

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

024

LITERATURE IN ENGLISH

(For Both School and Private Candidate)

Time: 3 Hours

ANSWERS

Thursday November 13, 2003

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

(i) Literature is highly expressive. Unlike other forms of art, literature uses words to portray emotions, ideas, and stories vividly. For example, in "The Lion and the Jewel" by Wole Soyinka, words are used to capture the characters' cultural conflicts.

(ii) Literature can explore complex human experiences. Through characters and narratives, it delves into emotions, history, and culture. For instance, "The Concubine" by Elechi Amadi explores love, destiny, and tradition.

(iii) Literature is enduring and accessible. Unlike a fleeting painting or a performance, it can be revisited multiple times and is accessible to readers across time and space.

(iv) Literature often employs structured forms such as poetry, drama, and prose to express its themes. This distinguishes it from other forms of art that might rely on visuals or sounds.

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

Character: Characters are the lifeblood of any narrative, serving as agents through which stories unfold. For instance, Baroka in "The Lion and the Jewel" represents tradition while Sidi embodies youthful pride.

Stanza: A stanza is a grouped set of lines in a poem, often following a specific rhyme or meter. In Claude McKay's poem "If We Must Die," stanzas are used to structure the call for resistance.

Hyperbole: This is an exaggerated statement used to emphasize a point. For example, in "The Trials of Brother Jero" by Wole Soyinka, the preacher's ambitions are exaggerated to depict the absurdity of his greed.

Prose: Prose is the ordinary form of written or spoken language, distinct from poetry. Novels like "Houseboy" by Ferdinand Oyono use prose to narrate stories in a straightforward manner.

Fiction: Fiction involves imaginary events and characters, often reflecting real-world issues. In "The Old Man and the Medal" by Ferdinand Oyono, fictional narratives reveal societal inequalities.

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

Literature has a multifaceted role in society, serving as a mirror that reflects its values, challenges, and aspirations. Here are some key functions with explanations and examples:

(a) Preservation of culture: Literature is a reservoir of cultural heritage, capturing and preserving traditions, beliefs, and customs. For instance, "Sundiata: An Epic of Old Mali" by Djibril Tamsir Niane immortalizes the story of Sundiata Keita and the formation of the Mali Empire. Through its narrative, it preserves the oral traditions of the griots and highlights African history.

(b) Education: Literature provides a platform for learning about history, societal structures, and human behavior. In "Kinjikitile" by Hussein E., the play educates readers and audiences about the Maji Maji Rebellion, offering insights into African resistance against colonial oppression.

(c) Criticism of societal flaws: Literature often critiques societal ills, urging reflection and change. "The Government Inspector" by Gogol N. exposes corruption and inefficiency in governance, prompting audiences to consider the consequences of unaccountable leadership.

(d) Inspiration for social change: Through stories and characters, literature inspires individuals to challenge injustices and strive for a better world. In "The Lion and the Jewel" by Wole Soyinka, the conflict between tradition and modernity encourages reflection on societal progress and cultural preservation.

(e) Entertainment: Literature also serves to entertain, providing enjoyment and engagement. Plays like "The Trials of Brother Jero" by Wole Soyinka use humor and satire to address religious exploitation while keeping audiences entertained.

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 particularly powerful in conveying a writer's message because it combines performance, dialogue, and visual elements, creating an immediate connection with the audience. Here are two examples:

(a) In "The Lion and the Jewel" by Wole Soyinka, the interplay of dialogue and action vividly portrays the cultural conflict between tradition and modernity. For example, Baroka's cunning schemes and Sidi's pride are best understood when performed on stage, where the audience can see their interactions and expressions. This direct engagement makes the themes more impactful than prose or poetry.

(b) "Kinjikitile" by Hussein E. uses live performance to evoke emotions and solidarity. The call for unity during the Maji Maji rebellion is heightened when actors deliver lines like, "We are one, and together we shall overcome the oppressors." The combination of speech, movement, and visual storytelling makes the message of resistance more compelling than it would be in other genres.

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.

(a) In "The Lion and the Jewel" by Wole Soyinka, women are often treated as objects of desire rather than individuals with agency. Sidi, for instance, is valued for her beauty and pursued as a prize by both Baroka and Lakunle. Baroka's manipulation of Sidi into marrying him highlights the limited choices available to women in a patriarchal society.

(b) "Dilemma of a Ghost" by Ama Ata Aidoo portrays the struggles of Eulalie, a woman caught between two cultures. Her marriage to Ato places her in a traditional African family where she is judged for her inability to conform. Lines like, "She doesn't know the value of our customs," reveal the expectations placed on women and the consequences of failing to meet them. This play critiques the societal pressures that oppress women and highlights their struggles for acceptance and independence.

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

Drama has several personal and societal benefits:

(a) Education: "Kinjikitile" by Hussein E. educates readers and viewers about the Maji Maji rebellion, making it a valuable resource for understanding African history and the spirit of resistance.

(b) Reflection on societal issues: "The Government Inspector" by Gogol N. helps audiences reflect on the dangers of corruption and unaccountable governance. The play's humorous yet critical tone encourages self-awareness and societal improvement.

(c) Entertainment and engagement: "The Trials of Brother Jero" by Wole Soyinka entertains while addressing the exploitation of religion. Lines like, "My calling is to catch men," use humor to expose the hypocrisy of religious leaders, making the audience laugh while prompting critical thought.

Drama combines education, entertainment, and emotional engagement, making it a uniquely impactful genre.

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

Using *A Walk in the Night* by Alex La Guma, *Houseboy* by Ferdinand Oyono, and *Girls at War* by Chinua Achebe:

a. In *A Walk in the Night*, La Guma captures the struggles of marginalized people in apartheid-era South Africa. The story reflects themes of oppression and injustice through the life of Michael Adonis, who faces systemic discrimination and poverty. This mirrors real societal issues such as inequality and lack of opportunities for the oppressed.

b. In *Houseboy*, Oyono depicts the exploitation and dehumanization of Africans during colonial rule. Toundi's diary reveals the hypocritical and abusive nature of the colonizers, exposing the sharp divide between the ideals of civilization and their practical application.

c. *Girls at War* by Achebe portrays the effects of war on human relationships and society in Nigeria. The title story examines how war leads to moral decay, as seen in the interaction between Reginald and Gladys, highlighting the conflict between survival instincts and personal values.

These works collectively reflect themes of oppression, injustice, and the moral dilemmas faced by individuals in trying societal conditions.

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 to mirror society effectively. Two examples:

a. In *The Concubine* by Elechi Amadi, the changing societal dynamics are evident as the protagonist, Ihuoma, navigates between traditional beliefs and personal aspirations. The work reflects the tension between modernity and tradition, showing how literature evolves to capture shifts in societal norms.

b. In *Sundiata: An Epic of Old Mali* by Djibril Tamsir Niane, oral traditions are preserved but adapted into written form, showcasing the dynamism of literature. The epic celebrates cultural heritage while addressing timeless themes like leadership and resilience, ensuring relevance across generations.

These texts demonstrate how literature adapts to capture evolving societal values and address contemporary issues.

9. Contrast two readings of your choice on the following aspects: Message, theme, organisation of plot, characterisation, and style of presentation.

Using *The Old Man and the Medal* by Ferdinand Oyono and *Secret Lives* by Ngugi wa Thiong'o:

a. Message:

- *The Old Man and the Medal* focuses on the betrayal of African loyalty to colonial powers, exposing hypocrisy and exploitation.
- *Secret Lives* explores the moral corruption and hidden struggles within post-colonial African societies.

b. Theme:

- Oyono emphasizes disillusionment and the false promises of colonialism.
- Ngugi delves into the consequences of secrecy and the human condition in a transitioning society.

c. Organisation of Plot:

- Oyono's narrative is linear, following Meka's journey from pride to disappointment.
- Ngugi employs fragmented storytelling to reveal the complexities of each character's life.

d. Characterisation:

- Meka in Oyono's work is a symbol of loyalty and betrayal.
- Ngugi's characters are multi-dimensional, representing different societal facets.

e. Style of Presentation:

- Oyono uses satire and irony to criticize colonialism.
- Ngugi blends realism with allegory to address societal flaws.

These contrasts highlight the diversity of approaches authors use to engage readers and convey central ideas.

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.

a. In *If We Must Die* by Claude McKay, the poem reflects the harsh reality of racial oppression and the struggle for dignity. The lines, "If we must die—oh, let us nobly die, / So that our precious blood may not be shed in vain," inspire resilience and courage in the face of adversity. This reality motivates readers to confront injustice and fight for equality, demonstrating how poetry inspires change.

b. In *Building the Nation* by Henry Barlow, the poet exposes the societal inequality and the hypocrisy of political leaders. The persona, a driver, contrasts his meager meal and hard work with the extravagant lunch of the Permanent Secretary, highlighting the unequal distribution of resources. This stark reality encourages readers to demand accountability and fairness, reflecting how poetry addresses societal flaws.

These poems show that poetry not only captures reality but also urges readers to act upon it, fostering social and personal transformation.

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.

a. In *Eat More Fruit* by Joe Corrie, imagery plays a key role in appealing to human emotions. Lines like "The slogan says, 'More fruit, man, more bread!' / But I'm unemployed and never fed" create vivid mental pictures of poverty and inequality, stirring empathy in readers.

b. In *The Earth Song* by Kofi Awoonor, personification and symbolism elevate the emotional impact of the poem. For instance, the earth is depicted as a living entity suffering from human exploitation: "The earth does not get drunk on the blood of its martyrs." This artistic feature deepens the reader's connection to environmental and ethical concerns.

The use of imagery, symbolism, and personification allows poetry to evoke strong emotional responses, making it a unique and powerful medium for conveying human experiences and societal issues.

12. Read the following poem, then answer the questions that follow it.

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 of his oppressive and abusive actions. He abducted girls, molested women, assaulted boys, and robbed men, creating an atmosphere of fear and domination over his victims.

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

i. Imagery: "The sandwich of soil black like burnt toast" vividly describes the burial of the bully, creating a strong mental picture for readers.

ii. Irony: The line "Lord! Take care of his soul though he was but a bully" reflects a sarcastic prayer, highlighting the community's relief at his death while pretending to care for his soul.

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

The bully was killed by an individual referred to as "Old warrior Death," who used a revolver to shoot him. His death brought relief to the oppressed community, which buried him with minimal ceremony.

d. Why did the mourners smile through tears of relief?

The mourners smiled because the bully's death marked the end of his oppressive reign. Their tears reflected the long-standing pain and suffering they endured, while their smiles symbolized the newfound freedom and hope.

e. Suggest a suitable title for the poem.

A suitable title for the poem could be *The Fall of the Oppressor*.