

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: 2004

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. Explain what makes a good piece of literature. Use six points to support your answer.

A good piece of literature uses language effectively to communicate its message. The writer chooses words, images, and expressions that capture the reader's attention, making the work enjoyable, clear, and memorable.

A good piece of literature presents themes that are meaningful and relevant to society. The work should explore issues that affect human beings, such as love, justice, betrayal, freedom, or identity, making readers reflect on their own lives and surroundings.

A good piece of literature is original and creative. It presents ideas in new, imaginative, or unexpected ways, avoiding repetition of common thoughts and instead offering fresh perspectives to the audience.

A good piece of literature has well-developed characters. The people in the story should behave in believable ways, with clear personalities, emotions, and motives, which makes the reader connect with or understand them.

A good piece of literature entertains its readers while also educating them. It should offer enjoyment through humor, suspense, or drama while at the same time conveying lessons, morals, or warnings about life.

A good piece of literature has a clear structure and organization. The story, poem, or play should have a beginning, middle, and end, with ideas arranged logically to guide the reader smoothly from one part to another.

2. Define oral literature and discuss its forms. Give at least six clear forms with examples.

Oral literature refers to artistic expressions that are passed down from one generation to another through word of mouth rather than written form. It includes stories, songs, poems, and sayings told by people within a community to entertain, teach, or preserve culture.

One form of oral literature is folktales. These are traditional stories about people, animals, or supernatural beings that explain natural events, teach morals, or entertain listeners. An example is the tale of "The Hare and the Lion."

Another form is myths. These are ancient stories that explain the origin of the world, human beings, and natural phenomena, often involving gods and supernatural creatures. An example is the Greek myth of how night and day were created.

Legends are another form. These are stories about heroic figures or significant events believed to have some basis in history but usually exaggerated. An example is the legend of Chief Mkwawa in Tanzania.

Proverbs are short, wise sayings that express moral lessons or truths about life. They are used in conversations to advise or comment on situations. An example is "Haste makes waste."

Riddles are clever, puzzling questions or statements that require creative thinking to solve. They are used for entertainment and education, especially among children. An example is, "I have cities but no houses, forests but no trees. What am I?" (Answer: A map)

Songs form another type of oral literature. These include work songs, religious songs, lullabies, and love songs, which convey feelings, messages, or information in a rhythmic and melodic way. An example is a lullaby sung to calm a crying child.

3. Literature and culture are closely related. Discuss six ways in which literature promotes cultural values in a society.

Literature preserves cultural history and traditions. Through stories, songs, and poems, literature records the experiences, customs, and beliefs of a people, passing them to future generations.

Literature teaches moral values. By presenting characters and events that illustrate the consequences of good or bad behavior, literature encourages virtues like honesty, kindness, and bravery within a community.

Literature strengthens social unity. Through shared stories, proverbs, and songs, people develop a common identity and sense of belonging, which helps to maintain peace and cooperation within society.

Literature educates members of a community about their roles and responsibilities. Traditional oral forms like folktales and proverbs advise people on how to behave as children, parents, or leaders, contributing to social order.

Literature entertains and provides emotional relief. Cultural performances like storytelling, riddles, and songs entertain people during ceremonies or gatherings, making them relax and forget daily worries.

Literature promotes respect for elders and authority. Many traditional literary forms honor the wisdom of elders and leadership, encouraging younger generations to value and obey them for the benefit of the society.

4. Many playwrights use their work to challenge oppressive leadership. Using two plays you have read, discuss how this has been portrayed.

In *Kinjeketile* by Ebrahim Hussein, oppressive leadership is shown through the rule of the German colonial government over the African people. The Germans exploit the natives by forcing them to pay taxes, work on plantations, and abandon their traditions. The play criticizes this foreign domination and shows how it leads to the suffering of the local communities. Through the character of Kinjeketile, the playwright promotes unity and resistance against oppressive rulers, inspiring people to fight for their freedom.

In *The Trial of Dedan Kimathi* by Ngũgĩ wa Thiong'o and Micere Githae Mugo, oppressive leadership is portrayed through the British colonial administration in Kenya. The colonial leaders arrest and sentence Dedan Kimathi, a freedom fighter, in an effort to silence the independence movement. The play exposes the cruelty, injustice, and manipulation of colonial courts and police, showing how oppressive systems use violence and fear to control people. The playwrights encourage resistance and pride in African identity, urging people to reject colonial oppression.

5. With reference to two plays you have read, explain how the playwrights present the theme of conflict between tradition and modernity.

In *The Lion and the Jewel* by Wole Soyinka, the conflict between tradition and modernity is presented through the characters of Baroka and Lakunle. Baroka, the village chief, represents tradition, valuing customs like polygamy, bride price, and ancient leadership styles. Lakunle, the schoolteacher, represents modernity, advocating for education, women's rights, and the rejection of outdated customs. Their conflict over Sidi, the village beauty, symbolizes the larger struggle between maintaining cultural heritage and embracing modern ideas.

In *The Swamp Dwellers* by Wole Soyinka, the theme appears in the choices faced by the younger characters. Igwezu returns from the city after experiencing its corruption and deceit, while his brother Awuchike abandons the village for wealth. The parents, Makuri and Alu, hold on to traditional rural life, despite its hardships. The playwright uses the swamp as a symbol of tradition and the city as a symbol of modernity, showing how people are torn between the security of old ways and the uncertain promises of change.

6. Plays often reflect the social problems of a given time. Identify and explain four social problems reflected in two plays you have studied.

In *The Trials of Brother Jero* by Wole Soyinka, religious hypocrisy is one social problem shown. Brother Jero pretends to be a holy prophet while deceiving people for personal gain. This reflects how religious leaders can exploit followers, using faith for selfish interests rather than sincere guidance.

Another problem in the same play is idleness and laziness. Characters like Brother Jero avoid honest work, choosing instead to cheat people. This highlights the danger of people relying on deceit instead of contributing to society through hard work.

In *Kinjeketile*, colonial oppression is a major social problem. The German colonizers exploit African communities through forced labor, high taxes, and military violence. The play exposes the harshness of colonial rule and the suffering of oppressed people.

Another problem in *Kinjeketile* is disunity among African communities. Before Kinjeketile unites them, different tribes refuse to cooperate in resisting the colonizers. The playwright shows how division weakens resistance and prolongs oppression, stressing the importance of unity in fighting injustice.

7. Literature can be a powerful tool for creating awareness in society. Discuss this statement using two novels you have studied.

In *Houseboy* by Ferdinand Oyono, literature creates awareness about the evils of colonialism and racial injustice. Through the life of Toundi, a young African boy who works in a colonial officer's home, the novel reveals how Africans were mistreated, humiliated, and exploited by the white colonizers. The story exposes issues like forced labor, police brutality, and cultural destruction, making readers aware of the cruelty faced by African communities under colonial rule.

In *A Walk in the Night and Other Stories* by Alex La Guma, literature highlights the effects of apartheid and social inequality in South Africa. The collection of stories portrays the daily struggles of black people living in poor, segregated areas. Characters suffer from police harassment, unemployment, and hopelessness. By presenting these harsh realities, the book raises awareness about racial oppression and the need for justice and equality in society.

8. The theme of betrayal is commonly addressed in literature. With reference to two novels you have read, explain how this theme has been portrayed.

In *The Old Man and the Medal* by Ferdinand Oyono, betrayal is portrayed through the character of Meka, an old African man who remains loyal to the colonial government, hoping for recognition and respect. However, after receiving a medal from the colonial authorities, Meka is mocked, mistreated, and arrested by the same people he trusted. This betrayal shows how colonial leaders deceived Africans with false promises while denying them dignity and rights.

In *Girls at War* by Chinua Achebe, betrayal appears in several stories, especially in the title story. The girl, Gladys, pretends to support the war effort but secretly uses her position to steal and benefit from the suffering of others. She betrays both the people she claims to help and the soldiers fighting for the nation. This theme shows how war and hardship can bring out selfishness and dishonesty in people who pretend to be loyal.

9. In many novels, writers use symbolism to deepen the meaning of their work. Identify and explain four symbols from two novels you have read.

In *The Concubine* by Elechi Amadi, the river symbolizes the mysterious spiritual forces that control human lives. The river is feared by villagers as a place where spirits dwell, and it represents the hidden dangers and fate that characters cannot escape.

Also in *The Concubine*, the snake symbolizes the deadly consequences of forbidden love and spiritual curses. It is associated with the spirit-husband of Ihuoma, the main character, who kills any man who attempts to marry her, showing how tradition and unseen forces rule over people's destinies.

In *Houseboy*, the prison symbolizes the oppression and injustice faced by Africans under colonial rule. Toundi's imprisonment without fair trial reflects how the legal system was used to silence and control the colonized people rather than protect them.

Another symbol in *Houseboy* is the medal given to the old man Meka. It represents the empty rewards and false honor given to Africans by colonial authorities. Instead of showing genuine respect, the medal is used to deceive and manipulate, symbolizing betrayal and hypocrisy in colonial rule.

10. Discuss six characteristics of modern African poetry, providing examples from poems you have read.

Modern African poetry often uses simple and direct language to reach a wider audience. Poets avoid complicated words so that ordinary people can easily understand the message. For example, in the poem *Song of the Women of my Land*, the language is straightforward, expressing admiration for the strength and courage of African women.

Modern African poetry is deeply political and social. Many poets address issues like oppression, injustice, and exploitation. In *Letter to my Friends*, the poet speaks about the suffering of the oppressed and calls for action against colonial and post-colonial leaders who betray their people.

Modern African poets frequently celebrate African identity and culture. They write about traditional customs, values, and history to remind people of their roots. In *I Speak for the Bush*, the poet defends African culture against foreign influences and criticizes leaders who abandon their traditions.

Symbolism is commonly used in modern African poetry. Poets employ symbols to deepen meaning and provoke thought. In *The Graveyard*, the graveyard represents a dying nation where freedom and justice are buried, making readers reflect on the state of their society.

Modern African poetry often uses free verse without a fixed rhyme or rhythm. This gives poets freedom to express emotions and ideas without being restricted by traditional structures. Poems like *Your Land is Beautiful* use irregular lines to show anger, sadness, and hope in a natural, flowing way.

Lastly, modern African poetry gives a voice to the marginalized, especially women and the poor. Poets speak on behalf of those who are silenced by oppressive systems. In *Building the Nation*, the poet exposes how government officials enjoy luxuries while ordinary citizens struggle, giving attention to social inequality.

11. Explain how poets use poetry to address political oppression in society. Use examples from two poems you have studied.

In *I Speak for the Bush*, the poet addresses political oppression by criticizing corrupt African leaders who neglect the needs of the people. The poem describes how leaders leave rural areas in poverty while enriching

themselves in cities. Through this poem, the poet reveals the betrayal of freedom fighters' dreams and the ongoing suffering under post-independence rulers.

In *Building the Nation*, the poet also highlights political oppression by showing how government officials misuse public resources. The poem describes a government lunch where leaders feast while workers remain hungry and poor. This unequal treatment exposes the selfishness and injustice of those in power, encouraging readers to question and challenge their leadership.

12. Read the following poem and answer the questions that follow:

A Nation's Plea
We cry for peace
Where war drums sound
We search for light
Where darkness clouds
We reach for hope
In hopeless lands
We sing for freedom
With chained hands.

(a) What is the poem about?

The poem is about the struggles of people living in a nation affected by war, oppression, and injustice. It speaks about their desire for peace, hope, freedom, and better living conditions, despite being trapped in difficult and hopeless situations.

(b) Identify the mood of the poem.

The mood of the poem is sad and sorrowful. It reflects pain, frustration, and longing for freedom and peace in a troubled land.

(c) Who is the speaker in this poem?

The speaker is a voice representing oppressed and suffering people within a nation. It could be any citizen or group affected by war, injustice, and oppression.

(d) Mention the main theme of the poem.

The main theme of the poem is oppression and the people's struggle for freedom and peace in their country.

(e) Identify two figures of speech used in the poem and explain their effect.

One figure of speech is metaphor, as seen in "With chained hands," which represents lack of freedom and oppression. It makes readers visualize the harsh conditions faced by the people.

Another figure of speech is symbolism. The phrase "war drums sound" symbolizes violence and conflict within the country. It deepens the reader's understanding of the serious state of the nation.

(f) What is the relevance of the poem to your country?

The poem is relevant because many countries, including mine, have faced or continue to face problems like political oppression, war, poverty, and lack of freedom. The poem reminds citizens to continue hoping for peace, unity, and justice, and to speak against unfair leadership.

(g) How is language used to deliver the message?

The poet uses simple, emotional, and symbolic language to communicate suffering and the desire for peace. Words like "cry," "darkness," "chained," and "hopeless" evoke strong feelings of sadness and helplessness, making the message powerful and clear.

(h) How does the poem's structure help in delivering its message?

The poem uses short lines with direct statements, each presenting a painful situation followed by a hopeful action. This structure makes the suffering and desire for change easy to follow and emphasizes the contrast between oppression and hope. It also makes the poem's emotional appeal stronger by focusing attention on each idea separately.