

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: 2002

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. Literature as a work of art differs very much from other literary works. Verify the argument by giving four differences.

i) Literature involves creative imagination while other literary works may focus on factual or informative writing. For example, literature includes poetry, drama, and fiction that employ imagination, symbolism, and artistic language, while other works like essays or reports provide facts or opinions directly.

ii) Literature is meant to entertain, instruct, and emotionally move the audience, while other literary works like academic writing mainly aim to inform or persuade without necessarily evoking deep emotions.

iii) Literature uses figurative language such as metaphors, similes, symbolism, and imagery to communicate complex ideas indirectly, while ordinary works use direct and straightforward language.

iv) Literature often reflects cultural, social, and political issues artistically, while other literary works may address such issues factually without involving artistic creativity.

2. Choose any five of the following literary terms and discuss them:

Character: A person or being presented in a literary work. Characters can be major or minor, protagonist or antagonist. For example, Sidi and Lakunle in *The Lion and the Jewel*.

Stanza: A group of lines forming a unit in a poem, often separated by a space from other stanzas. It functions like a paragraph in prose, organizing ideas or images in poetry.

Hyperbole: A deliberate exaggeration used for emphasis or effect. For example, saying "I've told you a million times" when it's been only a few times.

Metaphor: A figure of speech that describes an object or action as being something else to suggest a similarity. Example: "Time is a thief" suggests time steals moments of life.

Irony: A literary technique where the actual meaning is opposite to the literal meaning, often used to highlight contradictions. For example, in *The Trials of Brother Jero*, Jero presents himself as a holy prophet but is actually deceitful.

3. Discuss the function of literature in society. Cite concrete examples.

Literature serves multiple functions in society:

i) **Educative Function:** It teaches moral lessons and life skills. For instance, *Kinjeketile* educates readers on unity and resistance against colonial oppression.

ii) Reflecting Social Reality: Literature mirrors society's problems like poverty, corruption, and gender inequality. For example, *Houseboy* exposes the injustices of colonial systems.

iii) Entertainment: Through stories, poems, and plays, literature provides enjoyment. *The Lion and the Jewel* entertains while dealing with serious themes of tradition versus modernity.

iv) Preserving Culture: Literature conserves customs, traditions, and beliefs. *Sundiata* preserves Mandinka history and oral traditions.

v) Social Criticism: It critiques societal injustices. *The Trials of Brother Jero* mocks religious hypocrisy.

4. Argue a case for using drama and not the other genres to convey the writer's message. Refer to any two plays.

Drama is more effective in conveying the writer's message than other genres because it allows the message to be presented through live action, dialogue, and character interaction, making it more immediate and emotionally engaging.

In *Kinjeketile*, drama brings the historical struggle to life, making the audience witness betrayal, unity, and resistance. Similarly, *The Trials of Brother Jero* uses humor and stage performance to reveal religious deceit in a way that prose or poetry may struggle to achieve.

Drama's visual and auditory qualities — through costumes, gestures, and stage setting — also reinforce the message, engaging multiple senses and making the moral lessons more memorable.

5. Women oppression is a notable feature indicated by playwrights of this genre. Support this statement using two readings of your choice from the given texts.

In *The Lion and the Jewel*, women oppression is shown through the character of Sidi, who is valued for her beauty but denied autonomy. Baroka uses manipulation and authority to claim her, representing how traditional societies deny women control over their own lives.

In *Kinjeketile*, women are marginalized in political decision-making and are expected to obey male authority. Despite being essential to the social fabric, women like Kinjeketile's wife have limited influence in communal affairs, reflecting oppression in colonial and patriarchal structures.

6. How useful is drama to you? Use three plays you have studied to support your answer.

Drama is useful because:

- i) It teaches valuable life lessons. *The Lion and the Jewel* highlights the dangers of disregarding one's culture for blind modernization.
- ii) It exposes social and political injustices. *Kinjeketile* reveals the suffering under colonial rule and the need for unity in resistance.
- iii) It entertains while educating. *The Trials of Brother Jero* uses humor to criticize religious hypocrisy, keeping readers entertained while pointing out societal flaws.

Drama therefore combines education, entertainment, and social commentary effectively, making it a powerful tool for learning and reflection.

7. Relate the content of the works you have read using three titles of your choice from the list above.

Houseboy by Ferdinand Oyono narrates the life of a young African boy, Toundi, who serves a colonial master. The novel reveals the hypocrisy, racism, and brutality of colonial rule in Africa through Toundi's eyes. It exposes how colonial administrators abused their power while pretending to be civilizers.

A Walk in the Night by Alex La Guma focuses on racial oppression and social injustices in apartheid-era South Africa. Through Michael Adonis and other marginalized characters, the book portrays the harsh realities of poverty, police brutality, and racial segregation in the urban ghetto.

The Old Man and the Medal by Ferdinand Oyono tells the story of Meka, an old African man deceived by colonial authorities into believing he is respected, only to be humiliated and rejected after receiving a colonial medal. The story criticizes the false promises of colonialism and reveals how colonial powers manipulated African loyalty.

These three works relate because they all deal with colonial oppression, racism, and betrayal, highlighting the harsh realities Africans faced under foreign domination.

8. "As it mirrors society, Literature should be dynamic, that is, it should undergo changes." Do you agree? Discuss with reference to any two readings you have read under this section.

Yes, I agree that literature should be dynamic because as society changes, literature must evolve to reflect new experiences, challenges, and realities.

In *Houseboy*, Oyono highlights colonial injustices and racial oppression in Africa. This was relevant during the colonial period, but in a modern, independent Africa, literature needs to address current problems such as leadership failures, corruption, and poverty, reflecting the post-colonial realities.

In *Girls at War* by Chinua Achebe, the stories reflect the Nigerian civil war and the struggles faced by ordinary citizens. Today, literature should extend beyond war themes to explore modern societal issues like urbanization, youth unemployment, and digital culture. This shows literature must evolve to remain relevant to each generation's experiences.

Therefore, literature must be dynamic to reflect shifting societal conditions and new struggles.

9. Contrast two readings of your choice on the following aspects: message, theme, organization of plot, characterization, and style of presentation. Give reasons for the differences you have stated.

Let's contrast *A Walk in the Night* by Alex La Guma and *The Concubine* by Elechi Amadi.

Message:

A Walk in the Night conveys a message against racial oppression, inequality, and violence in apartheid South Africa.

The Concubine delivers a message about the clash between traditional African beliefs and fate, focusing on the power of destiny over human life.

Theme:

A Walk in the Night revolves around racial discrimination, poverty, and police brutality.

The Concubine centers on fate, love, jealousy, and the conflict between tradition and personal freedom.

Organization of Plot:

A Walk in the Night has a linear plot taking place over one night, following different characters whose lives interconnect.

The Concubine follows a chronological plot spanning several years, recounting events in a village community.

Characterization:

In *A Walk in the Night*, characters like Michael Adonis are victims of an oppressive system, and characterization reveals social inequalities.

In *The Concubine*, characters like Ihuoma and Ekwueme are developed through personal desires and traditional conflicts, reflecting cultural settings.

Style of Presentation:

La Guma uses a realistic, urban setting with detailed physical and social descriptions.

Amadi uses a narrative style rich in traditional beliefs, oral storytelling elements, and proverbs to portray rural African life.

The differences arise because each writer responds to different social realities — apartheid for La Guma and traditional African life for Amadi.

10. “Like other forms of art, poetry reflects reality. Poems make us see reality and by seeing we are inspired to change.” Discuss the two sentences with references to two poems you have studied under this section.

In *Song of Lawino* by Okot p’Bitek, the poem reflects the cultural reality of an African woman lamenting her husband’s rejection of African traditions in favor of Western ways. Through Lawino’s voice, the poem reveals the destructive effects of colonial influence on African culture. By seeing this reality, readers are encouraged to preserve their cultural identity.

In *Building the Nation* by Henry Barlow, the poet reflects the reality of political hypocrisy and inequality, where leaders enjoy privileges while ordinary workers suffer. The poem’s depiction of the driver and the government official highlights social injustice, inspiring readers to demand fairness and better leadership.

Both poems mirror real-life situations, raising awareness and inspiring societal change.

11. What artistic features make poems more appealing and touching to human feelings than any other literary works? Use two poems to support your opinion.

Poems use several artistic features that make them emotionally powerful:

Imagery: In *Song of Lawino*, vivid images like “my husband has become a white man” evoke clear pictures of cultural loss, making the poem emotionally charged.

Personification and satire: In *Building the Nation*, objects and actions are given human traits, and satire mocks political leaders, making readers emotionally connect with the injustices described.

Sound devices like repetition and rhyme: *Song of Lawino* uses repetition for emphasis, making the grievances memorable and impactful.

Metaphors and symbolism: Both poems employ metaphors to deepen meaning. In *Building the Nation*, the feast symbolizes political greed, while the driver represents the oppressed masses.

These artistic devices stimulate emotions, making poems deeply moving compared to straightforward prose or drama.

12. Read the following poem then answers the questions:

Poem:

Through years and years of harassment

We tolerated his hideous deed:

girls abducted, women molested, boys assaulted, and men robbed.

Our fear made him our master.
One day Old warrior Death whipped out his .38 special from his holster
and felled our tormentor with a single shot.
We turned his corpse into a piece of meat
tacked in between the sandwich of soil black like burnt toast
ready for ants and worms to eat for breakfast
and excrete as manure.
We laid wreaths of withered flowers
to fill his grave with odour of decay wafted by the wind.
As mourners smiled through tears of relief
“Lord! Take care of his soul though he was but a bully.”

(a) Why was the master called a bully?

The master was called a bully because he terrorized the people by committing cruel and violent acts such as abducting girls, molesting women, assaulting boys, and robbing men. His behavior was abusive and oppressive, causing fear and suffering in the community.

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

- Metaphor: The poem uses metaphor when it describes the corpse as "a piece of meat tacked in between the sandwich of soil black like burnt toast." This compares the grave to a sandwich and the soil to burnt toast, creating a vivid image.
- Personification: "Old warrior Death whipped out his .38 special from his holster" gives Death human qualities by describing it as a warrior who pulls a gun, making the concept of death more vivid and active.

(c) In your own words, describe briefly the circumstances of the bully's death.

The bully was killed by Death, personified as an old warrior who suddenly appeared and shot him once with a .38 special gun, ending his reign of terror instantly.

(d) Why did the mourners smile through tears of relief?

The mourners smiled through tears of relief because, although they mourned the death of the bully, they were glad he was gone and no longer causing harm and fear in their lives. The relief from his cruelty outweighed their sadness.

(e) Suggest a suitable title for the poem.

A suitable title could be "The End of the Bully" because the poem tells the story of a cruel oppressor whose reign ends with his death, bringing relief to the people.