desire to inculcate values
- E. taught nothing to African students

Answer: C. served the needs of the colonial power rather than those of African society

Reason: Colonial education was primarily designed to train Africans to serve the colonial administration as clerks or junior officials, rather than to benefit their communities.

(v) Élite probably means

- A. a group of colonialists
- B. impact
- C. a group of selected people
- D. electrical system
- E. manual work

Answer: C. a group of selected people

Reason: In the context of the passage, "élite" refers to a small, privileged group educated under colonial systems to serve as intermediaries in colonial governance.

(vi) Education in the colonial years is criticised because

- A. the reading books had European birds
- B. it dealt with taps and wallpaper rolls
- C. it was offered in English
- D. it was not relevant
- E. it was given to leaders

Answer: D. it was not relevant

Reason: Colonial education did not address African needs, as it focused on foreign concepts and ignored the environment and culture of African students.

(vii) According to the writer, education in Africa today

- A. needs to be very practical
- B. should be open to all, not just the elite
- C. needs to be retaught
- D. does not require universities
- E. does not need more technology

Answer: A. needs to be very practical

Reason: The passage emphasizes that education must focus on practical skills for both rural and urban needs, rather than theoretical or irrelevant knowledge.

(viii) The pronoun they in the last but one paragraph refers to:

- A. questions
- B. civil servants
- C. universities
- D. highly trained electrical engineers
- E. colonialists

Answer: B. civil servants

Reason: The context discusses the need for civil servants to have a good secondary education to handle administrative tasks.

(ix) From the last paragraph we can deduce that in many African countries, education is

- A. preparing young people for urban life
- B. preparing young people for rural life
- C. attracting young people to urban areas when they are reluctant to leave
- D. trying to prepare young people for rural life, but the urban areas are too attractive
- E. less important for Africans

Answer: D. trying to prepare young people for rural life, but the urban areas are too attractive

Reason: While education aims to meet rural needs, urban areas with better opportunities draw young people away.

(x) The sentence: He knew about the weather lore means

- A. he knows about weather knowledge
- B. he knows about weather stores
- C. he knows about weather law
- D. he knows about weather forecast
- E. he knows that the rain will rain or not

Answer: A. he knows about weather knowledge

Reason: "Lore" refers to traditional knowledge, particularly of the environment and weather patterns.

2. Read and summarize the following passage. Use about 40 words.

A teacher's day starts the previous evening when the lessons for that day were prepared. Most junior and senior high school teachers teach four or five classes each day. At least two, and sometimes three, lessons must be planned for those classes. Planning and organizing the lessons and grading papers usually take two or more hours of a teacher's time. Usually there is an hour per day spent on supervising students studying

in the students working in the hall, the schoolyard, or the lunchroom. Some teachers supervise extra-curricular activities such as the school newspaper, a class play, or a team sport. This may take one to three extra hours of their time every day. So a teacher may spend from eight to eleven or more hours on a day's work. Weekly teacher's meetings and conferences with students and parents add even more time to the teacher's schedule.

Summary:

A teacher's daily work involves teaching, preparing lessons, grading, supervising students, and managing extra-curricular activities. Their schedule extends to 8–11 hours or more, including weekly meetings and conferences with students and parents.

3. Match the items in Column A and B to produce complete meaningful sentences.

(i) The customs office _____

Answer: F. demanded for our passports.

Reason: Customs officers typically check passports as part of their duties.

(ii) The tin deposits in that area _____

Answer: I. would probably be exhausted in the near future.

Reason: The statement discusses the limited nature of tin deposits.

(iii) _____ gave him a thorough examination.

Answer: D. the doctor.

Reason: Doctors are responsible for providing medical examinations.

(iv) The absence of light has _____

Answer: J. a considerable effect on plants and animals.

Reason: Light is essential for the survival of plants and animals.

(v) I'm sure she regrets _____

Answer: E. what she said.

Reason: Regret often relates to something one has said or done.

4. Rearrange the following five sentences into a logical sequence to make a meaningful paragraph.

Answer: (b), (d), (c), (e), (a)

Logical Sequence:

(b) Not long ago tourists at Manyara watched a baby elephant rescued from death.

(d) About two hundred elephants had gathered round a huge lake of mud.

(c) The baby elephant had sunk so deeply into this mud that only the tip of its trunk was showing.

(e) It was almost unable to breathe.

(a) Luckily it belonged to a family party consisting of an old bull and fourteen other elephants.

5. Choose two topics and write a composition.

(a) Write a letter to your friend telling him the steps you are taking to ensure that you do not get AIDS.

Kazamoyo Majaliwa
Mteteeni Secondary School
Box 2050
Lindi
9th January 2025

Dear Friend,

I hope this letter finds you in good health. I want to share the steps I am taking to ensure I do not contract AIDS, a serious disease that can affect anyone.

First, I make sure to avoid sharing sharp objects like razors, needles, or any tools that may come into contact with blood. This prevents the possibility of transmission through contaminated instruments.

Second, I have committed to abstinence and avoiding risky behaviors such as unprotected sex. I know the importance of protecting myself by maintaining safe practices.

Third, I educate myself about HIV/AIDS regularly. I attend school seminars and read books and pamphlets to stay informed about prevention methods. Knowledge is the key to making the right decisions.

Finally, I support blood safety by ensuring any blood transfusion I might need in the future is screened for HIV. These precautions help me protect myself and others.

Please share these ideas with your friends and family. Together, we can reduce the spread of HIV/AIDS.

Yours sincerely,
Kazamoyo Majaliwa

(b) You are a head girl/boy of a school who has just completed form four. Write a speech to be read to your fellow students at the graduation ceremony advising them on what they should do to achieve good results in their final year.

Good morning, fellow students, teachers, and esteemed guests,

I am honored to stand before you today as we celebrate this important milestone in our academic journey. As a student who has completed form four, I want to share some advice on what you can do to achieve good results in your final year.

Firstly, prioritize time management. Time is a valuable resource, and how you use it will determine your success. Create a study timetable and allocate specific hours to revise each subject. Remember, consistency is key, so stick to your schedule and avoid procrastination.

Secondly, focus on understanding concepts rather than cramming. Take time to read, analyze, and comprehend your lessons. Seek help from teachers and classmates if you encounter challenges. Group discussions can also be a helpful way to reinforce what you have learned.

Thirdly, take care of your health. A healthy body and mind are essential for effective learning. Ensure you eat nutritious meals, get enough sleep, and exercise regularly. Avoid distractions like spending too much time on social media or engaging in unproductive activities.

Lastly, maintain a positive attitude and believe in yourself. Challenges will come, but with determination, you can overcome them. Surround yourself with supportive friends who share your goals and avoid negative influences.

In conclusion, success in your final year depends on discipline, hard work, and dedication. You have all the potential to achieve greatness. Stay focused, and I wish you all the best in your academic journey.

Thank you.

(d) Discuss the importance of environmental preservation.

Environmental preservation is critical for the survival and well-being of humanity and all other living organisms on Earth. It involves protecting natural resources, ecosystems, and biodiversity to ensure a sustainable future.

Firstly, environmental preservation ensures the availability of resources for future generations. Natural resources such as water, forests, and fertile land are finite. By conserving them, we guarantee that future generations can meet their needs.

Secondly, preserving the environment helps combat climate change. Activities like deforestation and pollution contribute to global warming, leading to extreme weather patterns and rising sea levels. By planting trees, reducing carbon emissions, and protecting ecosystems, we can mitigate these effects.

Thirdly, biodiversity depends on a healthy environment. Plants, animals, and microorganisms all play crucial roles in maintaining ecological balance. When we destroy habitats, we risk losing species that are essential for food chains, agriculture, and even medical discoveries.

Additionally, preserving the environment improves human health. Polluted air and water cause diseases, while deforestation and soil degradation reduce food security. Clean environments lead to healthier and more productive communities.

Finally, environmental preservation promotes economic stability. Sustainable practices in industries like agriculture, tourism, and fishing ensure long-term economic benefits without depleting resources.

In conclusion, environmental preservation is not just a responsibility but a necessity for a sustainable future. Everyone has a role to play in protecting our planet, whether by reducing waste, planting trees, or advocating for policies that safeguard the environment. Let us all commit to preserving our Earth for ourselves and generations to come.

(c) "If you educate a woman, you have educated the whole nation."

Education is one of the most powerful tools for transforming societies, and educating women has a particularly profound impact. This statement holds true as educated women contribute significantly to the well-being of families, communities, and nations.

First, educated women improve family health. Studies show that mothers who have received education are more likely to vaccinate their children, ensure proper hygiene, and provide nutritious meals. This leads to healthier families and reduces infant mortality rates.

Second, educated women drive economic growth. When women receive education, they can secure better jobs and contribute financially to their households. This reduces poverty and raises the living standards of entire communities.

Third, women who are educated empower future generations. An educated mother prioritizes her children's education, ensuring that they too have the tools to succeed. This creates a ripple effect that benefits entire societies.

Lastly, educated women are more likely to participate in decision-making processes at local and national levels. They advocate for equality, better infrastructure, and policies that support development.

In conclusion, educating women is not just a personal achievement; it is an investment in the future of nations. By empowering women through education, societies can unlock their full potential and create sustainable progress.

6. Choose the correct answers.

(i) The train _____ an hour ago but it has not done so as yet.

Answer: B. should have left

Reason: "Should have left" indicates that the train was expected to leave but has not done so.

(ii) Would you mind _____ the car for me?

Answer: C. parking

Reason: "Would you mind" is followed by a gerund, making "parking" the correct choice.

(iii) When I opened the front door I _____ a letter inside.

Answer: B. found

Reason: The past tense "found" matches the completed action of opening the door.

(iv) By this time next year I _____ completed form four examinations.

Answer: C. will have

Reason: "Will have" is used to indicate a future perfect action.

7. Choose the grammatically well-spelled word.

(i) Their plans were _____ by the damage done to a bridge by a storm the night before.

Answer: A. affected

Reason: "Affected" means influenced or impacted, which fits the context.

(ii) All _____ Mariam went swimming.

Answer: B. except

Reason: "Except" means excluding Mariam, which makes sense here.

(iii) Please _____ us on the best way to make a fortune.

Answer: B. advise

Reason: "Advise" (verb) means to give recommendations, while "advice" is a noun.

(iv) I _____ him last week.

Answer: B. saw

Reason: "Saw" is the correct past tense form of "see."

8. Choose a word or words which complete(s) correctly.

(i) Alex kept wondering at _____ makes people yawn just after waking up.

Answer: C. what

(ii) He longed to know from a person _____ could tell him.

Answer: A. who

(iii) While he was studying in the library, came a man _____ he had not met before.

Answer: G. whom

(iv) This man gave him a booklet _____ had details about yawning.

Answer: D. which

9. Choose a word or words which completes/complete correctly.

(i) I want you to blow this whistle _____ half past four precisely.

Answer: A. until

(ii) We'll have to work _____ nightfall to finish this job.

Answer: A. until

(iii) _____ a number of years the firm's profits have been excellent.

Answer: B. for

(iv) _____ posting that letter, remember to put a stamp on it.

Answer: D. before

10. Rewrite each sentence as instructed.

(a) I haven't written to you for a long time.

It is a long time since I wrote to you.

(b) Old Mr. Nguvumali likes to look at the children playing.

Old Mr. Nguvumali enjoys looking at the children playing.

(c) It was impossible to work under those conditions.

Working under those conditions was impossible.

(d) Sudan is very good at football.

Sudan plays football very well.

11. It is said that characters were driven by the need for a better life to protect them against the forces of injustice that surrounded them. Use two (2) characters from the texts you have read to justify the statement.

In *Song of Lawino* by Okot p'Bitek, Lawino strives to protect her identity and heritage against the forces of injustice brought by colonialism and cultural imperialism. She advocates for the preservation of traditional African values in the face of her husband Ocol's embrace of Western culture. Lawino's resistance to the devaluation of her traditions is driven by the need to safeguard her sense of self and her community's way of life.

Similarly, in *Growing Up with Poetry* edited by David Rubadiri, the poem "Building the Nation" by Henry Barlow portrays the struggles of the ordinary worker. The character of the driver, who works tirelessly to transport government officials, symbolizes the resilience of those driven by the need to achieve better living conditions despite systemic injustices. Both characters emphasize the human desire to overcome societal challenges for a more just and fulfilling life.

12. When the conflicts become very strong in society they often cause destruction to individual characters either physically or mentally, but some characters are strong enough to fight back. Discuss this statement with reference to two (2) readings you have done.

In *Song of Lawino* by Okot p'Bitek, Lawino experiences emotional conflict due to her husband Ocol's rejection of African traditions. The cultural conflict leads to her sense of alienation, but she fights back through poetic expressions, using metaphors and proverbs to argue for the value of her heritage. Lawino's strength lies in her ability to stand firm against cultural erosion.

In *Growing Up with Poetry* edited by David Rubadiri, the poem "If We Must Die" by Claude McKay depicts the strong resistance of individuals facing societal injustice. The speaker, though aware of the physical danger posed by their oppressors, advocates for dignity and courage in the face of conflict. This defiance showcases the resilience of individuals who refuse to succumb to societal destruction.

13. Female circumcision is a practice which has continued to be practised despite being condemned ever since the colonial period. With reference to two (2) characters from two readings you have done and from your own experience, describe the problem.

In Ngugi wa Thiong'o's *The River Between*, the character Muthoni undergoes female circumcision despite her father's opposition. Her decision stems from a desire to connect with her Kikuyu heritage, but it leads to her death due to complications. This highlights the physical dangers of the practice and the societal pressure placed on women to conform.

In Chinua Achebe's *Things Fall Apart*, the character of Okonkwo's wives reflects the subjugation of women in traditional societies, including the expectation to adhere to harmful customs. Although female circumcision is not directly discussed, the portrayal of women's limited autonomy underscores the cultural environment that perpetuates such practices.

From personal experience, female circumcision is not only a health issue but also a human rights concern. It robs girls of their childhood and subjects them to unnecessary pain and risks. Education and community dialogue are key to eradicating this practice.

14. If you were given a chance to suggest some of the traditional customs which should not be adapted in Tanzania today, which ones would you strongly suggest? Refer to two (2) readings you have read.

In *The Lion and the Jewel* by Wole Soyinka, the practice of polygamy is depicted through Baroka's pursuit of Sidi. While polygamy may have been culturally acceptable in the past, it can lead to gender inequality and conflict within families. In modern Tanzania, the practice may not align with contemporary values of equality and partnership.

In *Betrayal in the City* by Francis Imbuga, the oppressive traditions of power abuse and silencing dissent are evident in the government's treatment of citizens. Such customs of authoritarianism, rooted in colonial legacies, should not be adapted in Tanzania today. Instead, the focus should be on fostering democratic governance and respect for human rights.

Tanzania can progress by discarding customs that promote inequality or injustice while embracing those that encourage unity, respect, and cultural pride.