

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

024

LITERATURE IN ENGLISH

(For Both School and Private Candidates)

Time: 2:30 Hours

ANSWERS

Year: 2001

Instructions

1. This paper consists of sections A, B, C and D.
2. Answer **TWO (2)** questions from section A and **ONE (1)** question from each of sections B, C and D.
3. All questions carry 20 marks
4. Cellular phones are **not** allowed in the examination room.
5. Write your **Examination Number** on every page of your answer booklet(s).

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1. Define literature and discuss four ways in which literature differs from everyday speech.

Literature is a creative expression of human experiences, emotions, thoughts, and ideas, presented through written or spoken words in artistic forms such as poetry, prose, and drama. It uses language in imaginative and artistic ways to reflect life, entertain, educate, and provoke thought.

Four ways in which literature differs from everyday speech:

Literature uses artistic and figurative language while everyday speech relies on plain, direct communication. Writers often use imagery, symbolism, metaphors, and personification to convey deeper meanings.

Literature is structured and organized deliberately to achieve specific effects through devices like rhyme, rhythm, chapters, or acts. Everyday speech is spontaneous and informal, without such structured patterns.

Literature is intended for a broader audience, beyond the immediate listeners or readers, and is meant to be preserved over time. Everyday speech is temporary, directed to specific people at specific moments.

Literature conveys layered and universal messages about life, society, and human nature. Everyday speech typically handles immediate, practical, or casual topics without deeper thematic concerns.

2. Explain five types of narration used in literature with examples.

First-person narration: The narrator is a character in the story and uses “I” or “we.” Example: *Uncle Tom’s Children* by Richard Wright.

Third-person omniscient narration: The narrator is outside the story and knows the thoughts and feelings of all characters. Example: *The Concubine* by Elechi Amadi.

Third-person limited narration: The narrator is outside the story but focuses on the thoughts and experiences of one character. Example: *Houseboy* by Ferdinand Oyono.

Second-person narration: The narrator addresses the reader as “you,” placing them directly into the story. This form is rare in literature.

Unreliable narration: The narrator’s credibility is questionable, creating uncertainty in the story. Example: Certain characters in *Dilemma of a Ghost* by Ama Ata Aidoo may mislead or withhold truth from others.

3. Discuss six functions of literature in shaping social and political attitudes.

Literature exposes societal injustices, corruption, and oppression, raising awareness and prompting change. For example, *The Government Inspector* by Gogol highlights government corruption.

It preserves cultural values, norms, and history by passing them from generation to generation, as seen in oral literature like *Sundiata: An Epic of Old Mali*.

Literature offers a platform for marginalized voices, representing those who are socially, economically, or politically oppressed.

It fosters national unity and identity by celebrating shared history, struggles, and aspirations, as seen in *Kinjeketile* by Ebrahim Hussein.

Literature encourages critical thinking and reflection on societal problems, helping readers question existing conditions and consider alternatives.

It entertains while educating, making complex political or social issues more accessible and engaging to audiences through drama, fiction, and poetry.

SECTION B: (20 Marks)

DRAMA

4. Discuss the use of humour in two plays you have studied and explain its effectiveness in delivering the playwright's message.

In *The Trials of Brother Jero* by Wole Soyinka, humour is created through Brother Jero's exaggerated self-righteousness and cunning ways of deceiving his followers. Situational comedy arises when Jero manipulates events for personal gain. This humour exposes the hypocrisy of false religious leaders and their exploitation of the faithful, making audiences reflect on religious deception.

In *The Government Inspector* by Gogol, humour appears in the foolishness and paranoia of corrupt government officials, who mistake a traveler for an inspector. Their frantic attempts to cover up their wrongdoings and bribe the visitor create comedic situations that reveal the depth of administrative corruption. The humour effectively criticizes the inefficiencies of public officials.

5. How is the theme of leadership explored in two of the plays you have studied?

In *Kinjeketile* by Ebrahim Hussein, leadership is portrayed through Kinjeketile, who unites his people against colonial oppression. He symbolizes visionary leadership, promoting unity and resistance. His tragic end highlights the consequences of betrayal and disunity.

In *The Lion and the Jewel* by Wole Soyinka, leadership is represented by Baroka, the cunning village chief, and Lakunle, the modern schoolteacher. Baroka's traditional leadership, though manipulative, is shown as adaptable and wise, while Lakunle's modern approach is naive and disconnected from the villagers' realities. The play suggests that effective leadership must be grounded in cultural understanding.

6. Explain the significance of setting in any two plays you have studied.

In *The Swamp Dwellers* by Wole Soyinka, the setting is a rural swamp village and the city. The swamp symbolizes tradition, poverty, and communal living, while the city represents change, individualism, and corruption. The contrast highlights the tension between tradition and modernization.

In *The Lion and the Jewel*, the setting is Ilujinle, a traditional Nigerian village untouched by modern influences. This setting is crucial in depicting the conflict between tradition, represented by Baroka and the villagers, and change, embodied by Lakunle. The rural setting allows the themes of cultural identity, modernization, and generational conflict to unfold naturally.

7. Discuss the role of women in two novels you have studied.

In *The Concubine* by Elechi Amadi, women play both social and symbolic roles. The central female character, Ihuoma, is portrayed as beautiful, respectful, and virtuous, but her beauty becomes a curse, leading to tragedy for the men who love her. Through Ihuoma and other female characters, the novel highlights women's roles in upholding cultural values, managing households, and participating in communal rituals, while also exposing the limitations placed on them by tradition and superstition.

In *Houseboy* by Ferdinand Oyono, women appear mostly in domestic roles, reflecting the colonial African society's patriarchal structure. Characters like Madame and other African women are shown as vulnerable to both colonial and indigenous male authority. Their roles emphasize issues of exploitation, marginalization, and survival in a system where they have limited power and rights.

8. How do the authors of two novels present the theme of conflict?

In *A Walk in the Night* by Alex La Guma, conflict appears both internally within characters and externally in the oppressive apartheid society of South Africa. Michael Adonis, the protagonist, struggles with frustration and anger due to racial discrimination, poverty, and joblessness. The external conflict between black communities and the white authorities drives much of the narrative, exposing systemic injustice and violence.

In *The Old Man and the Medal* by Ferdinand Oyono, conflict arises between traditional African beliefs and European colonialism. Meka, the protagonist, is caught between loyalty to his cultural identity and the pressures of colonial influence. The novel uses personal conflict within Meka and social conflict between colonizers and the colonized to highlight themes of betrayal, humiliation, and resistance.

9. Compare the narrative styles of two novels you have studied.

In *Sundiata* by D.T. Niane, the narrative style is oral and epic, passed down by griots (oral storytellers). The novel uses a third-person omniscient narrator with direct addresses to the audience, proverbs, songs, and praise poetry, reflecting African oral traditions.

In *Uncle Tom's Children* by Richard Wright, the narrative style is realistic and personal, often using first-person narration or a close third-person perspective. The language is direct and descriptive, vividly portraying the harsh realities of racial injustice in America. Unlike *Sundiata*, Wright's narrative lacks oral storytelling features but emphasizes social realism and emotional depth.

SECTION D: (20 Marks)

POETRY

10. Explain how poets use imagery to convey emotions. Give examples from two poems you have studied.

In *A Freedom Song* by Marjorie Oludhe Macgoye, imagery of hunger, poverty, and child labor evokes feelings of sympathy and anger. Descriptions of a young girl deprived of education and forced into housework paint a vivid picture of suffering, creating emotional connections with readers.

In *Your Pain* by Armando Guebuza, imagery of blood, sweat, and scars vividly conveys the suffering endured during colonial oppression. These images evoke emotions of grief, anger, and a desire for justice, making the reader emotionally experience the struggle of the oppressed.

11. Discuss the use of sound devices in two poems you have studied.

In *An Abandoned Bundle* by Mbuyiseni Oswald Mtshali, alliteration is used in phrases like "flies buzz furiously," creating harsh sounds that reflect the disturbing and grim environment of the poem. The sound devices emphasize the horror and neglect faced by abandoned children.

In *If We Must Die* by Claude McKay, rhyme and rhythm enhance the poem's urgent, defiant tone. The poem's structured rhyme scheme mirrors the order and discipline of a determined resistance, while the rhythm gives the lines a marching, rallying quality that underscores the theme of courageous defiance against oppression.

12. Read the following poem and answer the questions

You are lost,
No stars to guide you,
No maps to follow,

Only the silence of the night,
And the cold breath of the wind.

Your footsteps fade away,
Into shadows and forgotten paths,
The world around you shifts and changes,
Yet you stand still, searching for a light,
That may never come.

(a) What is the main theme of the poem?

The main theme of the poem is hopelessness and loneliness. The poem describes a person lost in darkness without direction, symbolizing a state of despair and isolation where guidance and hope are absent.

(b) Identify and explain two poetic devices used in the poem.

The first poetic device is imagery. The poet uses visual and sensory images like “No stars to guide you,” “the silence of the night,” and “the cold breath of the wind” to create a vivid picture of the character’s environment and emotional state.

The second device is personification. The poet gives human qualities to nature, such as “the cold breath of the wind,” which makes the natural elements feel alive and part of the character’s struggle, enhancing the mood of desolation.

(c) How does the poet create a sense of loneliness in the poem?

The poet creates a sense of loneliness by describing an environment where the speaker has no one to turn to and no direction to follow. Phrases like “No stars to guide you,” “Only the silence of the night,” and “Your footsteps fade away into shadows and forgotten paths” emphasize isolation and abandonment, while the absence of other characters or comforting elements deepens the loneliness.

(d) What does the “light” symbolize in the poem?

The “light” in the poem symbolizes hope, guidance, or a sense of purpose. It represents something positive or uplifting that the speaker longs for in a dark, uncertain situation, even though it “may never come.”

(e) Suggest a suitable title for the poem if it were to be changed, and explain your choice.

A suitable title could be **"Lost in Darkness"** because it reflects both the physical setting of the poem and the emotional condition of the speaker. It captures the sense of being directionless, hopeless, and alone while searching for guidance or relief in a dark, unwelcoming world.